

**EFFECTS OF PERCEIVED PSYCHOLOGICAL CONTRACT BREACH ON
ORGANIZATIONAL COMMITMENT OF PUBLIC UNIVERSITIES
ACADEMIC STAFF IN TANZANIA**

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**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY OF THE OPEN
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CERTIFICATION

The undersigned certify that they have read and hereby recommend for examination a thesis entitled; “Effects of Perceived Psychological Contract Breach on Organizational Commitment of Public Universities Academic Staff in Tanzania” in fulfilment of the requirements for the Degree of Doctor of Philosophy (PhD) of The Open University of Tanzania.

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Signature

.....

Date

DEDICATION

This thesis is dedicated to my wife Ghati, and my daughters Wegesa, Nyasingwe and Bhoke, who excitedly gave me the moral and material support to complete the work.

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ABSTRACT

The study sought to determine the effects of perceived psychological contract breach on organizational commitment of public universities' academic staff in Tanzania. The specific objectives were; to determine whether perceived psychological contract breach affect organizational commitment, whether perceived psychological contract breach affect affective organisational commitment, whether perceived psychological contract breach affect continuance organizational commitment, whether perceived psychological contract breach affect normative organisational commitment and whether after controlling the effects of demographic factors such as age, education, gender, tenure and academic rank perceived psychological contract breach still affect the university's academic staff's organisational commitment. A cross-sectional survey was carried out on a sample of 187 academic staff from Tanzania public universities. Descriptive statistics, correlation, linear and multiple linear regression analysis techniques were applied. The study found that perceived psychological contract breach significantly negatively affected organizational commitment and its dimensions namely affective, continuance and normative. For the demographics, regression results shows revealed that psychological contract breach significantly and negatively had the power to affect organizational commitment with a combination of age, marital status and tenure. It is recommended that universities management should make sure that all promises to newly recruited academic staff are fulfilled. In addition, strategies to motivate married couples and their families may help to make academic staff more committed. Young academic staff should be motivated by further training, being engaged in research and consultancy while the older ones should be guaranteed their tenure and good pay.

TABLE OF CONTENTS

CERTIFICATION.....	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xvii
LIST OF FIGURES	xviii
ABBREVIATIONS AND ACRONYMS.....	xx
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	7
1.3 General Objective	10
1.4 Specific Objectives.....	10
1.5 Significance of the Study.....	10
1.6 Organization of the Study.....	12
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Overview	13
2.2 Definition of Concepts	13
2.2.1 Organizational Commitment	13

2.2.2	Affective Commitment.....	14
2.2.3	Continuance Commitment.....	14
2.2.4	Normative Commitment.....	15
2.2.5	Organizational Commitment of University Academic Staff in Tanzania	16
2.2.6	Psychological Contract.....	17
2.2.7	Psychological Contract Breach.....	18
2.2.8	Different Components of Psychological Contract Breach	19
2.3	Reviewed Theories.....	21
2.3.1	Organizational Commitment Theories	22
2.4	Empirical Review.....	25
2.4.1	Western Countries.....	25
2.4.2	Asia and South East Asia	30
2.4.3	African Countries.....	37
2.5	Hypothesis	46
2.6	Research Gap	53
2.7	Conceptual Framework	55
	CHAPTER THREE.....	56
	RESEARCH METHODOLOGY.....	56
3.1	Overview.....	56
3.2	Research Philosophy	56
3.3	Research Approach	57
3.4	Research Design and Strategy	58
3.4.1	Area of the Study	58

3.4.2	The Population of the Study	59
3.4.3	Sample and Sampling Techniques	60
3.5	Data Collection Sources and Techniques	62
3.5.1	Primary Data.....	62
3.5.2	Secondary Data	62
3.6	Unit of Analysis	62
3.6.1	Variables and Measurement Procedures	63
3.7	Data Cleaning and Processing	64
3.7.1	Pilot Study Results	64
3.7.2	Error Check.....	64
3.7.3	Un-Engagement	64
3.7.4	Missing Data.....	65
3.8	Validity	65
3.9	Reliability Test.....	65
3.10	Regression Assumptions	66
3.10.1	Linearity Assumption.....	66
3.10.2	Normality Assumption	66
3.10.3	Outlier Assumption	67
3.10.4	Homoscedasticity Assumption	67
3.10.5	Multicollinearity Assumption.....	67
3.11	Data Analysis	68
3.12	Measurement Models	68
3.12.1	Measurement Model I	68
3.12.2	Measurement Model II	69

3.13	Ethical Consideration	69
FINDINGS AND DISCUSSION.....		71
4.1	Overview	71
4.2	Sample Description	71
4.3	Descriptive Statistics for Organizational Commitment	72
4.3.1	Affective Commitment.....	72
4.3.2	Continuance Commitment.....	73
4.3.3	Normative Commitment.....	74
4.4	Descriptive Statistics for Perceived Psychological Contract Breach.....	75
4.5	Variables Descriptive Statistics, Reliability and Correlation Analysis.....	76
4.6	Regression Results of OC, AC, CC and NC on PCB.....	78
4.6.1	Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for OC.....	79
4.6.2	Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for AC.....	81
4.6.3	Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for CC.....	83
4.6.4	Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for NC.....	85
4.7	Multiple Regression Results of OC, AC, CC and NC on PCB and Demographics	87
4.7.1	Outliers, Normality, Linearity and Homoscedasticity Regression Testing results for OC, PCB and Demographics	90

4.7.2	Outliers, Normality, Linearity and Homoscedasticity Regression Testing Results for AC, PCB and Demographics	92
4.7.3	Outliers, Normality, Linearity and Homoscedasticity Testing Results for CC, PCB and Demographics.....	94
4.7.4	Outliers, Normality, Linearity and Homoscedasticity Testing results for NC PCB and Demographics.....	96
4.8	Multicollinearity Assumption Testing Results for OC, AC, CC on PCB and Demographics	98
4.9	Stepwise Regression Results	99
4.10	Discussion.....	101
4.10.1	Determining Whether a Psychological Contract Breach Affect University Academic Staff Commitment	101
4.10.2	To Determine Whether Psychological Contract Breach, Affect Affective University Academic Staff Commitment.....	103
4.10.3	To Determine Whether Psychological Contract Breach, Affect Continuance Organizational Commitment	106
4.10.4	To Determine Whether Psychological Contract Breach, Affect University Academic Staff Normative Organisational Commitment	108
4.10.5	To Determine Whether After Controlling the Effects of Demographic Factors Still, Psychological Contract Breach Affect the University's Academic Staff's Organisational Commitment	109
	CHAPTER FIVE	113
	CONCLUSIONS RECOMMENDATIONS.....	113
5.1	Overview	113

5.2	Conclusion	113
5.3	Recommendations and Implications	113
5.4	Limitations and Areas for Future Studies.....	117
	REFERENCES	121
	APPENDIXES.....	135

LIST OF TABLES

Table 2.1: A Summary of Empirical Literature Review	40
Table 3.1: Survey Population	60
Table 3.2: The Sample of All Sampled Universities	61
Table 3.3: Scale for Reliability Test	66
Table: 4.1: Sample Description	72
Table: 4.2: Affective Commitment Variables	73
Table: 4.3: Continuance Commitment Variables	74
Table: 4.4: Normative Commitment Variables	75
Table: 4.5: Perceived Psychological Contract Breach Variables	76
Table: 4.6: Sample Correlation Matrix and Reliability Statistics	77
Table: 4.7: Regression Results of OC, AC, CC and NC on PCB	78
Table 4.8: Regression Results of OC, AC, CC and NC on PCB.....	79
Table: 4.9: Regression Results of OC, AC, CC and NC on PCB and Demographics	89
Table: 4.10: Regression Results of OC, AC, CC and NC on PCB and Demographics	90

LIST OF FIGURES

Figure 4.1: Histogram for Organizational commitment (OC).....	80
Figure 4.2: Normal P-Plot for the Standardized Residual of Organizational Commitment	81
Figure 4.3: Scatter Plot for the Standardized Residual for Organizational Commitment	81
Figure 4. 4: Histogram for Affective Commitment.....	82
Figure 4.5: Normal P-Plot for the Standardized Residual of AC.....	83
Figure 4.6: Scatter Plot for the Standardized Residual for AC	83
Figure 4.7: Histogram for CC	84
Figure 4.8: Normal P-Plot for Regression Standardized Residual of CC.....	85
Figure 4.9: Scatter Plot for the Standardized Residual for CC	85
Figure 4.10: Histogram for Normative Commitment	86
Figure 4.11: Normal P-Plot for the Standardized Residual of NC	86
Figure 4.12: Scatter Plot for the Standardized Residual for NC	87
Figure 4.13: Histogram for OC, PCB and Demographics	91
Figure 4. 14: Normal P-Plot for the Standardized Residual of OC, PCB and Demographics	92
Figure 4.15: Scatter Plot for the Standardized Residual of OC, PCB and Demographics	92
Figure 4.16: Histogram for AC, PCB and Demographics	93
Figure 4.17: Normal P-Plot for the Standardized Residual of AC, PCB and Demographics	94

Figure 4.18: Scatter Plot for the Standardized Residual of AC, PCB and Demographics	94
Figure 4.19: Histogram for CC, PCB and Demographics	95
Figure 4.20: Normal P-Plot for Regression Standardized Residual of CC, PCB and Demographics	96
Figure 4.21: Scatter Plot Regression Standardized Residual for CC, PCB and Demographics	96
Figure 4.22: Histogram for NC, PCB and Demographics	97
Figure 4.23: Normal P-Plot for the Standardized Residual of NC, PCB and Demographics	98
Figure 4.24: Scatter Plot for the Standardized Residual of NC, PCB and Demographics	98

ABBREVIATIONS AND ACRONYMS

AC	Affective Commitment
ACS	Affective Commitment Scores
CC	Continuance Commitment
HMRA	Hierarchical Multiple Regression Analysis
MU	Mzumbe University
MUHAS	Muhimbili University for Health and Allied Sciences
OC	Organizational Commitment
OUT	The Open University of Tanzania
PCB	Psychological Contract Breach
SMRA	Stepwise Multiple Regression Analysis
SUA	Sokoine University of Agriculture
TCU	Tanzania Commission for Universities
UDSM	University of Dar es salaam
UK	United Kingdom

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Contemporary organizations are characterized by high competition and survival, let alone success and high performance. At the center of these, the commitment of employees is a critical resource to achieve them. Universities like any other organizations need to have a highly committed workforce especially the academic staffs who make the core function of the universities which are the provision of high education to the society (Koskei et al. 2018).

The concept of organizational commitment has been recognized as one of the critical factors which are the leading cause of organizational success (Alsiewi & Agil, 2014). Moreover, organizational commitment has increasingly attracted researchers in the current environment of scarce human resources and reduction of management tasks in attracting, increasing employee's morale, motivation, performance, that leads to organizational citizenship, and retaining employees (Chordiya, Sabharwal, & Goodman, 2017; Gunlu, Aksarayli, & Şahin Perçin, 2010).

Organizational commitment is considered as one of the key job attitudes that have been studied about employee's motivation and productivity as it is a cornerstone of employee performance (Tolentino, 2015). Organizational commitment of employees to their organization is regarded as the core of human resource management practice whereby employees are motivated and fully engaged to their organization, and therefore, their performance (Gbadamosi, Ndaba, & Oni (2007).) and the success of organizational objectives are also increased (Khalili & Asmawi, 2012).

The importance of the concept of organizational commitment is amplified by empirical literature (Antonaki and trivellas 2014 and Hazrat 2017). This is because the concept has been shown empirically to be linked to positive organizational outcomes such as efficiency, growth and development (Khaleh & Naji, 2016), profitability and competitiveness (Ramay & Ramay, 2012), service quality (Shangholi, Zabihi, Atefi, & Moayedi, 2011), and job performance (Chungtai & Zafar, 2006).

Organizational commitment has also been shown to reduce the negative organizational outcomes such as absenteeism (Mathew & Zajac, 1990) and turnover intentions (Jonathan, Thibeli, & Darroux, 2013). Therefore, the knowledge about the antecedents of organizational commitment is of practical importance for organizational managers. Knowing the antecedents to organizational commitment would help them create a better environment within their organizations for improving employee's commitment in order to attain the benefits outlined above.

Previous research has linked organizational commitment to several other job attitudes as its antecedents. These antecedents include but not limited to job satisfaction (Bennett, 2019; Cherian, Alkhatib, & Agarwal, 2018; Gunlu, Aksarayli, & Perçin, 2010, Kaplan, Ogut, Kaplan, & Aksay, 2012), Job involvement (Abdallah, Obeidat, Aqqad, Al Janini, & Dahiyat, 2017; Kuruüzüm, Çetin, & Irmak, 2009; Ngatuni, 2019) and perceived supervisory support (Ngatuni 2019; Rabban, Akram, Habib, & Sohail, 2017). Other studies have linked organizational commitment to demographic characteristics (Çogaltay, 2015; Gasengayire & Ngatuni, 2019; Khalili & Asmawi, 2012; Kónya, Matić, & Pavlović, 2016; Việt, 2015).

Psychological contract breach is a perception by employees which may lead them to be less committed to the organization, its vision, mission and values. The perception of the psychological breach can accrue when individuals perceive weak congruence between themselves and their organization (Southcombe *et al.*, 2015). Levison *et al.* (1962) define a psychological contract as a series of mutual expectations of which the parties to the relationship may not themselves be dimly aware which nonetheless govern their relationship to each other. The psychological contract is an unwritten, understanding, and it is informal obligations between employer and employees regarding their mutual obligations of how each will perform their tasks with a typical trust.

The psychological contract has a root from the employment relationship. Employers and employees are always engaged in a relationship whereby each part has an obligation toward another part. The relationship between employer and employee has been changing over time due to the influence of globalization, technological advancement, socio-political and economic events (Morris & Robinson, 1997). The psychological contract emanates from the social exchange theory, which was developed by Homans (1958).

Linking the social exchange theory to employment relations, it states that, trust forms the basis of employee's investment concerning organizations. Argyris (1960), Levinson *et al.* (1962), Blau (1964) and Schein (1965), are considered as early pioneers who laid a foundation of the psychological contract as adopted the idea from the social exchange theory. It states that individual will search for fair and

balanced exchange relationship (Homans, 1958). The social exchange theory strives to explain the exchange which occurs in a relationship that should be stable. If inequality occurs, it attempts to repair the inequality.

The psychological contract is perceived as the exchange relationship between employees and employer, which comprises mentioned promises and obligations in which both are exchanged. These promises are subject to breach if not fulfilled (Morrison & Rousseau, 1997; Robinson, 2001). The psychological contract breach, when perceived by employees, leads to retaliation of reducing their commitment to the organization. Conway and Brinner (2002) also explained the concept of psychological contract literature by arguing that a psychological contract lies in the reciprocal exchange. Levinson *et al.* (1962) suggest that tangible resources and contracted relationship also involved the exchange of intangibles. Schein (1965) emphasized the matching of expectations between the employees and the organisation.

It is therefore expected that both concepts – perceived psychological contract breach and organizational commitment – form part of the reciprocal exchange and would be related. That is, when employees perceive that the psychological contract between them and the employer has been breached, they reciprocate with low commitment to the organization, its vision mission and values, leading to a negative relationship between the two concepts. However, little empirical research has been done on the link between perceived psychological contract breach and organizational commitment (e.g. Antonaki, Trivellas, 2014; Hazrat, 2017), and none in Tanzania.

Although there have been a few studies on organizational commitment in Tanzania, none of them is linked to perceived psychological contract breach. See, for example, Johnathan, Thibeli, and Darroux (2013) and Jonathan, Darroux and Maselle (2013) who linked it to demographic factors and job satisfaction, Ngatuni (2019) who linked it to job involvement and perceived supervisory support, and Nguni (2006) who linked it to leadership styles. Sector wise, all these studies, except Ngatuni (2019), focused on the education sector, investigating the organizational commitment of primary school teachers (Nguni, 2006) and secondary school teachers (Jonathan, Thibeli & Darroux, 2013). However, higher education – specifically academic staff of public universities research has not been listed anywhere being studied.

The ability to attract, retain and develop competent employees is vital for all organizations. However, such ability is more important to universities because of the Universities' dependence on the knowledge and abilities of their academic workforce (Alvesson, 2004). The difficulty and ambiguity of academic work (Benson & Brown, 2007), the worldwide demand for and scarcities of quality academics, the ageing academic workforce, and high costs associated with the replacement of competent academic workers (Southcombe *et al.*, 2015), further challenge universities to recruit, develop and retain committed academic staff.

Employees are the most incalculable assets of an organization (Voon *et al.*, 2011), but academic staff are the backbone of universities; and high turnover rates among them have a damaging effect on the growth of universities (Li *et al.*, 2017), students' education and successes (McInerney *et al.*, 2015) and the image of academic sector

overall (Alzubi, 2018).

Since highly committed academic staff play an essential role in the success of universities (Ahmad *et al.*, 2017), university managers seeking a competitive advantage are required to understand the commitment of academic staff to their universities, as well as the underlying antecedents. Universities in East Africa have been characterized by reported grievances from their academic staff members over the year (Koskei et al, 2018). Many of such grievances are centered on issues related to rewards, working environment as well as career development conditions and opportunities against not only the statutory provisions but also what is expected of a university (normally unwritten). The latter's grievance may lead to academic staff's feeling of a psychological breach between them and their universities (the employer).

Academic staffs show low morale of teaching, researching and publications. Instead, they endeavor to their private generating income projects and consequently jeopardizing the quality of academic service to their universities and a country as a whole. Evidenced by the presumed low quality of products as university graduates fail to fulfill job demands (Hum, 2016). PhD holders are keen on consultancies and not committed to academic teaching. They claim to be busy with their research and consultancies, as a results untrained staff and incompetent lecturers handle academic matters at universities. For example, it is reasonable to find tutorial assistants with bachelor degree teaching undergraduates while the TCU regulations require one to have at least a master's degree (Hum, 2016).

Some evidence reveals that academic staff engages in strikes, threatening for strikes and frequent absenteeism. For example, UDASA, which is University of Dar es Salaam academic staff frequently have been threatening strikes due to their demands not met or just partially met like pay increase, areas and house allowances. Other academic staff sometimes delay students examination results, sometimes engage in part-time teaching at other private universities or own business entrepreneurship. These are symptoms of affected motivation and commitment. In other words, if this problem of lack of employee commitment continues to persist among academic staff at public universities, in the end, there will be a total or complete fall in the academic standards on Tanzania universities.

Many of the issues afforeraised are predominant in public universities. Therefore, the present study was designed to study the organizational commitment of the academic staff of public universities and determine whether such commitment as well as its different dimensions – affective, continuance, and normative – are affected by perceived psychological contract breach, based on the social exchange theory.

1.2 Statement of the Problem

Organizational commitment has been shown empirically to be linked to positive organizational outcomes such as efficiency, growth and development profitability and competitiveness, service quality and job performance. In addition, organizational commitment has also been shown to reduce the negative organizational outcomes such as absenteeism and turnover intentions. These outcomes accrue to any kind of organizations, universities included. Despite all these benefits, little research has been done to understand the antecedents of organizational commitment, but more

importantly in institutions of higher learning, where committed academic staff are the engine of knowledge creation, utilization and preservation, in addition to preparing the much needed high level skilled and competent human resource by organizations.

Research in organizational commitment in Tanzania is scantier with a few examples being those of Jonathan, Thibeli and Darroux (2013), Jonathan, Darroux and Thibeli (2013), and Jonathan, Darroux and Masele (2013) all of which focused on secondary school teachers' commitment. Another study by Nguni (2006) also focused on the education sector but specifically on primary school teachers' commitment. Universities' academic staff's commitment was therefore left out. Although Ngatuni (2019) study was based on a multispectral sample, academic staffs were minimally included to draw any conclusion related to academic staff commitment.

In addition, the studies in Tanzania identified several antecedents of organizational commitment. However, they covered demographic variables (Jonathan, Darroux and Thibeli (2013), job satisfaction (Jonathan, Darroux and Thibeli, 2013; Jonathan, Darroux and Masele, 2013), leadership style (Nguni, 2006) and job involvement and perceived supervisory support (Ngatuni 2019). Perceived psychological contract breach as an important antecedent to especially academic staff has not been studied in Tanzania despite its potential in explaining the reciprocal relationship outcomes between the academic staff of public universities and their employer – the Government of Tanzania. Elsewhere, studies linking organizational commitment to perceived psychological contract breach are not many either – see, for example, (Antonaki and trivellas 2014 and Hazrat 2017).

In addition, of these studies, only Jonathan Darroux and Thibeli (2013) and Nguni (2006) disaggregated the organizational commitment concept, but differently – with Nguni disaggregating it into value commitment and commitment to stay. Filliana (2016) found that different dimensions of job satisfaction (intrinsic and extrinsic) affected organizational commitment and its dimension differently, amplifying the importance of disaggregating the not only the organizational commitment construct but also the multidimensional antecedents, e.g. job satisfaction. This is also supported by the fact that the different dimensions of organizational commitment represent different motives to commit to the organization – wanting to (affection), ought to (obligation) and needing to (side-bets) (Meyer and Allen, 1997 cited in Yahaya and Ebrahim, 2016).

Therefore, the present study focused on the organizational commitment of the academic staff of public universities in Tanzania with the aim of determining the effect of perceived psychological contract breach. The resulting empirical evidence will add to the list of antecedents of organizational commitment which universities' human resource managers can use to build committed academic staff. The study adds knowledge on organizational commitment in a number of ways – (i) contributed knowledge on organizational commitment of academic staff of public universities in Tanzania; (ii) added empirical evidence on perceived psychological contract breach as antecedent of organizational commitment in Tanzania in general but also in academic staff in particular, and (iii) added empirical evidence on the effect of perceived psychological contract breach on organizational commitment overall as well as on its dimensions; and (iv) determined the incremental effect of perceived

psychological contract breach on organizational commitment having controlled for the effect of various demographic characteristics.

1.3 General Objective

The general objective of this study was to determine the effects of psychological contract breach on academic staff's commitment to their universities

1.4 Specific Objectives

- i. To determine whether perceived psychological contract breach affects academic staff's commitment to their universities.
- ii. To determine whether perceived psychological contract breach affects academic staff's affective commitment to their universities.
- iii. To determine whether perceived psychological contract breach affects academic staff's continuance commitment to their universities.
- iv. To determine whether perceived psychological contract breach affects academic staff's normative commitment to their universities.
- v. To determine whether after controlling the effects of demographic factors such as age, education, gender, tenure and academic rank, the perceived psychological contract breach still affects the university's academic staff's overall, affective, continuance and normative commitment to their universities.

1.5 Significance of the Study

Theoretically, the study extended the existing knowledge of how psychological breach has an impact on employee commitment behaviour towards organizational

commitment, particularly to higher education academic staff. Previous studies in Tanzania focused on commitment but only to lower levels of education system means primary schools and secondary schools. University dons are the thinkers, they produce managers as human capital, they create knowledge through research and also they do consultancy. Therefore it is of extreme importance to fill this gap which was not known for understanding their commitment and its dimensions and on how they perceived affected by psychological contract breach.

The study has contributed to add knowledge by showing the link of psychological contract breach on organization commitment for academic staff at high learning institutions. Previous, limited studies in Tanzania only were able to link commitment to satisfaction, leadership and supervisory hence there was a gap in explaining the perceived relationship of commitment with Psychological contract breach. This is one study of a kind that has unmasked the perceived negative relationship between psychological contract breach and organizational commitment. Knowing these relationship universities will try to alleviate all perceived psychological contract breach so as to increase commitment to their academic staff. Furthermore, the study contributed to explaining the importance of the concept of organizational commitment as a central aspect of gaining competitive advantages in organisations.

The motivating academic staff has the focus on attaining a total commitment where they show high morale, less student complains and increase the rate of publications helps university achieve their goals one being providing quality education. Organizational commitment is achieved when an employee's perception of the psychological contract is positive. When they perceive there is a congruence

reciprocative relationship with the employer. Knowing these universities especially human resources will create a conducive environment of attracting and retaining university academic staff.

The practical implication of the study also helps on how managers at universities can offset the tendency of perceived contrary psychological contract breach and therefore, adverse effects to academic commitment for example late at work absenteeism, intention to quit and not fully job engagement. To the best of my knowledge, this study may be the first of a kind in Tanzania universities whereby academic staff are being scrutinized on their perception of psychological contract breach and how it affects their organizational commitment.

1.6 Organization of the Study

The remainder of the thesis is organized as follows: Chapter two brings about a literature review whereby the definitions of concepts, review of theories are critically presented. Then empirical review, the theoretical review, the conceptual framework and research gap are presented. Chapter three presents the research methodology whereby this study philosophy, research design are elaborated. Also, the population and sample with sampling techniques are discussed. Data collection issues, research process, are cleared presented. Chapter four dealt with findings and discussion, and last is chapter Five, whereby limitations recommendations with further studies are presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents a review of literature related to the perception of psychological contract breach and organizational commitment. It provides the conceptual definitions, reviews of relevant theories and previous empirical works on psychological contract breach effects on organizational commitment. The last parts present the research gap and conceptual framework and hypotheses.

2.2 Definition of Concepts

2.2.1 Organizational Commitment

Organizational commitment definition has not reached a consensus. The problem is the use of measures of commitment that are not always linked to the definition applied. The nature of organizational commitment is explained as an attitudinal commitment which focuses on the process of which employees come to think about their attachments with the organization. In every angle, it can be thought of as a mindset in which individuals consider the extent to which their value and goals are congruent with those of the organization (Meyer & Allen, 2007). Xanthi and Panagiotis (2014) define organizational commitment as the power of an individual's identification with an attachment to an organization. Meyer. (2001) defines organizational commitment as the three components been comprised together; the affective, normative and continuance factors. This is a bond whereby employees are attached to the organization. Employees show the understanding of the organization; they feel they fit and are the right people to be in that organization.

Another definition is from Mowday *et al.* (1982) who define organizational commitment as the strength of individual identification with and involvement in the particular organization. Meyer and Allen (1990) definition was adopted, with the conception of affective, normative and continuance commitment because it ascertain the objective of this study which focus on first to test the general effect of PCB on Organizational commitment and secondly to test for each organizational commitment dimensions to extent is it affected by psychological contract breach.

2.2.2 Affective Commitment

Allen and Meyer (1997) define affective commitment as the employee's positive emotional attachment to the organization. It is measured by the individual's desire to stay with the organization. An employee's affective commitment is depending on the employee's positive feelings towards the organization. Moreover, it is often the result of organizational policies and activities that promote a positive connection with the workgroup (Meyer & Allen, 1997). Employees with a robust affective commitment (high ACS scores) stay because they want to and are more likely to convey out their duties well (Zhao *et al.*, 2007).

2.2.3 Continuance Commitment

Continuance commitment is the degree that a person stays with the organization because he or she believes employee have to stay. It is the need component or the gains versus losses of working in an organization. It is known as side bets or investments. The gains and losses that occur determine an individual stay or leave an organization (Becker, 1960). An individual may commit to the organization because of the belief or perception of a high cost of losing organizational membership.

Things like monetary costs (such as pension accruals) and public costs (friendship ties with co-workers) would be the costs of losing organizational membership. However, an individual when does not see the actual costs as enough to stay with an organization, must also take into account the accessibility of substitutes (such as another organization), disrupt personal relations, and other side bets that would be incurred from leaving their organization.

2.2.4 Normative Commitment

Normative commitment comes from commitment theory of Allen and Meyer (1991) which suggests that people receive a benefit if under a strong normative, for instance, rule-governed obligation to repay it in some way. A good example is like receiving additional training and granting of compassionate leaves. The individual commits to and remains with an organization because of feelings of obligation. These spirits may originate from a strain on an individual before and after linking an organization. For example, the organization may have devoted resources in training an employee who then feels a moral obligation to put forth effort on the job and stay with the organization to repay the debt. Also, it reflects an internalized norm, developed before the person joins the organization through family or other socialization processes. That one should be loyal to one's organization.

The employee decides to stay with the organization because he or she ought to. Normative commitment is involved in organizations that value loyalty and steadily communicate the fact to employees with rewards, incentives and other strategies. Normative commitment to employees is also high where employees regularly see visible examples of the employer being committed to employee well-being. An

employee with more significant organizational commitment has a higher proportion of causal to organizational achievement and will also experience multiple levels of job satisfaction (Meyer & Allen 1991).

2.2.5 Organizational Commitment of University Academic Staff in Tanzania

Tanzania is a developing country characterized by low development. In order to leap from that situation, the education sector is one of the important factor and mover for the development of people, economy, science and all aspects of life. Currently, there is a thrive and vision of the nation embarking from being a poor and undeveloped country to be an industrial and medium economy. Achieving this vision requires a commitment from all sectors but most important from high learning institutions and universities in particular. Academic staffs at universities are the core elite to the function of university success and education in general of the country (Khan, Nawaz, & Khan, 2013). They have a huge role, for example, they are the breeders of scientists, managers, decision-makers of all fields, they develop and review study curriculum and also they solve community problems through consultancies and last they create and transfer knowledge through research.

Few studies have been conducted explaining the current situation of lack of commitment among academic staff at universities; poor compensation, little attention to training opportunities, poor social and family facilities and huge workload lecturer student ratio. It is due to the above reasons that academic staffs are not imparting adequate knowledge to the students. Therefore university products not fulfilling the job market demand (Sial et al 2011). Academic staffs are perceived to be committed when their needs, for example, are aligned with university values,

mission and objectives. This is known as affective commitment. Another academic staff becomes committed because leaving their current job may affect their prestige, social networks and benefits. This is known as continuance commitment. Yet others become committed to universities because they perceive as their obligation to do so. This is known as normative commitment. Each of the three dimensions of commitment is experienced at different degrees by all academic staff (Islam et al 2012).

As pointed above academic staffs that are committed to their universities are expected not only to emphasize upon their duties being the best performers to achieve their objectives but also staying to their universities. Therefore attracting developing and retaining committed academic staff has become an important factor to achieve university goals (Saifuddin et al 2012). University management has to control the perceived deterrent of psychological contract breach so as to bring a positive perception of academic staff and therefore becomes committed in order to be able to succeed in the provision of high quality and relevant education and knowledge to the society.

2.2.6 Psychological Contract

Levison *et al.* (1962) as cited in Zhou *et al.* (2014) define a psychological contract as a series of mutual expectations of which the parties to the relationship may not themselves be dimly aware which nonetheless govern their relationship with each other. Relational employee obligations are associated with employee relational obligations, like job security. In return for loyalty and transactional, employee's obligation is related to high pay for high performance (Conway & Shapiro, 2009).

To describe the psychological contract, one can say that these are values people hold regarding the circumstances of the exchange contract between themselves and their organisations. The employee takes into account what they anticipate from the employer and their experience they owe to the organisation into account. Morrison and Rousseau (1997) argue that the psychological contract is when employees believe that their employer has guaranteed to offer them with a specific incentive in exchange for their efforts they make to the organisation. For example, the employee expects not to be fired after serving an organisation for some specified time while the organisation deems that an employer will not run down the organisation public image and will not hand out secrets of the organisation to competitors.

2.2.7 Psychological Contract Breach

Conway and Shapiro (2009) define psychological contract breach as an employee's perception that his or her organization has failed to fulfil one or more obligation associated with the perceived mutual promise. They argue that any inconsistency with the employee's belief in a reciprocal obligation has the potential to create a perception of psychological contract breach. In early studies, researchers used the psychological contract breach and violation interchangeably (Morrison & Rousseau, 1997). They distributed the two terms of cognitive and emotional. Contract violation includes emotional distress, feelings of betrayal, anger and wrongful harm that result from the individual perception that although they have kept that promise of another party, the other party broke the promise to the individual.

The breach may occur but not a violation. Conway and Brinner (2002) provide that, psychological contract breach leads to reduced organizational commitment among

employees. Psychological contract breach may occur when recruiters may over-promise a job applicant for challenges, growth and development. It is known as renegeing or when managers or coworkers may have different perceptions that, whether obligation do exist or not. It is called incongruence contract (Robison & Rousseau, 1994).

Therefore, failure to honour a contract creates a sense of wrongdoing of deception and betrayal with persuasive implications for the employment relationship (Rousseau, 1989). Hence the psychological contract breach tends to decrease trust. This argument is supported by Shields (2007), who hints that psychological contract breach can occur because of contract drift. A divergence of what is involved in the exchange relationship and what each party believes should be involved.

2.2.8 Different Components of Psychological Contract Breach

The psychological contract breach is characterized by several components that affect the exchange relationship between employer and employees.

2.2.8.1 Delay

Delay is a breach. This is defined as the time lag between the expected fulfilment of the promise and the actual point of delivery. Casser and Brinner (2011) show that the delay in pay provides the basis for continuing exchange and necessitates trust. The very long delay is interpreted as perceived as a breach since trust also determines when the delivery was expected. Therefore delay is seen and interpreted feature amongst the list of breach or discrepancies.

2.2.8.2 Magnitude

Magnitude is the second component perceived as a breach. It occurs when what is delivered is less than what is assured before. Shoe and Tetrick (1994) and Turnley & Feldman (1999) note that the discrepancy, in magnitude, tends to affect the employee's reaction to commitment negatively.

2.2.8.3 The Form

This breach occurs when what is delivered is of different type or form from what has been promised before (Conaway & Brinner, 2009). For example, an employee receiving in-house training instead of been sent abroad for training as initially promised.

2.2.8.4 Inequity

Refers to a situation of a breach where the employees believe or perceive that what they are getting is less than or different from what others in similar positions or work are getting. Adam (1965) provided equity theory in exchange by asserting that, people tend to compare their input to output ratio with a comparison. Therefore, testing fairness is advisable. When employees perceive that, there is no fairness. They are influenced negatively towards organizational commitment.

2.2.8.5 Exchange Imbalance

This is referred to as a perceived breach that occurs when the employees perceive that they are giving far too much to the organization than they are receiving back in return. Morrison & Robinson (1997) and others Coyle-Shapiro (2002) suggest exchange breach itself does not lead to violation unless the employees perceive that

he or she has made a contribution that has not been reciprocated as promised.

2.3 Reviewed Theories

The psychological contract has a root from the social exchange theory, which states that individual will search for fair and balanced exchange relationship (Homans, 1958). The employees believe that promise made and a considerable offered in exchange for it, bringing the parties to some set of reciprocal obligations as psychological contact (Becker, 1960; Rousseau, 1989; Bedillet & Dwivendula, 2010). Hence, they came up with the side-bet theory. That commitment came into being when a person by making a side bets likes extraneous interest with a consistent line of activity. Therefore, they find that there is a direct correlation between age, marital status, number of children and pay, showing that older people with higher income make side bets in an additional commitment around marriages and having children that effectively increase their commitment in the job.

Therefore, the exchange theory argues that psychological contract breach leads to possible adverse effects on some vital employee job linked attitudes and behaviours. The reason is that the psychological contract breach tends to lead to the emerging of an employment relationship based on harmful reciprocal norms. Cropanzano & Mitchel (2005), Zhao *et al.* (2007), Shapiro *et al.* (2008), and Chen & Tetrick (2009) provide a quantitative theory trying to explain the psychological contract from the social exchange point of view. Basing on their quantitative study, they state that, there is an impression that the relationship between psychological contract breach employees is reciprocating in a simple and linear one. They contend that a psychological contract is a schema of employee and employers' relationship.

The schema guides and directs individual perception of inquiring information, the retrieval is the inferences based on that information so that it is relevant and profitable consistent with the existing schema. Social exchange theory is related to psychological contract as it reflects the expectations of the employee and the organization has regarding the particular resource to each other (Manzoor 2016). In connection with this study, the social exchange theory set a sense that psychological contract is the mutual obligation of employees and their employer. Manzoor (2016) continue to show that, the social exchange theory explains how employees feel about a relationship with their organization return of obligation.

Two main critique of this theory is that, it can be leveled against the social exchange theory. Firstly is how the treatment of people's behaviors or social exchange life as an exchange. It disregard of the sociological ideas on Meta theoretical or the rigid grounds that they are holistic or cultural crust is mismatched with its individualist, utilitarian and behaviorist core. The second aspect is that it has reduced the social interaction or exchange to monetary transactions or psychological process. The society has influence of behavior as cultural effects therefore employees not really free and independent to choose on their own. They are attached to the society as contrary to psychological contract and social exchange theory focus on an individual person ignoring other influences of behavior.

2.3.1 Organizational Commitment Theories

In theoretical aspects, organizational commitment is a mindset or physical state of feelings and beliefs concerning an employee's relationship with an organization (Meyer & Allen, 1991). Viewing the two approaches of commitments, attitudinal and

behavioural (Mauday *et al.*, 1982); attitudinal commitment deals with the process in which people think about a relationship with the organization. It is the mindset in which people think to what extent their values and goals are congruent to those of the organization. While behavioural commitment relates the process by which people become locked in a particular organization and how they deal with the problem in their organization.

In attitudinal commitment, the research has been directed mainly at the identification of the conditions that contribute to the development of commitment (Steers, 1977). While in behavioural commitment the research has focused on conditions under which behavior exhibited tend to repeat. Meyer and Allen (1991) provide a complementary relationship between behavioural and attitudinal commitment contrary to Mauday *et al.* (1982) who focus only on values and goals congruence. Meyer & Allen (1991) argue that organizational commitment should reflect a decisive, need and obligation to maintain membership in the organization. They also provide organizational commitment into three dimensions, namely affective, continuance and normative commitment as defined above.

The three approaches, all have similar characteristics. Employee relationship with the organization is primary and that, employees have jurisdictions for deciding to continue or discontinue membership with the organization. This is due to differences in how they perceive their psychological contract with the organization (Meyer & Allen, 1991). In affective commitment employees' emotional attachment is evidenced, continuance commitment which is the awareness of the cost of leaving the organization. Employees continue in the organization because they need to do

so, as supported by the side-bet theory of (Becker, 1960). On the other hand, normative commitment is the feelings of obligation to continue working with the organization.

Therefore, it seems more reasonable to expect that employees can experience all three forms of commitment to a varying degree (Meyer & Allen, 1991). For example, an employee may feel a strong desire and a strong need to remain but little obligation to do so. Or little desire, moderate need and a substantial obligation. Most important is to what extent the psychological contract influence commitment. It is likely that the psychological state reflecting the three components of commitment and their implications for the whole relevant behavior of the employees. However, the three-component model of organizational commitment critics is that the three bases are possibly three distinct constructs (Rodrigues & Bastos, 2010).

In relation to employee commitment to its background, this study linked psychological contract beach and employee commitment, by looking at the social exchange theory, which suggests that Human resource management practices do contribute to favorable exchange relationships between academic employees and their employers. The positive relationship reached when employees perceive their demands fulfilled by their employer .individual employees do reciprocate to the favorable positive environment (Marescaux & Sels, 2013). Geetha and Mamphilly (2012) show that the core principles with social exchange theory are that employees see the sustaining human resource practices as the organization's commitment towards them.

Therefore employees do reciprocate by positive behavior like employees commitment by working hard, spent long hours at university engaging in academic matters. Based on this theory the researcher has a reason to suggest that human resource practices may lead to either positive or negative employees' commitment. In addition the critique can be leveled against the theory by asserting that the commitment dimensions of affective continuance and normative suggest that employees are guided by attitude to decide staying. However sometimes it may be motivational. Issues to consider are like want to need to or feel to explain the relationship of employees and organization. These are psychological state. In addition the three dimensions seem to exist separately while in actual sense they operate holistically difficult to disentangle them.

2.4 Empirical Review

An empirical review was conducted in order to build a critical and benchmark for this study. Several papers were consulted. Each study title, methodology, findings are reported. Last part was to critically examine as to what extent the paper portrayed the concepts in this study organizational commitment and its antecedents and how psychological contract breach is perceived to affect organizational commitment at various organizational entities particularly educational sector. The strengths and weaknesses are also reported at the end of the reviewed study. The reported empirical review was presented regional wise; western countries, Asia and south-east Asia and Africa.

2.4.1 Western Countries

McDermott (2013) investigated the relationship between Psychological Contract,

Organizational Commitment and Employment characteristics among paid employees at Universities in the UK. Global measurement assessment of psychological contract breach was used based on how well the organization is perceived to fulfil promised obligations. The findings show there is a total relationship. There was a high degree of a breach among male and high earners. The study involved all paid workers working at universities in the UK. However, at the university, there are nonacademic staff members and academic staff members who form the core function of the university. However, the study failed to establish the level of the perceived breach between academic members of staff and non-academic staff.

Antonaki and Trivellas (2014) studied the evidence in the role of psychological contract breach as predictors of organizational commitment of employees at the banking industry in Greece. Using of banking 262 employees. He used six controlled variables such as age, gender, educational level, tenure and location as predictors. He applied a content specific scale. The data were correlated. The finding shows that there is a negative relationship between psychological contract breach and organizational commitment.

Mathieu et al. (1990), conducted a Review and Meta-Analysis of the Antecedents, Correlates, and Consequences of Organizational Commitment. They found that age is more highly related to calculative commitment. Study correlations between sex and organizational commitment coded such that men represented by higher values. The full meta-analysis using all correlations indicated that women tend to be more committed than men, although the scale of this effect is small. Women are more committed to an organization because they had to overcome more barriers than men

to gain an academic qualification. Especially in the African context is very true.

Education exhibited a small negative correlation with commitment. Marital status correlations coded such that higher values referred to married individuals. It seems reasonable to predict that marital status is more related to calculative commitment because married employees are, in general, likely to have greater financial burdens. These results contribute to the extant literature by adopting composite measures and extend previous studies conclusions detecting the negative impact of specific PCB dimensions on work-related outcomes in the contemporary organizational context. Therefore after reviewing the empirical literature done at different organizational setup and context and different methodologies, still researches show that perceived psychological contract breach negatively affect employee organizational commitment.

Col and Gul (2005) conducted a study at Turkish public and private universities to control the relationship between personal features (age, education level, duration of service and pay) and different types of organizational commitment. The survey design study was applied among public and private academic and administrative staff. A regression and factor analysis were used to analyze the relationship among groups participated.

The outcomes revealed that the age and duration of service variables did not affect the organizational commitment of academicians and administrative personnel. They also found that the education level and academic standards of academicians had a negative correlation with an affective and normative commitment to the academy.

Salary increases were also found to increase affective commitment while decreasing the continuance commitment. Therefore, an increase in salary results in a rise in the affective and normative commitments (needed procedures of commitment for organizations) of both academicians and administrative staff. Employees with higher salaries display a greater affective commitment to their universities. Also, they consider it an ethical obligation to remain.

Lapalme and Simard (2011) did a study on the influence of psychological contract breach on temporary worker's commitment and behaviours, in a multiple agency perspective. The specific content scale was applied to employees to determine, to what extent psychological contract breach did affect the employee's commitment. The data were regressed and the two-step procedure was used to analyze the data. The findings were that temporary workers are experiencing organizational contract breach and also a commitment to the agency is directly related to commitment to the client.

Meyer and Partyonova (2012) conducted a study on normative commitment in the workplace. They adopted a three-component conceptualization of organizational commitment (Meyer & Allen, 1997). They found that normative commitment is close to affective commitment which is a mindset of obligation. Normative commitment and affective commitment are strongly correlated. However normative commitment might best be considered as a commitment propensity rather than a component of commitment. Also, it is best if measured pre- or post-employment and not during employment.

Bozkurt and Yurt (2013) conducted a study on evaluation of the organizational commitment of academic workers working at Duzce University and tried to control organizational commitment types (normative, continuance and affective commitments) of the participants. Their study also investigated the impact of demographic features such as age, academic label, superiority and education on organizational commitment. Regression analysis was used. The results of the study showed that the academic staff generally had a high level of commitment to their organization, mostly due to the affective commitment aspect. The least prominent form of commitment amongst the participants was continuance, which represents the form of commitment based on financial concerns that married individuals tended to display more significant organizational commitment than lone persons.

Furthermore, the study also established that those newly employed at the institution (0–6 years) and those who had been employed for over 11 years had more solid normative commitment than persons who have been working between 6–11 years. Though, no significant difference remained familiar between these three groups concerning the other aspects of organizational commitment (for instance, the affective and continuance commitments).

Yucel & Bektas (2012) conducted a study on job satisfaction organizational commitment and demographic characteristics among teachers in Turkey. The intention was to investigate the relationship between teacher's job satisfaction and organizational commitment and evaluates whether teachers' age moderates the relationship between their job satisfactions. Secondary school teachers were targeted. They found that age difference has a moderating effect on the relationship between

job satisfaction and organizational commitment. Therefore only age was studied as a demographic factor leaving other factors out like marital status, education level, tenure and gender leaving alone other antecedents like psychological contract breach, engagement and organizational citizenship.

Tekin et al. (2014) conducted a survey designed study on organizational commitment, an empirical investigation of Turkish public universities. They applied a Meyer et al. (1993) commitment scale. They found that gender was the most demographic factor with high effective significant on academician's commitment. Male observed to have high continuance commitment due to social and family pressure roles to sustain the families, hence found it difficult to leave the university. Financial needs caused them to stay. Age also was found to have attached to normative commitment, the more a person grows older, the more they concentrate on obligations as compared to young ones.

2.4.2 Asia and South East Asia

Cherian, Alkhatib, & Agarwal (2018) conducted a study on the relationship between organizational commitment and job satisfaction among nurses in Dubai hospital. They have the intention of finding out the existing relationship of the nurse's job satisfaction with their selected demographic characteristics. The study applied exploratory design research to gain insight into 380 nurse's organizational commitment. Organizational commitment scale developed by Meyer and Allen (1997) was applied. Data analysis was conducted through regression analysis. They found that the majority of nurses shown high commitment. Demographically tenure scored high, the more nurses stayed the more wanted to stay.

Agarwal (2011) did a study about the relationship between psychological contract and organizational commitment in India. The correlation design was used in the study to examine the relationship between psychological contract and organizational commitment. Moderating variables like gender, age, educational qualification and designation affect organizational commitment. They are used to measure the level of effect of psychological contract breach on organizational commitment. The findings show that the psychological contract breach in today bring people in perceiving of contract breach and therefore affect organizational commitment. Females scored less on psychological contract breach and organizational commitment. People with a lesser level of education due to difficulty in changing jobs show greater commitment to the organization.

Zhou et al. (2014) analyzed the effect of knowledge worker's psychological contract breach on organizational commitment. Descriptive statistics of the information on demographics was done together with reliability analysis, Pearson correlation and multiple regressions of data. Psychological contract breach was created to have a significant negative correlation with organizational commitment. Khan, Khan, Kundi, Khan, Nawaz, Khan, & Yar (2014) conducted a study on the impact of job satisfaction and organizational commitment on an intention to leave among the academicians in Pakistani.

They had the intention of validating job satisfaction on organizational commitment an important factor for teacher's intention to leave. They used the cross-tabulation model. They found that job satisfaction has a negative effect on the intention to leave and they are inversely related. Also, they found that teachers at universities are

committed and go beyond a call of duty for example working long hours. The study focuses on job satisfaction and not even mentioning psychological contract. Commitment can be affected by many causes and not job satisfaction alone.

Agarwal et al. (2013) examined the impact of psychological contract breach on affective commitment and work engagement. Confirmatory factor analysis was done in order to evaluate the distinctiveness of measures used in the study. The findings were that non-fulfillment of promised inducements was regarded as the transgression of psychological contract and triggered adverse reactions from employees. It revealed that the low educational level of employees significantly influenced their response to psychological contract breach.

Employees with higher education responded more emotionally to their incidence of a breach in terms of affective commitment. The results conferred with theories which suggest that employees with higher education tend to have greater expectations from their organizations; Shapiro et al. (2000) found the same. They are less tolerant of procedural inadequacies. On the contrary, it was found that individuals who have lower education to a lesser extent are willing to settle with organization provisions even if these are not following the commitment made perhaps because they have lesser job alternatives.

Agarwal (2013) conducted a study on the relationship between psychological contract and organizational commitment among the Indian IT industry. A correlation was used to test the existing relationship between psychological contract and organizational commitment. Demographic characteristics were also studied to test

them as to what extent they have the power to affect organizational commitment if they are combined with a psychological contract. In analysis psychological contract inventory by Rousseau (2000) and for the organizational commitment he used porter commitment tool (1974). The findings depicted different effects with regarding gender as male exhibited more reaction to breach then female. Also, the more educated the fewer reactions to the psychological breach. Applying psychological contract inventory analysis consumed time and sometimes missed the clear effects of psychological contract.

Yahaya et al. (2014) conducted a study in Malaysia on Organizational Commitment at Higher Education Institutions. The finding showed that descriptive statistics were calculated to analyze the level of organizational commitment of the faculty members. Three cut-off scores were used to determine the level of organizational commitment. The results indicated the majority (87.7%) of the faculty members were rated as committed while the remaining 12.3% were rated as neutral. None of the faculty members was rated as uncommitted. The study also investigated the relationship between gender and organizational commitment and found no significant variance between male and female respondents in positions of commitment. In general, the relationship between gender and organizational commitment were weak and inconsistent. Also, the study found that gender was not a significant predictor of commitment.

Yunlin, Yimo, & Lei, (2015) examined the moderation role of leader-member exchange in the relationship between psychological contract breach and employee commitment in China. Multiple regression effects on the relationship on employee's

perception to work commitment. Psychological contract breach was found to influence negative organizational commitment behaviour. However, age, gender, tenure and education background played different effects.

Agarwal and Shivganesh (2013) conducted a study on the Effects of Psychological Contract Breach on Organizational Outcomes: Moderating Role of working experience and educational levels. A confirmatory factor analysis (CFAs) was applied to evaluate the distinctiveness of the measures used in the study by employing the Harman's one-factor test. The model fit of 3-factor measurement model (psychological contract breach, work engagement, and affective commitment) was assessed using AMOS 6. When the organization theoretical fulfills its commitments inadequately, employees view their social exchange with the organization as less valuable and reciprocate by reducing their affective commitment to the organization and levels of work engagement as well.

Non-fulfilment of promised incentives is regarded as the disobedience of psychological contract and triggers adverse reactions from employees. The results found moderating effects of education and tenure on PCB-Outcome relationship. The outcomes of this study suggest that the adverse effects of PCB on employee's affective commitment are stronger and more intense for workers with shorter tenure in the organization. The longer the subordinate remains in an organization, the more attached to it he or she becomes. Continuity and long tenure in the organization reduce the power of employee's adverse reaction to incidences of a breach.

The long-tenured employees anticipate accommodating and interpret contract breach reasonably as time-lapse over time. This study also found that the education level of

employees significantly influences their response to psychological contract breach. Employees with higher education respond more emotionally to their incidences of a breach in terms of affective commitment and work commitment. The findings substantiate with the school of thought, which suggests that employees with higher education level, tend to have more significant opportunities in terms of inducements from their organization. Also, they are known to have less tolerant of procedural inadequacies.

Choong and Lau (2012) conducted a study on organizational commitment an empirical investigation of scholars in Turkish public universities. They utilized Meyer et al. (1993) commitment scale. They used the Mann Whitney U- test to assess whether there was any statistically significant among the groups involved. Statistically, they identified a difference between the female and male groups concerning continuance commitment. Male participants were observed to have a higher continuance commitment than female participants. Another key finding was that, as participants spent longer at a university, the affective commitment increased; while an increase in age showed a decrease of normative commitment. Academic titles or ranks were found to have insignificant differences in commitment levels. Therefore there is an indication of academic rank not affecting commitment.

Çogaltay (2015) conducted a study in Turkey on the organizational commitment of teachers; a meta-analysis study for the effect of gender and marital status in turkey. The meta-analysis was used to test Turkish teacher's gender and marital status on their perception of organizational commitment. The study was conducted at different places and time in turkey. The findings revealed that teacher's organizational

commitment is not affected by their gender or marital status. The main reason is cultural reasons like religion.

Khan, Nawaz, & Khan, (2013) conducted a study on determining the organizational commitment of academicians in public sector universities of developing countries like Pakistani. The essence of academic staff commitment is of great importance in globalized education. This is a reviewed paper. They found that highly satisfied academic staffs are also committed. Also committed academic staff leads to quality and effective teaching. They related organizational commitment with the supervisory, work environment, perceived support, and relation with co-workers and job involvement and last they revealed that female and married women having children are more committed and likely to stay in the profession.

Batool and Yasir (2017) conducted a study in order to analyze the level of the normative, continuance and affective commitment and the total degree of organizational commitment among the faculty serving in the private universities. The findings show that applicants having Master and MPhil/Master degree has a medium and high degree of OC. Interestingly candidates having a PhD have a low near of commitment with their university. The outcome of the study is not extraordinary because it is supporting other studies. The findings of these studies have proved that highly educated faculty members have a low commitment to their organizations. They gave logical reasons. Highly competent employees of the institutions have more expectations from the organization, and once this expectation did not achieve, they lose their commitment to organizations.

Furthermore, they concluded that such workers are more loyal and devoted to their occupation as more works are obtainable to them due to their requirement. Lastly, they reached to the conclusion that less-educated employees have more commitment towards their department. Though study in Western Cape it was revealed that qualification and organization commitment have no significant association.

2.4.3 African Countries

Gasengayire & Ngatuni (2019) conducted a study in Rwanda hospital on demographic characteristics as antecedents of organizational commitment among nurses. The intention was to investigate nurse's demographic characteristics as antecedents of organizational commitment. They used a combination of descriptive statistics and multiple regression analysis. They found that in overall that demographic characteristic have a significant effect on organizational commitment. However, the study only concentrated in a single hospital and focused on job satisfaction leaving other antecedents out like psychological contract.

Fako et al. (2018) investigated factors associated with organizational commitment among academic employees of a university in Botswana. The bivariate analysis was conducted to determine the set of factors that are suggestively linked with organizational commitment. Chi-squared tests of the relationship between organizational commitment and independent variables were applied. Several factors investigated were found to have no significant statistical association ($p > 0.05$) with an organizational commitment to the university and were not involved in further analyses. Factors included socio-demographic variables such as gender, age-group, marital status, number of dependent children and citizenship status and

socioeconomic variables such as income group, rank and organizational tenure.

Koskei et al. (2018) studied on continuance commitment and employee performance at university of Eastern Africa Baraton Kenya. The majority of the academic staff indicatively shown that they are ready to leave their current job even without having a job lined up. If given opportunity, they will leave their current university. They only thing causing them to stay in their private and family life, they are worried if they leave there will occur some disruption. It will be too costly to lose their financial status. However, continuance commitment among academic staff shows profound significance to have a strong influence on the total commitment meaning that the affective and normative commitment is relatively stable.

Jonathan, Darroux, & Thibeti, (2013) conducted a study on Exploring the effect of job satisfaction and demographic factors on affective, normative and continuance commitment: An empirical evidence of public secondary school teachers in Tanzania. The key issue was based on job satisfaction on commitment. They applied descriptive statistics. They found that job satisfaction level and continuance commitment was a moderate relationship. Affective commitment relationship was found lowly affected and normative commitment glossy affected. They also found that Job satisfaction is very important to all three organizational commitment antecedents. Teachers are heavily affected by demographic characteristics. However the shortcoming of this study is that it only focused on job satisfaction leaving other determinants of organizational commitment out, also only secondary schools teachers were involved how about higher learning academic staff like those working at tertiary institutions.

The reviewed empirical literature revealed that the concepts researched like job satisfaction, organizational citizenship, organizational performance and organizational engagement are attached to organizational commitment. Linking organizational commitment with psychological contract breach there are scanty researches, as shown above, many are have linked to psychological contract violation which is a higher than psychological contract breach. Therefore there is still more need to research on the link between psychological contract breach on organization commitment, particularly among university academic staff not only in Tanzania or Africa but globally.

Nguni, Slegers & Denessen (2006) conducted a study on to what extent transformational and transactional leadership effects on teacher's job satisfaction, organizational commitment and organizational citizenship in primary schools in Tanzania. The objectives were to find out to what extent leadership has an effect on job satisfaction among teachers in Tanzania. Data analysis was done by using regression analysis. Organizational commitment was measured using global context applying Porter et al (1974). Leadership style has an influence on teachers organizational commitment. It was found that transformational leadership style explained the significant and high amount of values than transactional leadership.

The intention to stay was explained more by transaction leadership. Overall results show that teachers shown high moderate commitment. Therefore although commitment has been explained still was linked with job satisfaction and organizational citizenship and no psychological contract which equally important in explaining organizational commitment. Applying the Porters' model is a little bit old

model to explain the organizational commitment.

Table 2.1: A Summary of Empirical Literature Review

Author & Year	Study Objective(s)	Context/study location	Analytical Method	Findings
McDermott (2013)	When the nature of employment matters in the employment relationship: a cluster analysis of psychological contracts and organizational commitment in the non-profit sector	UK	Survey method was used to collect data Exploratory cluster analysis was used using fuzzy-c means clustering	The total negative relationship between psychological contract breach and organizational commitment
Antonaki, X. E. & Trivellas, P. (2014).	Psychological contract breach and organizational commitment in the Greek banking sector: the mediation effect of job satisfaction.	Greece	6 PCB dimensions Regression analysis was used	PCB was tightly associated with OC
Gasengayire, J. C., & Ngatuni, P. (2019)	Demographic characteristics as antecedents of organizational commitment among nurses.	Rwanda	Multiple regression analysis	Nurses showed overall high Organizational commitment
Lapalme and Simard (2011)	The Influence of Psychological Contract Breach on Temporary Workers' Commitment and Behaviors: A Multiple Agency Perspective	UK Temporary workers	Regression analysis	Temporary staff have two social exchange relationship (the agency and the client) Only the client relation show significant on OC
Agarwal Promila (2011)	Relationship between Psychological Contract & Organizational Commitment in Indian IT	India	Multiple regression analysis	PCB found to have negatively related to OC there are significant differences between males

	Industry			and females on psychological contract and organization commitment
Tekin, M., Kayacan, E. & Bektaş, H. (2014)	Organizational commitment: An empirical investigation of Turkish Public Universities.	TURKEY	A 24 Organizational commitment scale by Meyer and Allen Kruskal Wallis test for significant difference	There was a difference between male and female on continuance commitment
Cherian, S., Alkhatib, A.J., & Aggarwal, M. (2018).	Relationship between Organizational commitment and job satisfaction of nurses in Dubai Hospital.	DUBAI UAE	Exploratory design to gain insight into the organizational commitment	Moderated levels of organizational commitment Shown high commitment on normative Continuance Affective
Nguni, S., Slegers, P., & Denessen, E. (2006).	Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case	Tanzania	Regression analysis	Leadership have an effect on teachers organizational commitment
Choong, Y. O., Wong, K. L., & Lau, T. C. (2012)	Organizational commitment: An empirical investigation on the academicians of Malaysian private universities	Malaysia	Survey Stratified sampling Multiple Regression analysis	Empowerment has a significant effect on organizational commitment
Çogaltay, N. (2015).	An organizational commitment of teachers: A meta-analysis study for the effect of gender and marital status in Turkey	Turkey	Meta-analysis to determine the direction of effectiveness of relationship Mann Whitney U-test was employed to evaluate whether there was any	Gender has no power to affect OC. No gender difference Identified a close relationship between PCB and Organizational commitment

			statistically significant	
Khan, I., Nawaz, A., & Khan, M. S. (2013).	Determining the organizational a commitment of academicians in public sector universities of developing countries like Pakistan. International	Pakistan	content analysis	Highly satisfied academic staff are also highly committed academic staff perform effectively quality work Achieving organizational commitment is due to Good supervisory Good work environment Perceived support Good relations with co-workers Good job involvement
Khan, M. S., Khan, I., Kundi, G. M., Khan, S., Nawaz, A., Khan, F., & Yar, N. B. (2014).	The impact of job satisfaction and organizational commitment on the intention to leave among the academicians. International Journal of Academic Research in Business and Social Sciences, 4(2), 114.	Pakistani	Qualitative	Organizational commitment and job satisfaction have a negative effect on the intention to leave Highly committed teachers are more willing to go above and beyond the call of duty for their respective institutions
Agarwal Upasno et al (2013)	The Impact of PCB on AC	India	CFA. Amos 6 was also used to measure factor measure AC	The higher educated employee has greater expectations, less correlate to inadequacies
Zhou Jianwu et al. (2014)	Psychological Contract, Organizational Commitment and Work Satisfaction: Survey of Researchers in Chinese State-Owned Engineering	China	Reliability analysis, Pearson and multiple regression analysis	PCB was found to have a significant negative correlation with OC The three dimensions of organizational commitment were found to

	Research Institutions			have a significant positive correlation with work satisfaction
Yunlin Lu, Yimo Shen & Lei Zhao (2015.)	Linking Psychological Contract Breach and Employee Outcomes in China: Does Leader-Member Exchange Make a Difference?	China	Data was collected thru a questionnaire survey	PCB found to influence employee commitment behaviour negatively
Agarwal, U. A. & Bhargava, S. (2013).	Effects of psychological contract breach on organizational outcomes: Moderating role of tenure and educational levels.	India	Hierarchical multiple regression analysis was used	In fulfillment of promised inducements are regarded as a transgressor of psychological contract hence receive negative reaction affecting organizational commitment
Fako, Thabo, T., et al. (2018)	Factors associated with organizational commitment of academic employees in Botswana	Botswana	Bivariate analyses conducted to determine the set of factors that significantly related to OC using Chi-squared tests of association between OC and IV	The results show that almost three (3) out of every five (5) of the academic staffs tested showed Commitment to the university regardless of their demographic characteristics
Mathieu, John, E., and Zajac. Dennis, M. (1990),	A Review and Meta-Analysis of the Antecedents, Correlates,	USA		Age is more highly related to OC Male represented higher than women Women are more committed to an organization because they

				<p>had to overcome more barriers than men to gain academic staff <i>Education</i>. Education exhibited a small negative correlation</p> <p><i>Married individuals had higher OC</i></p>
Yahaya, Rusliza, et al. (2014),	Organizational Commitment at a Higher Education institutions	Malaysia	Organizational commitment questionnaires Descriptive data analysis	<p>The majority showed high commitment No significant difference between male and female respondents in terms of commitment. Relationship between gender and organizational commitment were weak and inconsistent.</p>
Boylu, et al (2007)	Investigated the OC level of academicians through an evaluation of the three aspects of commitments namely; affective, continuance and normative	Turkish universities	Regression Analysis	<p>AC was observed high followed by their NA and CC Married academicians generally determined to have a higher AC Professors were found to have lower OC</p>
Jonathan, H., Darroux, C., & Thibeti, M. (2013).	Exploring the effect of job satisfaction and demographic factors on affective, normative and continuance commitment: An empirical evidence of public secondary	Tanzania	Self-administered questionnaires Descriptive statistics Regression analysis	<p>Results indicated job satisfaction level and continuance commitment was moderate Affective commitment found to be low and normative commitment was grossly low</p>

	school teachers in Tanzania			
Bozkurt and Yurt (2013)	Evaluated and determined the Organizational commitment and demographics among academic staff	Turkey	Linear and multiple regression analysis	Displayed high level of OC CC was the lowest Married individuals tended to display more significant OC Young and less tenure more NC
Col and Gul (2005)	Turkish public and private universities to determine the relationship between demographics and OC	Turkish universities	Regression analysis	Demographics affect both OC Pay has a positive on OC
Meyer and Partyonova (2012)	Investigated on normative commitment at workplace	USA	Used the three commitment components Regression analysis	Normative commitment is strongly linked to affective commitment They suggest a test to be done pre-hiring and after engagement
Batool, Saima and Khan Yasir, (2017),	To analyze the level of normative, continuous, affective, and	Pakistan	descriptive statistics and cross-tabulation in order to quantify commitments	Non-PhD has med. commitment PhD holders – low Aoc but very loyal
Koskei, T. A.H; Kimutai, G; and Bagonko, J. (2018)	CC and Employee Performance at University of Eastern Africa, Baraton Kenya	Kenya	Multiple regression analysis	Continuance commitment not strongly related as compared to other components of commitments
Johnathan, H., Thibeli, M., & Darroux, C. (2013).	Impact investigation of organisational commitment on intention to leave of public secondary school	TANZANIA	Self-administered questionnaires were used Descriptive and inferential statistics	Job satisfaction is closely related to organizational commitment and its antecedents There is a statistical

	teachers in Tanzania, <i>Developing Country Studies</i> , 3(11), 78-92.		Regression analysis	difference in teachers organizational commitment associated with demographic characteristics
Gasengayire, J. C., & Ngatuni, P. (2019).	Demographic Characteristics as Antecedents of Organizational Commitment	RWANDA	Descriptive statistics Regression analysis	The findings imply that demographic characteristics played a Significant role as antecedents of organisational commitment. Generalization of these findings is, however, limited to the studied organisation. Marital status, tenure and duty station significantly positive
Yucel, I., & Bektas, C. (2012).	Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: Younger is better?.	Turkey	Survey Applied Mowday OC verified tool CFA`	Young teachers have shown higher commit4ed as compared to older ones

2.5 Hypothesis

H₁ *There is a negative effect of perceived psychological contract breach on organizational commitment*

Psychological contract breach has a root from exchange theory which states that individual will search for fair and balanced exchange relationship (Homans, 1958).

The social exchange theory involves general, unwritten obligations where one party needs to trust the other part that benefits received will be respected. In an

employment relationship, the social exchange theory helps to understand the actions of one party contingent upon the reactions of the other. (Gouldner, 1960) points out that, the strength of an obligation to repay is contingent upon the value of the benefit received. Therefore, high valued benefits create an active obligation and commitment to reciprocate. Psychological contract breach if perceived then will lead to behaviour that leads to low commitment (Robinson & Morrison, 1997).

H₂: *There is a negative effect of perceived psychological contract breach on affective organisational commitment*

Meyer and Allen (2007) provide a general theory of psychological contract and why people stay or commit to an organization. People stay with the organization since they love, and affection to stay. This is affective commitment. They feel an emotional attachment. Employees are expected to show high loyalty, dedication which is the active elements of commitment. Employees will exhibit a sense of belonging and therefore increase their involvement in their organizational goals. However, if they perceive that there is a psychological contract breach, they act adversely to commitment. Hence the hypothesis is:

H₃: *There is a negative effect of perceived psychological breach on continuance organisational commitment*

People want to stay with the organization because they need to; (continuance) is determined by the perceived cost of leaving the organization. It leads to sacrifices, limited opportunities to other employment. Zhao *et al.* (2007) gave the continuance theory of commitment by asserting that a particular negative or positive work event on psychological contract breach on commitment could lead to particular effective

reactions. These reactions are likely to be behavioural or attitudinal. Therefore, psychological contract breach has been shown to lead a lower continuance commitment. Not only that, the psychological contract breach has led to lower continuance commitment by linking the individual's assessment of investment and risks in deciding to leave an organization.

Employees seem to evaluate to what extent their contributions reciprocate their contributions continually. Psychological contract breach perception shows that there is a discrepancy between the expected and received outcomes along with employer's failure to fulfil promises thus leading to a decrease in employee's contributions and the emergence of negative attitude and behaviours in an attempt to re-establish the balance to their exchange relationship with the organization.

H₄: *There is a negative effect of perceived psychological breach on normative organizational commitment*

People want to stay with the organization because they feel (Normative). The obligation to stay is based on social exchange theory which suggests that a person receiving a benefit is under a robust normative obligation to pay it in some way (Meyer & Allen, 2007). For example, actions of training and granting compassionate leave. Employees will commit to and intend to remain with an organization because of feelings of obligation toward the organization. These feelings, in most cases, come from a strain on an individual before and after joining an organization. For instance, if the organization spent funds on training or scholarship to an employee, the employee will feel honoured and therefore have the moral obligation to repay the debt. Sometimes the norm may reflect an internalized norm, developed before the

person joins the organization through family or other socialization. That one should be loyal to one's normative commitment will be higher in organizations that value devotion and systematically communicate the fact to employees with rewards, incentives and other strategies. In addition, normative commitment in employees is also high where employees frequently see visible examples of the employer being committed to employee well-being. An employee with more significant organizational commitment has a higher chance of contributing to organizational success.

H₅: *Psychological contract breach negatively affects organizational commitment after controlling for the effects of demographic characteristics, namely age, gender, marital status, academic rank, tenure and administrative position.*

The effect of psychological contract breach is said to be consistent with the predictions of social exchange theory. Psychological contract breach effects lead to different negative workplace attitudes and behaviours. For example, psychological contract breach is found to have negatively related to trust, organizational commitment, job satisfaction, intention to quit Robinson, and organizational citizenship (Robinson & Rousseau, 1994; Raja *et al.*, 2014; Takleab *et al.*, 2005; Rousseau, 1994; Johnson & Kelly, 2003). This study focuses on the effects of psychological contract breach on organizational commitment.

It is also perceived that when a negative perception which is a breach from the employer is considered to exist, employees may decrease their trust and commitment to the organization. Bal and Smit (2012) give that, psychological contract breach when perceived it is emotional reactions which may include their effort and

activation, anger, resentment, sense of injustice, dissatisfaction, the possibility of dissolving the relationship, view job negatively and reduced motivation. Rousseau (1999) hints that the reactions are different for employees. Demographic moderator's aspects, (gender, tenure, gender and academic rank) plays a good part in behavioural reaction to organizational commitment.

H5_a: Psychological contract breach affects organizational commitment after controlling for the effects of age

Psychological contract breach perception is affected by the characters of the individual like age, academic rank, tenure at work and gender (Ballou, 2013). The theory adds that a competitive salary, healthcare and adequate tools to perform the job have a positive or negative effect on employee's commitment. Besides, it has been observed that highly educated employee feels more breach than ones with a low level of education. On gender aspects, women tend to have a higher negative relationship than men when subjected to the same psychological contract breach. In this case, sub-hypothesis will be developed.

Mathieu and Zajac (1990) identified personal characteristics factors that have an impact on the individual, organizational commitment. Regarding age, they developed a theory which states that older employee tends to be more committed than younger ones. Older employees tend to believe that, they have fewer occupational alternatives, also they tend to risk their benefits accrued over the years in the organization.

H5_b: Psychological contract breach affects organizational commitment after controlling for the effects of gender

Regarding gender, men tend to have more somewhat less committed to the organization than women. Marsden *et al.* (1993) explain that the difference arises from the type of job they do. Also, the family roles which differ between men and women and lastly are the Labour market opportunities. Men think they have more opportunities and therefore less committed than women.

H5_c: Psychological contract breach affects organizational commitment after controlling for the effects of marital status

Dodd (1996) provided a theory on the marital status on an organizational commitment by stating that, employees who are married are much more committed to their organizations compared to single employees. In a study on demographic and psychological features predicting organizational commitment, Salami (2008) found that marital status of employees significantly predicts organizational commitment. He suggested that individual workers who are married are much committed than single individuals.

H5_d: Psychological contract breach affects organizational commitment after controlling for the effects of educational level

Iqbal (2011) when analyzing the role of education on organizational commitment developed a theory which stated that there is a robust relationship between educational level and organizational commitment. Employees with a high level of education tend to occupy higher ranks in the organization. They have more responsibilities which invariably require more commitment. However, the

educational level is sometimes negatively related to organizational commitment. More educated employees tend to have high expectations which their organizations are unable to meet (Iqbal, 2011). The highly educated employees have less commitment since they have a perception that, they have more employment opportunities elsewhere.

H5_e: *Psychological contract breach affects organizational commitment after controlling for the effects of academic rank*

Ahmad (2012) provides a theoretical aspect regarding academic staff rank at universities and organizational commitment by stating that, full professors will exhibit more organizational commitment than tutorial assistants. Professors have both high educational level, the majority with PhDs but also have stayed longer at a university and therefore assume high ranks at the university.

H5_f: *Psychological contract breach affects organizational commitment after controlling for the effects of tenure*

Amangala (2013) proposes a theory which states that long tenure or that the length of service is highly significant and positively associated with organizational commitment. For instance, job tenancy is a significant predictor of organizational commitment. Employees who have stayed longer in the organization will show a high commitment than newly employed staff. The research highlights the importance of work experiences that commitment the organization is supportive of its employees treats them fairly and enhances their sense of personal status and competence by appearing to value their contributions to the organization. Amangala (2013) argues that years worked known as tenure have an overwhelming influence on commitment.

In this study, tenure was examined as to what extent, to which faculty members are committed to their University.

He argues that the longer an employee stays in the organization and the older they become the feelings of responsibilities for outcomes relevant to him also increases.

H5_g: Psychological contract breach affects organizational commitment after controlling for the effects of administrative position

Iqbal (2011) provided a theory regarding administrative position among academic staff by stating that employees with a high level of education tend to occupy higher ranks in the organization. Therefore, the academic's higher education and academic rank are linked to administrative positions. Although not all positions require the highest level of education like PhD. It is perceived that employees with administrative position assume more responsibilities which then need them to be more committed. For instance program coordinators, the heads of departments, deans of faculties and deputy vice-chancellors or Vice-chancellors. They have more responsibilities which invariably require more commitment.

2.6 Research Gap

Having reviewed the empirical studies, many of these studies were in context conducted either in Europe, America or Asia. Scanty studies have been done in Africa and particularly in Tanzania. Most reviewed papers were mainly focused on psychological contract breach on employee performance or psychological contract violation and its effects. Those dealt with organizational commitment linked it with job satisfaction, the role of leadership or role of a supervisory, organizational engagement or organizational citizenship. In Tanzania, there is a gap need to be

researched. The link between psychological contract breaches on organizational commitment particularly with reference to university academic staff.

Therefore this study aims to determine whether psychological contract breach has the power to affect employee organizational commitment and particular the Tanzania universities academic staff. This is based on social exchange theory. Demographic characteristics were attached to the psychological contract breach in order to determine whether they have power with psychological contract breach to affect the organizational commitment of university academic staff. This is the critical gap currently to be filled. Theoretically, the study adds to knowledge in understanding the effects of psychological contract breach on academic staff organizational commitment. Practically critical issues that are perceived psychologically breached that affect university academic staff adversely are shown and there University managers to make sure they try to avoid them. In addition, managers become aware to keep their trust worth and therefore create a high commitment to academic staff.

Methodologically by applying the global scale to this study helped to add value to research as the content-specific scale has been used widely. Further, the contribution of this study is that it filled the knowledge gap by the testing hypothesis that explores multiple moderators model of demographic factors such as age, gender, education level, academic rank whereby academic staff perception of psychological contract breach is negatively related to their commitment.

Practically the perceived negative aspect of PCB affecting OC and its antecedents suggests there is a breach which leads to the reduction of organizational

commitment. This is a challenge to universities not to ignore such situations, but there should be a practical mechanism to have proper human resource strategies to sort it out. For example, universities recruiting machinery should be careful when conveying promises to the recruits and applicants by clearly establishing parameters and conditions of employment during recruitment.

2.7 Conceptual Framework

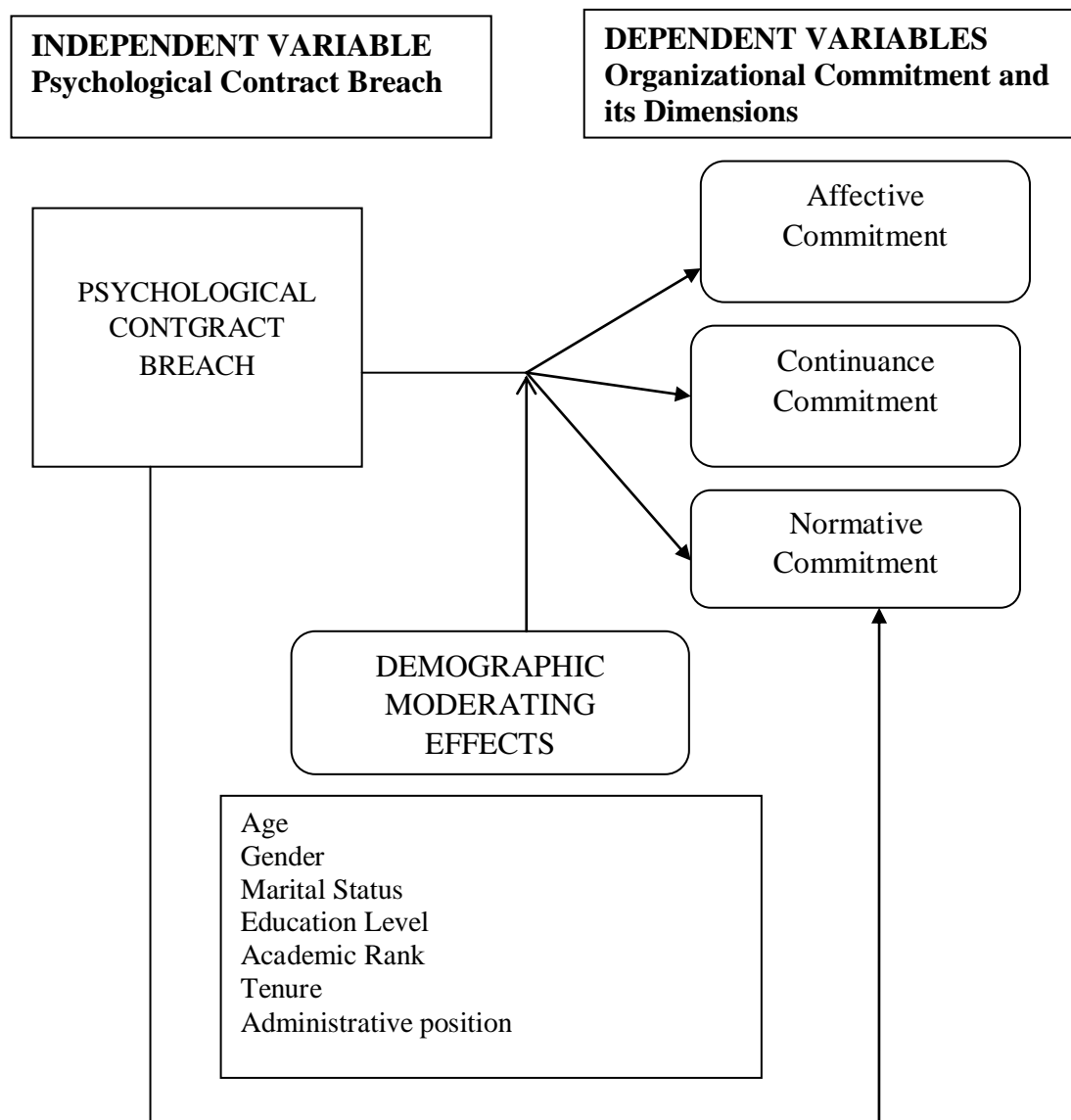


Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The chapter presents research philosophy, paradigm, strategy and design used in the study. It also covers the research study area and population, sampling procedures, data collection methods, variable measurements and data analysis procedures and techniques used in the study. Lastly are ethical issues.

3.2 Research Philosophy

Saunders *et al.* (2012) define research philosophy as a system of beliefs and assumptions on knowledge development. The knowledge is generated when a researcher wants to answer a specific question. The positivist research philosophy was applied in this study. Greener and Martelli (2015) give that, positivism is the phenomenon which can produce knowledge since it is associated with empirical testing. Positivist, like scientific research, is concerned with gaining knowledge by enquiry. Survey method was applied. Survey is defined as the act of examining a process or questioning a selected sample of individuals to obtain data about a service, product, or process.

Data collection surveys collect information from a targeted group of people about their opinions, behavior, or knowledge. Common types of example surveys are written questionnaires, face-to-face or telephone interviews, focus groups, and electronic (e-mail or website) surveys (Kabir Syed Muhammad 2016). In this case questionnaires were used. Quantitative data analysis was used Quantitative data is numerical in nature and can be mathematically computed. Quantitative data measure

uses different scales, which can be classified as nominal scale, ordinal scale, interval scale and ratio scale. Quantitative approaches have the advantage that they are cheaper to implement, are standardized so comparisons can be easily made and the size of the effect can usually be measured (Kabir Syed Muhammad 2016). The application of positivism philosophy in this study was justified through the testing on how psychological contract breach affects academic employees' organizational commitment to their respective universities.

3.3 Research Approach

A deductive approach also known as reasoning is concerning with developing hypotheses based on the existing theory, then a research strategy was design in order to test the hypothesis. It is connoted that a deductive means reasoning from the specific to the general phenomenon. For example if there is a causal relationship or link seems to be implied by a particular theory or case. A deductive design might test to see if this relationship or link did obtain on more general circumstances. Therefore deductive approach is concerned with deducting conclusions from premises or propositions.

A deductive approach was applied in which data collected were used to assess propositions or hypotheses derived from existing theory and testing the causal relations between the variables and concepts (Saunders *et al.*, 2012). A deductive approach was used because it helps to explain causal relationships between concepts and variables and for this case psychological contract breach as independent variable on organizational commitment and its dimensions as dependent variables. In

addition it was possible to measure the concepts in quantitatively and lastly used to generalize the research findings.

Hypotheses were created in order to test how psychological contract breach affects academic staff employees' commitment to the universities. Bhattacharjee (2012) contends that a deductive research approach typically is a positivist research philosophy because it uses empirical data to test or refute hypotheses.

3.4 Research Design and Strategy

The research plan of this study was descriptive quantitative, where a cross-sectional survey was used. This design is usually used when a researcher plans to use a deductive approach. Survey strategy enabled a researcher to collect data from a large population. A cross sectional is an observational in nature and linked to descriptive research. It was used to describe the characteristics that exist among academic staff. The cross sectional was used because it offered the study to be undertaken a single point in time. Also it does not involve manipulation of variables. Furthermore it allowed checking numerous population characteristics like age, gender, marital status, education level, academic rank and tenure. Lastly it helped to provided information about what was happening at that time during data collection of the university academic staff. Economically, also it was easy to understand and explain the phenomenon (Saunders *et al.*, 2012).

3.4.1 Area of the Study

The area reflected where the chosen universities located, mainly in Tanzania mainland. The University of Dar es Salaam (UDSM), The Open University of

Tanzania (OUT) and Muhimbili University of Health and Allied Sciences (MUHAS) which are based in Dar es Salaam, were covered. Also, the study covered Sokoine University of Agriculture (SUA) and Mzumbe University (MU) based in Morogoro. Colleges and affiliated institutions that are located in DSM and Morogoro were also studied. For Open University Morogoro regional center and Mzumbe University the DSM campus school of business.

University campuses are considered to have similar characteristics from the headquarters. Universities became a focus of study because they have a noble duty of breeding managers, doctors, lawyers, and all kind of professionals in the country hence the need to understand on their commitment and it is affected their perceived psychological contract breach. Public universities in particular were taken because it if the general public interest and society where majority of academic staff work, where high number of students in the country study, therefore knowing what affects academic commitment adversely or positively is of important interest to the government and general public.

3.4.2. The Population of the Study

The population of the study was all academic staff of the five (5) public mainland Tanzanian universities (Table 3 .2). Tanzania had about 12 public universities at the time of the study (TCU, 2017) the five universities surveyed had a total of 1855 academic staff. For this study, the first five universities were purposively selected based on their year of establishments. The criterion used for selecting a university is that the university should be public. Basing on the age of establishing the first five were purposively selected.

Therefore, UDSM, SUA, OUT, MZUMBE and MUHAS were selected following that ranking order. Part-time and contracted members of academic staff were not included because their working contract was different from permanent academic employees. Also, part-time and contract academic staff's contracts are renewed after two years usually. This is different from permanent full-time staffs who are employed until they retire depending on their terms as academic rank determines different retiring age. Regional campuses for Mzumbe University at Dar es Salaam, Regional centers of the Open University of Tanzania located in Dar es Salaam and Morogoro were also included as well.

Table 2.1: Survey Population

University	Professors		Senior lecturer		Lecturers		Asst. lecturers			Tutorial assistants		TOTAL
	male	female	male	female	male	female	male	female	male	female		
UDSM	23	6	78	57	108	71	92	64	21	17	537	
OUT	13	4	13	5	32	24	93	84	21	13	302	
SUA	32	23	48	26	63	44	72	53	28	19	408	
MU	11	2	20	6	83	49	68	41	15	9	304	
MUHAS	17	4	42	31	75	41	42	23	20	9	304	
TOTAL	96	39	201	125	361	229	367	265	105	67	1855	

Source: TCU (2017) See Appendix VII

3.4.3 Sample and Sampling Techniques

Saunders *et al.* (2009) define a sample as an accurate representation of a given population which is a basis of a generalization of data collected using stratified sample based on statistical probability. To be able to generalize, in this study, 95% of confidence level was applied.

Applying Green (1991) formula with a more significant number than 50 as validated by Comrey and Lee (1992) rule of thumb formula, $n = 50 + 8m$ where m is the

number of independent variables. It provides a guide for sample size as 50, poor, 100 still weak and 200 reasonably well. Therefore 200 respondents were targeted as a sample size in order to cater for non-responses.

$N = 50 + (8 \times 12) = 146$ as a minimum sample.

In order to make sure that the same is correctly obtained than other scholars suggest increasing the number. Hence 200 samples were used as also suggested by Pallant (2010).

Table 3.2: The Sample of All Sampled Universities

	Population	computation	sample
University			
UDSM	537	$\frac{537 \times 200}{1855}$	58
OUT	302	$\frac{302 \times 200}{1855}$	33
SUA	408	$\frac{408 \times 200}{1855}$	44
MU	301	$\frac{304 \times 200}{1855}$	32
MUHAS	304	$\frac{304 \times 200}{1855}$	33
TOTAL	1855		200

Source: TCU (2018) See Appendix VII

Once at university stratified sampling was used to select among academic staff based on faculties and colleges. Saunders *et al.* (2009) suggest that stratified sampling is applied when the population is divided into relevant significant strata or attributes. Using each university prospectus stratified sampling was used to make sure that each Faculty is represented. Within the Faculty, each department was represented. Within the department, then each academic staff had an equal chance of participating. The Open University of Tanzania prospectus does not say who is at which centre. At each department, liaising with the head of a department, a list of academic staff was created based on age, gender, marital status, educational level and academic rank.

After having the list of all academic staff in each department then the researcher had to pick respondents randomly for each group based on age, gender, education level, marital status, and academic rank reflecting the sample computation. However, substitutes list also was made available to cover the main list in the case for those in study leave, sabbatical leave, maternity leave, sick leave or secondment.

3.5 Data Collection Sources and Techniques

3.5.1 Primary Data

Primary data collection was conducted through self-administered questionnaires. The drop and collect technique is whereby the respondent is left with a questionnaire to fill in at his/her own pace. Bernard (2006) points out that this technique allows a researcher to collect data from a relatively larger sample at a low cost. Also, the drop and collect technique provide room, privacy and ample time to fill out the questionnaires.

3.5.2 Secondary Data

Secondary data were collected from the TCU website and reports regarding the academic staff at Tanzania universities. Besides, other data on a list of academic staff number, gender, academic qualification and academic rank were obtained from current prospectuses of relevant universities under the survey for crosschecking data obtained from TCU. The objective five was much served by the data collected from TCU. Secondary data were used to compute the sample.

3.6 Unit of Analysis

According to Bhattacharjee (2012), a unit of analysis refers to persons, collective or

object which is the target of study. The study used all permanent academic members of staff working at surveyed universities in Tanzania mainland, namely UDSM, SUA, OUT, MUHAS and MU. 1855 academic staff.

3.6.1 Variables and Measurement Procedures

The global scale of measurement developed by Robinson and Morison (1990) was adopted to measure the perception of psychological contract breach holistically. Respondents were asked to indicate their agreement on a 5-point Likert -like rating scale where 1 – strongly disagree to 5- strongly disagree. Its superiority over a content specific scale which measures the specific content like pay, working conditions is that the global scale is not dealing with a particular context perceived as a breach. Zhao *et al.* (2007) argue that the global scale captures the full domain of psychological contract breach.

Besides, the global scale is the most appropriate tool for measuring or predicting workplace outcomes like organizational commitment (Robison & Morison, 1990). The specific content scale is not adopted because it tends to overlook outstanding obligation between employees and organizations; for instance, not every obligation can be measured (Conway & Brinner, 2005). It is due to these reasons; this study adopts the global scale of measuring the perception of psychological contract breach.

To measure organizational commitment, the 24- item scale developed by Allen and Meyer (1997) was used. These are divided into three dimensions of affective commitment, continuance commitment and normative commitment with eight items each. Respondents were asked to specify their grade of an agreement to each

statement on a 7-point scale where one = strongly disagree to 7 – strongly agree.

Individual demographic characteristics that were measured categorically are age, gender, educational level, marital status, academic rank and administrative position. Except for tenure, this was continually measured.

3.7 Data Cleaning and Processing

3.7.1 Pilot Study Results

A pilot study was necessary to be carried out in order to check how conversant the scales to the respondents. 20 respondents from OUT were involved. They were supplied each one a questionnaire to fill in. After that, all filled in questionnaires were checked and rechecked. Data were loaded and run into SPSS for checking preliminary results. Results showed the tool was ok. This was because the tools were verified scales. After the pilot study demographic characteristics were advised to be placed at the bottom in order to increase the chance of respondents giving out a correct response before providing biographic data.

3.7.2 Error Check

All data filled by respondents in questionnaires were checked for errors. Then all data entry was rechecked by the second knowledgeable person who crosschecked both data set and questionnaires accuracy in order to make sure that all data were correctly entered. Errors were found and corrected. Further descriptive statistics error checking was done to spot entries outside the scale response range. For example, PCB scale was up to 5 while AC, CC NC scales was 7.

3.7.3 Un-Engagement

The engagement was checked following the presence of negatively worded

statements in the scales; PCB (3), AC (4), CC (1) and NC (3). Standard Deviation of scores in PCB scale (5 point rating) and OC scales (7 point rating) were computed, and the data set was sorted in ascending order to populate spot cases with SD = 0. 34 cases with SD = 0 in PCB and OC scales were spotted and removed from the data set, leaving 189 cases. Pallant (2010) suggests that any case that its standard Deviation is 0 should be removed from the data set.

3.7.4 Missing Data

SPSS Missing Value Analysis (MVA) was conducted in order to determine the missing data. Both PCB and OC scale was less than 5%, suggested random missing; hence, imputation was done using excel.

3.8 Validity

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is planned to perform (Pallant, 2010). Validity is measured in degrees. As a process, validation of data involved collecting and analyzing data to assess the accuracy of an instrument used. Since this study is quantitative, a pilot study was carried out in order to perform statistical tests before going to the field.

3.9 Reliability Test

The study adopted the global scale of measurement developed by Robinson and Morison (1990). While the commitment scale adopted was developed by Allen and Meyer (1997). Internal consistency was checked. The goal was to check to what extent the scale is reliable. After running the test for PCB and AC Cronbach's alpha

read above 0.7, which is the required. While as for OC, CC and NC Cronbach's alpha was above 6 is acceptable in research (Cohen, 1988).

Table 4.3: Scale for Reliability Test

Variable	Number of items	Cronbach's Alpha
<u>OC</u>	<u>24</u>	<u>.63</u>
<u>AC</u>	<u>8</u>	<u>.74</u>
<u>CC</u>	<u>8</u>	<u>.62</u>
<u>NC</u>	<u>8</u>	<u>.68</u>
<u>PCB</u>	<u>5</u>	<u>.85</u>

Source: Data Analysis (2018)

NOTES: PCB = Psychological Contract Breach, AC= Affective Commitment,

CC = Continuance Commitment, NC = Normative Commitment

OC = Organizational Commitment

3.10 Regression Assumptions

A standard regression equation usually takes into account the Ordinary Least Square (OLS) regression assumptions. To achieve the regression analysis objectives, the crucial assumptions were checked for the data to be able to qualify for analysis. The Ordinary Least Square has five assumptions that were reviewed (Green, 2008; Park, 2011). These are linearity, normality, outlier, homoscedasticity and multicollinearity.

3.10.1 Linearity Assumption

In regression, it is required that the relationship between the independent variables to be linear. The mean value of the outcome variables for each increment of the predictor lies along a straight line. This assumption is checked by using P- P plots on how they lie along the diagonal line.

3.10.2 Normality Assumption

Linear regression assumes that the residuals of regression (errors between observed and predicted values) are typically distributed. The histogram is used to check

normality. It should show a bell-curved of the distribution of residuals mean is close to 0, and SD is close to 1, evidencing of a normal distribution of residuals.

3.10.3 Outlier Assumption

Regression assumes that residuals values lying outside the ± 3 in the histogram to be outliers. This is supported by Tabachnick and Fidell (2007) who suggest that any value outside the cut off of $|3|$ to be an outlier. Usually, outliers cause bias parameter estimates like mean. Also, outliers can distort the sum squares to be an outlier. Sum squares usually are used to estimate the standard error. Therefore if the sum square is biased, then standard error also is likely affected. Therefore result into biased confidence interval. To correct once detected is to delete the case value.

3.10.4 Homoscedasticity Assumption

The regression assumes that the variance of the error term is similar across the values of the independent variables. A plot of standardized residuals (Scatter Plots) versus the predicted values has to show whether points are equally distributed rectangularly across all values of the independent variables. If there is a cone-shaped pattern of scatter plots, then the data is homoscedasticity. To control it, a heteroscedasticity robust standard error using Ahmad Daryanto plugin on SPSS is used.

3.10.5 Multicollinearity Assumption

Multiple regressions assume that there is no multicollinearity in the data that independent variables are not highly correlated with each other. Variance Inflation Factor (VIF) values were used to test for Multicollinearity. If there is a threat of

Multicollinearity possible solution is to identify the variables causing it then remove it using VIF mean cuff threshold of 5 (Craney & Surles, 2002).

3.11 Data Analysis

Linear regression analysis was applied to test the predictive ability of the psychological contract breach variable on organizational commitment as the dependent variables. Furthermore, a stepwise multiple regression analysis was adopted to control the effects of demographics. These are age, gender, education level, academic rank, administrative position and tenure. The purpose was to determine whether PCB still affects OC even after controlling the effects of the demographic variables.

3.12 Measurement Models

Referred to as the implicit or explicit models those relate the latent variable to its indicators. Based on this study, two-measure models were applied. First was the model that covered effects of PCB and OC with its elements affective, continuance and normative. The second measurement model covered the effects of PCB on OC with its elements plus demographics as controlling variables.

3.12.1 Measurement Model I

$$Y_1 = \beta_0 + \beta_1 PCB + \varepsilon$$

Where: Y_1 = Dependent Variables (OC, AC, CC and NC)

$$\beta_0 = Y - \text{Intercept}$$

$$\beta_1 = \text{Slope of the Line defined as ratio rise or change in X}$$

PCB = Independent Variable

ε = Error term

3.12 .2 Measurement Model II

$$Y_1 = \beta_0 + \beta_1 AG + \beta_2 GEN + \beta_3 MS + \beta_4 ED + \beta_5 AR + \beta_6 TEN + \beta_7 ADP + \beta_8 PCB + \varepsilon$$

Where: Y_1 = Dependent variable (s) OC, AC, CC or NC

β_0 = Y intercept

$\beta_1 - \beta_8$ = Slope of the Line defined as ratio rise or change in X

AG = age

GEN = gender

MS = marital status

ED = education level

AR = academic rank

TEN = tenure

ADP = administrative positions

PCB = psychological contract breach

3.13 Ethical Consideration

Institution letter from The Open University of Tanzania was signed by DRPS on behalf of the VC to all five surveyed universities; permissions to collect data from academic staff in order to build rapport were obtained. Saunders *et al.* (2009) and Bhatachrjee (2012) provide the ethical principles for researchers with human participants of which this study has to abide. Participants were asked to participate voluntarily. They had the freedom to remove themselves from the study at any time without any unfavourable consequences and that they were not harmed as a result of their participation or non-participation in the study. Anonymity and confidentiality were highly observed. Participants were protected; their names and what they

contributed. There was no disclosure of their identity; all responsibility lied upon the researcher. In order to achieve this, all questionnaires that were supplied have no name tag on it. Further, any language or word that could have been interpreted by participants to be abusive or immoral were checked and removed. This was to make sure that the wellbeing and dignity of participants are of paramount importance. Using verified scales and testing by a pilot study helped to ascertain it.

Analysis and reporting of the study were in line with scientific research code of conduct. Which stipulate on the unexpected or negative results to be fully disclosed. However, there were no unexpected or negative results found. The thesis is published at OUT website. Plagiarism was avoided as it is an intellectual property theft crime. This was done by acknowledging and proper referencing of all materials cited in this study. Besides the APA reporting style was used. Equally important, there was no data fabrication as the researcher did all the work. All data processed were those collected from the surveyed population.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

The chapter presents and discusses the findings on the effects of PCB on public, academic staff organizational commitment. Five objectives were pursued: (i) to determine whether perceived psychological contract breach affect organizational commitment; (ii) to determine whether perceived psychological contract breach, affect affective organisational commitment; (iii) to determine whether perceived psychological contract breach, affect continuance organizational commitment; (iv) to determine whether psychological contract breach affect normative organisational commitment and (v) to determine whether after controlling for the effects of demographic factors such as age, education, gender, tenure and academic rank still perceived psychological contract breach affect the organisational commitment. Section 4.1 describes the sample. Section 4.2 describes the study variables based on indicators. Section 4.3 presents descriptive statistics, reliability and correlation among study constructs. Regression results are presented in Section 4.4, followed by a discussion in Section 4.5.

4.2 Sample Description

Seven demographic variables were involved, namely age, gender, marital status, education level, academic rank, administrative role and experience (Table 4.1). More than 62% of the participating academic staff were aged 41 and above. Male academic staffs were 2.3 times the number of female counterparts. The majority (84%) were married. PhD holders were about half the sample; the other half were

master holders (41%) and bachelor holders (9.7%). About 41% were below the lecturer rank. Only 30% of the academic staff had administrative duties over and above their academic responsibilities. The academic staff had worked for an average of 12.5 years ranging from a minimum of 1 year to a maximum of 43 years.

Table: 4.1: Sample Description

S/N		Frequency	%	Mean	Std. Dev.
	Age				
1	20 – 30	18	9.6		
	31 – 40	52	27.8		
	41 – 50	68	36.4		
	51 - Above	49	26.2		
2	Gender				
	Male	129	69.4		
	Female	57	30.6		
3	Marital status				
	Married	155	84.2		
	Single	23	12.5		
	Others	6	3.2		
4	Education				
	Bachelor	18	9.7		
	Masters	76	41.1		
	Doctorate	91	49.1		
5	Rank				
	Below lecturer	76	41.1		
	Lecturer	55	29.7		
	Senior lecturer and above	54	29.2		
6	Administrative				
	Yes	51	30		
	No	119	70		
7	Experience			12.48	8.565

Source: Field data (2018)

4.3 Descriptive Statistics for Organizational Commitment (individual items)

4.3.1 Affective Commitment

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the affective commitment scale (Table 4.2). The results show that participating academic staff best showed affective commitment by discussing their respective university with people outside it ($M = 5.38$, $S.D. = 1.51$) followed

by the feeling of a strong sense of belongingness to the respective university ($M = 5.30$, $SD = 1.7$). The least way through which they showed affection was by the degree to which they could become as attached to another university as they are to the present university ($M = 3.6$, $S.D. = 1.85$).

Table: 4.2: Affective Commitment Variables

S/n	Statement	Min.	Max.	Mean	Std.Dev.
1	AC 1 I would be pleased to spend the rest of my career with this university	1	7	4.40	1.871
2	AC2 I enjoy discussing my university with people outside it	1	7	5.38	1.506
3	AC3 I feel as if this university's problems are my own	1	7	3.83	1.948
4	AC4 I think that I could easily become as attached to another university as I am to this one	1	7	3.60	1.849
5	AC5 I do not feel like 'part of the family' at my university	1	7	5.19	1.767
6	AC6 I do not feel 'emotionally attached' to this university	1	7	4.53	1.965
7	AC7 This university has a great deal of personal meaning for me	1	7	4.32	1.913
8	AC8 I do not feel a strong sense of belonging to my university	1	7	5.30	1.712

N = 187

Source: Field data (2018)

4.3.2 Continuance Commitment

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the continuance commitment scale (Table 4.3). The results show that the academic staff felt the need to stay with their university more as a matter of necessity and desire ($M = 4.67$, $S.D. = 1.75$), followed by the feeling of the need to stay for having too few options to consider leaving the university ($M = 4.23$, $S.D. = 1.98$). This may be due to the fear of losing the benefits they enjoyed in the present university, which may not be offered by other universities, something which would

amount to massive personal sacrifice if they leave. Scarcity of alternatives on the labor market as a consequence of leaving emerged the lowest reason for staying with the university ($M = 3.44$, $S.D. = 1.83$).

Table: 4.3: Continuance Commitment Variables

	Statement	Min.	Max.	Mean	Std.Dev.
1	CC1 I am not afraid of what might happen if I quit my job without having another one lined up	1	7	4.21	2.023
2	CC2 It would be very hard for me to leave my university right now, even if I wanted to	1	7	3.58	1.999
3	CC3 Too much in my life would be disrupted if I decided I wanted to leave my university now	1	7	3.81	2.036
5	CC4 It wouldn't be too costly for me to leave my university now	1	7	4.00	1.813
6	CC5 Right now, staying with my university is a matter of necessity as much as desired	1	7	4.67	1.752
7	CC6 I feel that I have too few options to consider leaving this university	1	7	4.23	1.972
8	CC7 One of the few serious consequences of leaving this university would be the scarcity of available alternatives	1	7	3.44	1.826

N = 187

Source: Field data (2018)

4.3.3 Normative Commitment

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the normative commitment scale (Table 4.4). The results show that the academic staff ranked high the statement that they do not think that wanting to be a 'university men' or 'university women' is sensible anymore. This led to the

feeling that to stay with the current university is just a matter of obligation but not affection ($M = 4.11$, $S.D = 2.02$). The least ranked factor was that they do not believe that a person must always be loyal to his or her university ($M = 2.69$, $S.D. = 1.71$).

Table: 4.4: Normative Commitment Variables

s/n	Statement	Min.	Max.	Mean	Std.Dev.
1	NC1 I think that people these days move from university to university too often	1	7	3.18	1.819
2	NC2 I do not believe that a person must always be loyal to his or her university	1	7	2.68	1.708
3	NC3 Jumping from university to university does not seem at all unethical to me	1	7	3.58	2.029
4	NC4 One of the major reasons I continue to work for this university is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	1	7	4.09	1.939
5	NC5 If I got another offer for a better job elsewhere I would not feel it was right to leave my university	1	7	3.95	1.908
6	NC6 I was taught to believe in the value of remaining loyal to one university	1	7	2.97	1.779
7	NC7 Things were better in the days when people stayed with one university for most of their careers	1	7	3.26	1.769
8	NC8 I do not think that wanting to be a 'university man' or 'university woman' is sensible anymore	1	7	4.11	2.024

N = 187

Source: Field data (2018)

4.4 Descriptive Statistics for Perceived Psychological Contract Breach

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the perceived psychological contract breach scale (Table 4.5).

The three items 1 – 3 (negatively worded) were reverse - coded. The results show that the academic staff's feeling of perceived psychological contract breach was above average as the mean scores ranged from 2.97 to 3.34 (S.D. from 1.12 to 1.8).

Table: 4.5: Perceived Psychological Contract Breach Variables

	Statement	Min.	Max.	Mean	Std.Dev.
1	PC1 Almost all the promises made by the university during recruitment have been kept so far (R)	1	5	3.20	1.135
2	PC2 I feel that my university has come through in fulfilling the promises made to me when I was hired (R)	1	5	3.06	1.181
3	PC3 So far, my university has done an excellent job of fulfilling its promises to me (R)	1	5	3.34	1.121
4	PC4 I have not received everything promised to me in exchange for my contribution	1	5	3.13	1.161
5	PC5 My university has broken many of its promises to me even though I've upheld my side of the deal	1	5	2.97	1.268

N= 187

Source: Field data (2018)

4.5 Variables Descriptive Statistics, Reliability and Correlation Analysis

Descriptive statistics were computed for OC using the cut-off points suggested in Albhour & Altaraweh (2014), adjusted to 7-point rating levels. Results (Table 4.6) indicate that the academic staff were, overall, moderately committed to their universities (M = 4.01, S.D = .61). Their affective commitment (M = 4.57, SD = 1.08), continuance commitment (M = 4.03, SD = .96), and normative commitment (M = 3.48, SD = .84) to their universities were also moderate. The affective and normative commitment had the highest and lowest mean scores, respectively. The correlations between individual dimension and overall organizational commitment were between .54 and .72 indicating strong and significant relationship (Cohen, 1988). The correlations between pairs of individual dimensions of organizational

commitment were between $-.03$ and $.14$ indicating a low and insignificant correlation. This result of the low and insignificant correlation between pairs of organizational commitment dimensions suggest that subsequent analysis should treat each dimension individually.

Using the original cut offs of Albdour and Altarawneh (2014) academic staff had a moderate feeling of psychological contract breach ($M = 4.03$, $S.D = .61$). Psychological contract breach was significantly negatively correlated with the organizational commitment ($r = -.52^{**}$, $p < .001$). Affective commitment ($r = -.60$, $p < .001$). Continuance commitment ($r = -.14$, $p = .05$) and normative commitment ($r = .19$, $p = .01$)

Scale test for reliability analysis was carried out to determine the internal consistency of the measurements scales. Cronbach's alphas (Table 4.6) in the diagonal show good internal consistency for the affective commitment and psychological contract breach scales, acceptable for continuance and overall commitment scales but questionable for normative organizational commitment (George and Mallery, 2014).

Table: 4.6: Sample Correlation Matrix and Reliability Statistics

Variable	Mean	Std. Dev.	OC	AC	CC	NC	PCB
OC	4.01	.61	.63				
AC	4.57	1.08	.72**	.74			
CC	4.03	.96	.61**	.14	.62		
NC	3.48	.84	.54**	.12	-.03	.68	
PCB	3.14	.86	-.52**	-.60**	-.14*	-.19*	.85

N = 187

* $p < 0.05$ (two – tailed), ** $p < 0.01$ (two – tailed) *** $p < 0.001$ (two – tailed)

NOTES: OC = Organizational Commitment, AC = Affective Commitment, CC = Continuance Commitment NC = Normative Commitment and PCB = Psychological Contract Breach

Source: Field data (2018)

4.6 Regression Results of OC, AC, CC and NC on PCB

Four regression models were run: OC, AC, CC and NC on PCB. Results (Table 4.7) show that, the total variance in OC explained by PCB was 27 %, $F(1,185) = 66.94$, $p < .001$). PCB was negatively, and statistically significantly related to OC ($b = -.36$, $p < .001$). The variance in AC explained by PCB was 35%, $F(1, 185) = 100.90$, $p < .001$). PCB was negatively, and statistically significantly, related to AC ($b = -0.744$, $p < .001$). Variance in CC explained by PCB was 2.1%, $F(1,185) = 3.93$, $p = .49$). PCB was negatively, and statistically significantly, related to CC ($b = -.16$, $p = .049$). Variance in NC explained by PCB was 3.5%, $F(1,185) = 6.68$, $p = .01$). PCB was negatively, and statistically significantly, related to NC ($b = -.18$, $p = .01$)

Table: 4.7: Regression Results of OC, AC, CC and NC on PCB

Variables	OC	AC	CC	NC
Constant	5.18***	6.91***	4.54***	4.05***
PCB	-.363***	-.744***	-.16*	-.18*
Fstat	66.94***	100.90***	3.93*	6.68*
R ²	.27	.35	.021	.035

* $p < 0.05$ (two – tailed), ** $p < 0.01$ (two – tailed) *** $p < 0.001$ (two – tailed)

OC = Organizational Commitment, **AC** = Affective Commitment, **CC** = continuance commitment **NC** = Normative Commitment **PCB** = Psychological Contract breach

Source: Field data (2018)

Table 4.8: Regression Results of OC, AC, CC and NC on PCB

Variables	OC	AC	CC	NC
Constant	5.18***	6.91***	4.54***	4.05***
PCB	-.363***	-.744***	-.16*	-.183*
Fstat	2.70***	3.53***	6.86*	6.02*
R ²	.27	.35	.036	.032

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

OC = Organizational Commitment, **AC** = Affective Commitment, **CC** = continuance commitment **NC** = Normative Commitment **PCB** = Psychological Contract breach based on heteroscastdicity robust standard error using Ahmad Daryanto plugin on SPSS.

Source: Field data (2018)

4.6.1 Outliers, Normality, Linearity and Homoscedasticity Regression

Assumptions Testing Results for OC

Histogram (figure 4.1) shows a bell-shaped curve of the distribution of residuals (mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). Also, Figure 4.2 shows that, residuals plot along the diagonal line. Therefore there is no much deviation from normality. The histogram (Figure 4.1) shows some of the residuals values lying outside the ± 3 cut off, evidence of outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of the data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus, only close monitoring and follow-up is done subsequently.

Figure 4.3 shows that case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto plugin on SPSS the Breusch Pagan (BP) and Koenker test were run to confirm this, and the results Table 4.7b shows there is no heteroscedasticity (BP, Chi-square = 3.61, $p = .057$; Koenker Chi-square = 2.69, $p = .101$). The null hypothesis that heteroskedasticity is not present (homoscedasticity) is therefore supported (Hayes & Cai, 2007). Therefore the results based on linear regression analysis are confirmed.

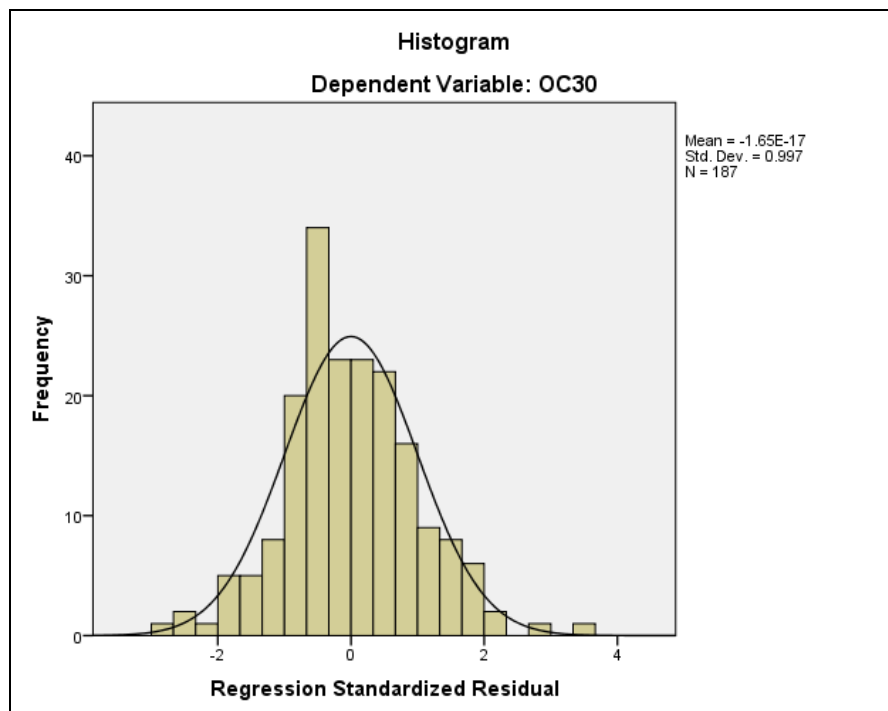


Figure 4.1: Histogram for Organizational commitment (OC)

Source: Data analysis (2018)

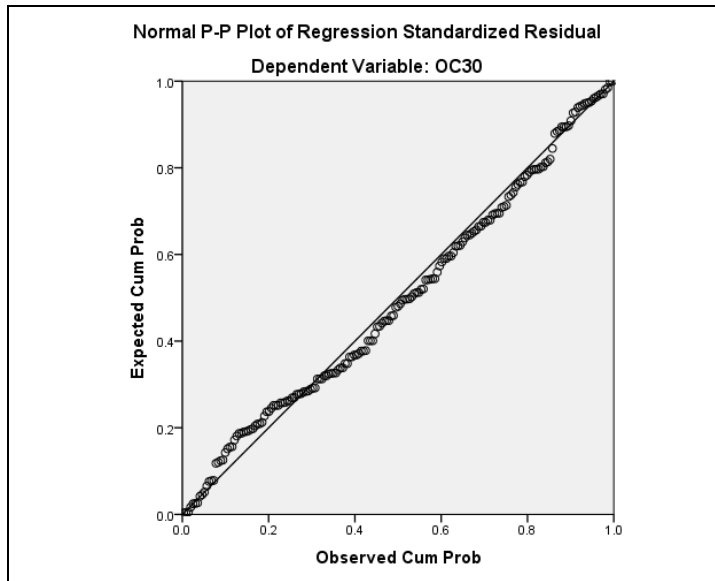


Figure 4.2 : Normal P-Plot for the Standardized Residual of Organizational Commitment
 Source: Data analysis (2018)

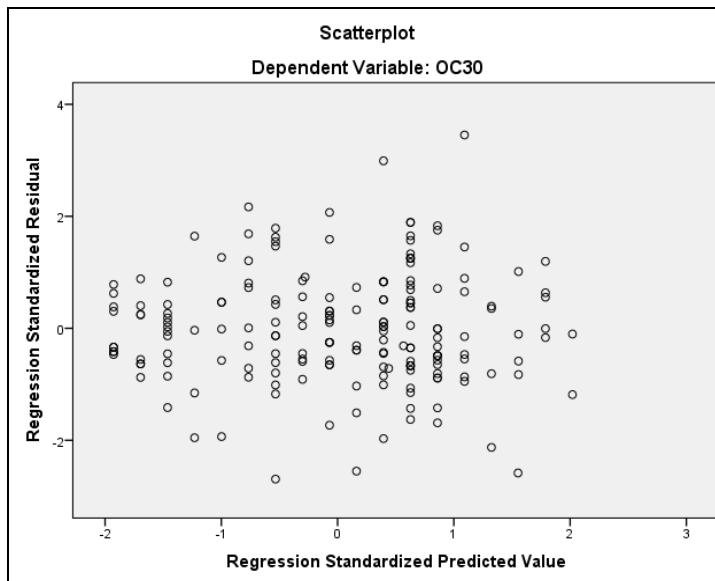


Figure 4.3: Scatter Plot for the Standardized Residual for Organizational Commitment
 Source: Field data (2018)

4.6.2 Outliers, Normality, Linearity and Homoscedasticity Regression

Assumptions Testing Results for AC

Histogram (figure 4.1) shows a bell-shaped curve of the distribution of residuals (mean is close to 0 and SD close to 1, evidencing of a normal distribution of residuals). Also, Figure 4.2 shows that, residuals plot along the diagonal line.

Therefore there is no much deviation from normality. The histogram (Figure 4.1) shows some of the residuals values lying outside the ± 3 cut off, evidence of outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of the data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus, only close monitoring and follow-up is done subsequently.

Figure 4.6 shows that case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto plugin on SPSS the Breusch Pagan (BP) and Koenker test were run to confirm this, and the results Table 4.8 shows there is no heteroscedasticity (BP, Chi-square =3.79, $p = .052$; Koenker Chi-square = 3.5, $p = .06$). Thus, the null hypothesis that heteroskedasticity is not present (homoscedasticity) is therefore supported (Hayes & Cai, 2007). Therefore the results based on linear regression analysis are maintained.

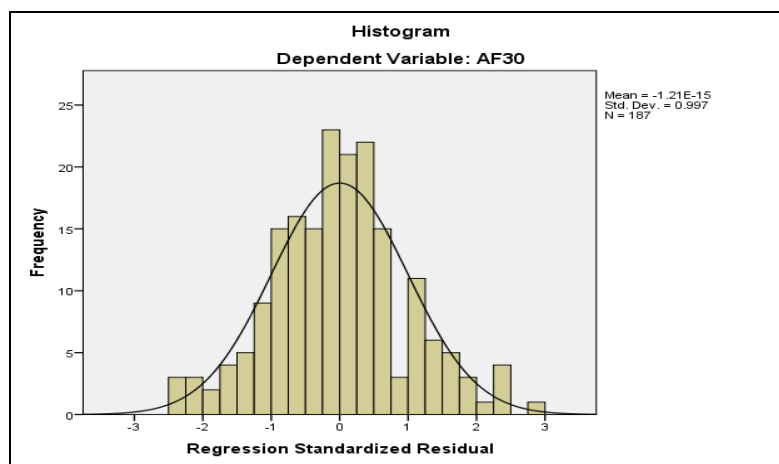


Figure 4.4: Histogram for Affective Commitment
Source: Data analysis (2018)

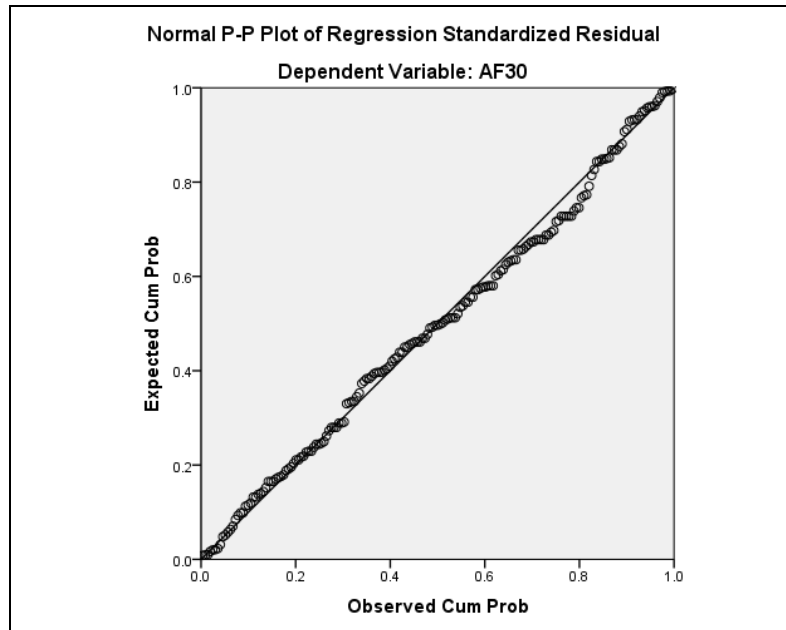


Figure 4.5: Normal P-Plot for the Standardized Residual of AC
Source: Field data (2018)

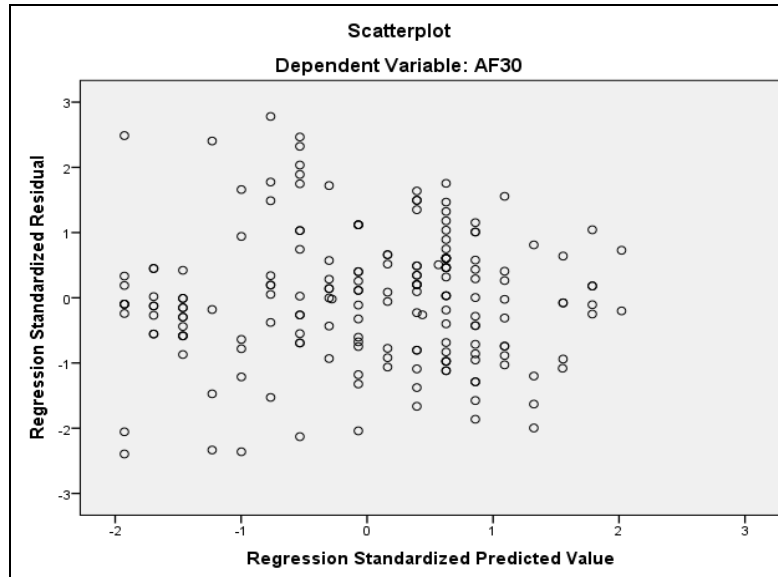


Figure 4.6: Scatter Plot for the Standardized Residual for AC
Source: Field data (2018)

4.6.3 Outliers, Normality, Linearity and Homoscedasticity Regression

Assumptions Testing Results for CC

The histogram (figure 4.7) shows a bell-curved of the distribution of residuals, Mean is close to, and SD is close to 1, evidencing of a normal distribution of

residuals. Also, figure 4.8 shows that residuals are distributed along the diagonal line. Therefore, there is no much deviation from normality. The scatter plot (figure 4.9) case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto's plugin on SPSS the Breusch Pagan (BP) and Koenker test were run to confirm this, and the results (Table 4.8) shows there is heteroscedasticity (BP, Chi-square = 6.71, $p = .01$; Koenker Chi-square = 6.69, $p = .01$). Thus, the null hypothesis that heteroskedasticity is not present (homoscedasticity) is therefore rejected (Hayes & Cai, 2007). Confirming the presence of heteroskedasticity. However, the results on effects of PCB on CC are not changed (p . value only reduced from .049 to, 048 after controlling for the presence of heteroscedasticity) R^2 also increased from 2.1 % to 3.6 %. Therefore the conclusion based on linear regression analysis remains the same.

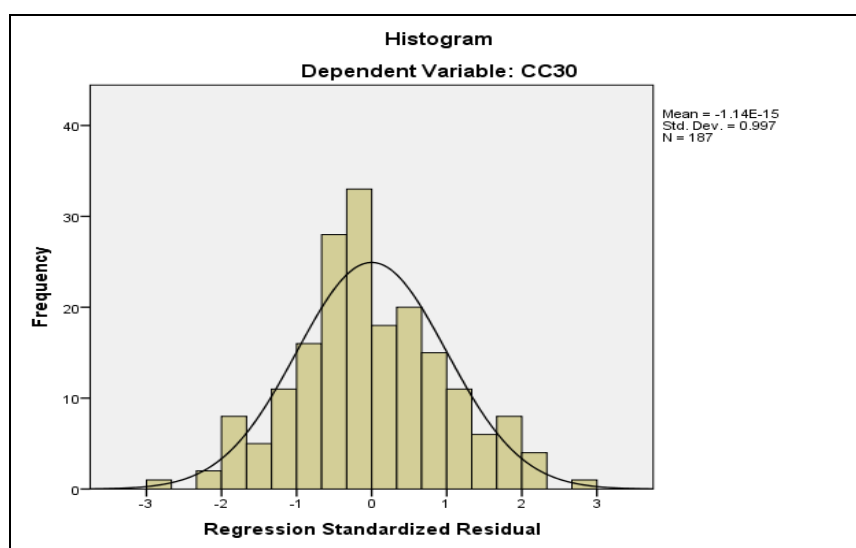


Figure 4.7: Histogram for CC
Source: Data analysis (2018)

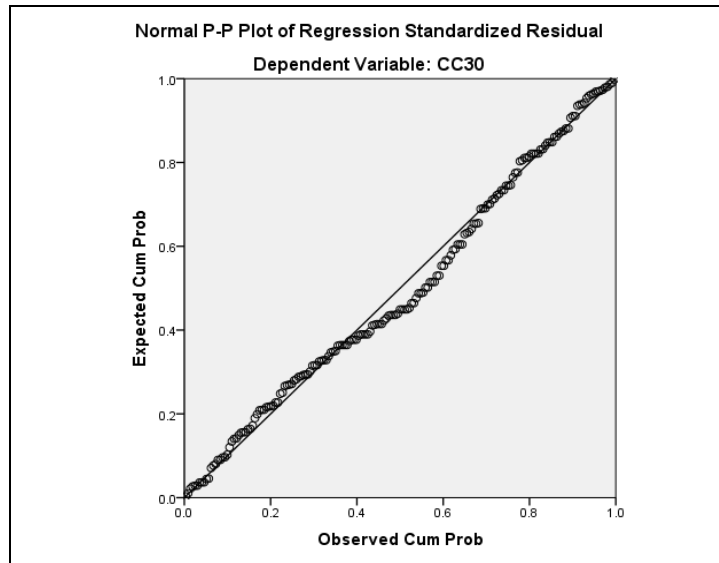


Figure 4. 8: Normal P-Plot for Regression Standardized Residual of CC
Source: Field data (2018)

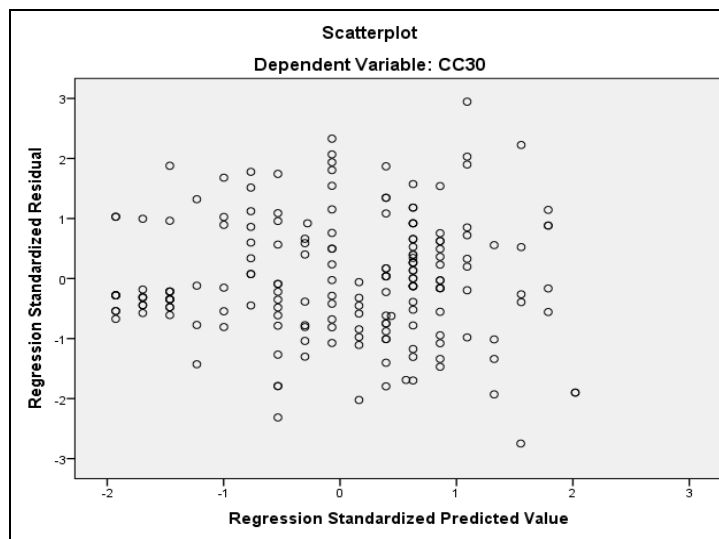


Figure 4.9: Scatter Plot for the Standardized Residual for CC
Source: Field data (2018)

4.6.4 Outliers, Normality, Linearity and Homoscedasticity Regression

Assumptions Testing Results for NC

The histogram (figure 4.10) shows a bell-curved of the distribution of residuals, mean is close to, and SD is close to 1, evidencing of a normal distribution of residuals. Also, Figure 4.11 shows that residuals are distributed along the diagonal line. Therefore, there is no much deviation from normality. The scatter plot figure

4.12 case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto plugin on SPSS the Breusch Pagan (BP) and Koenker test were run to confirm this, and the results (Table 4.8) shows there is heteroscedasticity (BP, Chi-square = 8.26, $p = .004$; Koenker Chi-square = 5.89, $p = .015$). Thus, the null hypothesis that heteroskedasticity is not present (homoscedasticity) is therefore rejected (Hayes & Cai, 2007). The presence of heteroscedasticity is therefore conformed. Consequently, Table 4.7b report results based on heteroscedasticity robust standard errors.

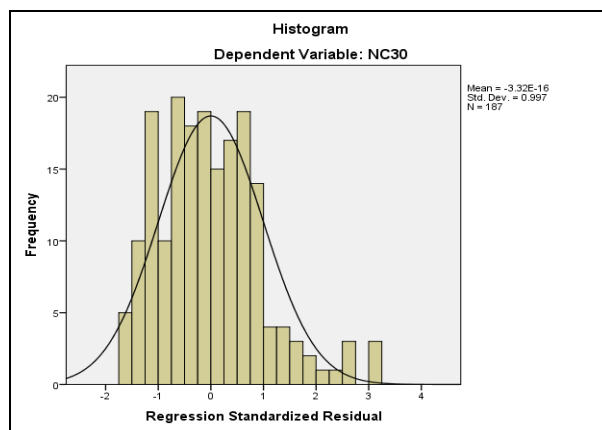


Figure 4.10: Histogram for Normative Commitment
Source: Data analysis (2018)

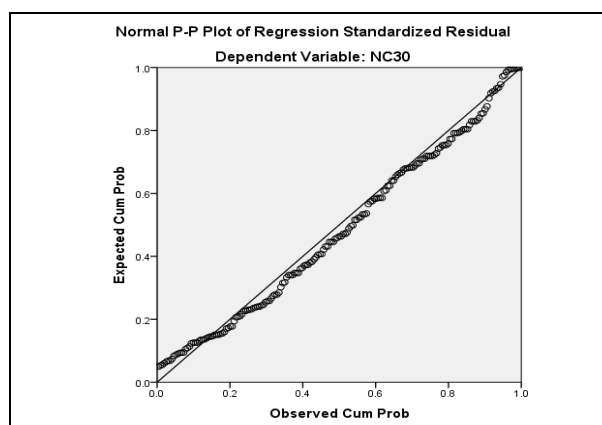


Figure 4.11: Normal P-Plot for the Standardized Residual of NC
Source: Field data (2018)

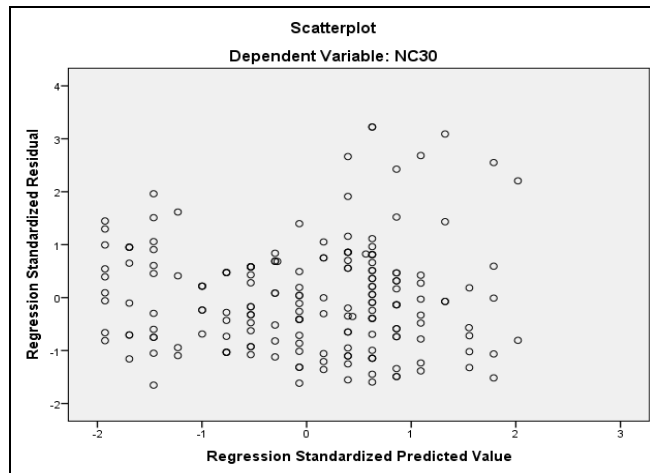


Figure 4.12: Scatter Plot for the Standardized Residual for NC
Source: Field data (2019)

4.7 Multiple Regression Results of OC, AC, CC and NC on PCB and Demographics

Four regression models were run; OC, AC, CC and NC on PCB and demographics. Results (Table 4.13) show that the variance in OC explained by PCB and the demographics were 31.1 %. The regression model with PCB and all the demographics jointly significantly predict values of OC, $F(1,185) = 7.05, p < .001$. PCB was negatively, and statistically significantly effect to OC ($b = -.38, p < .001$). Respondents aged 51 and above (Age 4) had a higher effect on OC than those in the younger group (21– 30 years). However, this difference is insignificant ($b = .11, p = .64$). Respondents aged 41 to 50 (age 3) had a lower effect on OC than the younger group who were aged 21 – 30 years). The difference is insignificant ($b = -.12, p = .52$). Respondents aged 31 to 40 (age 2) had lower OC than the younger group (21 – 30 years). The difference is insignificant ($b = -.20, p = .25$). Male respondents have lower OC than the female group. However, the difference is insignificant ($b = -.20, p = .47$). Married couples have a higher OC than the rest of the other groups.

The difference is insignificant ($b = .02, p = .87$). PhD holders had a lower OC than non-PhD holders. The difference is insignificant ($b = -.28, p = .05$). Senior lecturers and above academic ranks had lower OC compared to lower rank groups (Lectures, Assistant Lectures and Tutorial Assistants). The difference is insignificant ($b = .11, p = .44$). Academic staff with administrative roles had less effect on OC than those without any administrative positions at universities. The effect was positive and insignificant ($b = .11, p = .26$) experience had low effect and significant on OC ($b = .01, p < .01$).

The variance in AC explained by PCB and demographics was 41.4%. The model with PCB and all the demographic variables jointly predicted value of $F, (1, 185) = 11.04, p < .001$. PCB significantly negatively affect AC, all other predictive variables held constant ($b = -.80, p < .001$). Respondents aged 51 and above (Age 4 years) higher AC than those in the younger group (21–30 years). The difference is significant ($b = -.79, p < .01$). Respondents 41–50 (age 3 years) has a higher AC than those in the younger group aged 20–30 years. However, the difference is insignificant ($b = -.48, p = .08$). Respondents 31–40 (age 2) had a higher AC than those in the younger group (21–30 years). The difference is significant ($b = -.63, p < .01$). Older groups have negative but mixed, some are significant while others are the insignificant effect on OC while younger groups have positive and insignificant.

Male respondents have a lower AC than the female group. However, the difference is insignificant ($b = -.24, p = .12$). Married couples have a higher AC for the rest of the other groups. The difference is significant ($b = .50, p < .01$). PhD holders have a lower AC than non-PhD holders. The difference is insignificant ($b = -.33, p = .27$).

Senior lecturers and above academic ranks have lower AC compared to below groups (Lectures, Assistant Lectures and Tutorial Assistants. The difference is insignificant ($b = .03$, $p = .93$). Academic staff with administrative roles had lower AC than those without any administrative positions at universities. The difference insignificant ($b = .22$, $p = .15$). Experience wise employee has moderate effect to AC and significant ($b = .04$, $p < .01$).

The variance in CC explained by PCB and all the nine demographics was 8.1%. The model fit $F(1, 185) = -.18$, $p < .049$). This implies that the model fit is not good. Likewise, the variance in NC explained by PCB, and the nine demographics was 8.9%. The model fit statistics $F(1,185) = 1.53$, $p = .13$). Since the sig value of $p > .05$, it is concluded that CC and NC models have no power to predict values of CC and NC using the independent variables of CC and NC respectively. Consequently, these modules are dropped in subsequent analysis.

Table 4.9: Regression Results of OC, AC, CC and NC on PCB and Demographics

	OC	AC	CC	NC
Constant	5.25***	6.93***	4.34***	4.41***
PCB	-.38***	-.78***	-.18*	-.17
Age 4(51 and above)	.11	.44	.27	-.15
Age 3(41 – 50)	-.12	-.28	.06	-.14
Age 2(31-40)	-.20	-.42	-.11	-.08
Gender	-.07	-.24	-.07	.18
Marital Status	.02	.22	.02	-.38
Education	-.28	-.32	-.28	-.03
Academic rank	.11	.11	.27	-.14
Admin Position	.11	.22	.01	-.16
Experience	.01	.03**	.01	.002
f- statistics	7.05***	11.04***	1.37	1.53
R ²	.31	.41.4	.08	.09

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

Variance inflation factor (VIF) range 1.07 – 4.71

OC = Organizational Commitment, AC = Affective Commitment, CC = continuance
commitment NC = Normative Commitment PCB = Psychological Contract breach

Table 4.10: Regression Results of OC, AC, CC and NC on PCB and Demographics

	OC	AC	CC	NC
Constant	5.25***	7.088***	4.34***	4.41***
PCB	-.38***	-.801***	-.18*	-.17
Age 4(51 and above)	.11	-.790**	.27	-.15
Age 3(41 – 50)	-.12	-.484	.06	-.14
Age 2(31-40)	-.20	-.633**	-.11	-.08
Gender	-.07	-.239	-.07	.18
Marital Status	.02	.419**	.02	-.38
Education	-.28	-.333	-.28	-.03
Academic rank	.11	.026	.27	-.14
Admin Position	.11	.216	.01	-.16
Experience	.01	.037**	.01	.002
f- statistics	7.05***	11.04***	1.37	1.53
R ²	.31	.41.4	.08	.09

Source: Field data (2019)

*p < 0.05 (two – tailed), **p < 0.01 (two – tailed) ***p < 0.001 (two – tailed)

Variance inflation factor (VIF) range 1.07 – 4.71

OC = Organizational Commitment, AC = Affective Commitment, CC = continuance commitment NC = Normative Commitment PCB = Psychological Contract breach

The Breusch pagan and Koenker test If sig-value less than 0.05, reject the null hypothesis based on heteroscedasticity robust standard error using Ahmad Daryanto plugin on SPSS.

4.7.1 Outliers, Normality, Linearity and Homoscedasticity Regression Testing

results for OC, PCB and Demographics

Histogram (figure 4.14) shows a bell-curved of the distribution of residuals, mean is close to 0, and SD is close to 1, evidencing of the normal distribution of residuals.

Also, Figure 4.15 shows that the residuals plot is along the diagonal line. Therefore there is no much deviation from normality. The histogram (Figure 4.16) shows

some residuals values lying outside the ± 3 cut off, evidence of outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus only close monitoring and follow up is done subsequently.

The histogram (Figure 4.15) shows that case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Applying the Ahmad Daryanto plugin on SPSS the Breusch Pagan (BP) and Koenker test was run to confirm this, and the results (Table 4.8b) shows the presence of heteroscedasticity (BP, Chi-square =20.25, $p = .03$; Koenker, Chi-square = 15.82, $p = .11$). The null hypothesis that heteroskedasticity, not present (homoskedasticity) is therefore rejected (Hayes & Cai, 2007) confirming its presence. Therefore the conclusion based on linear multiple regression analysis remains the same.

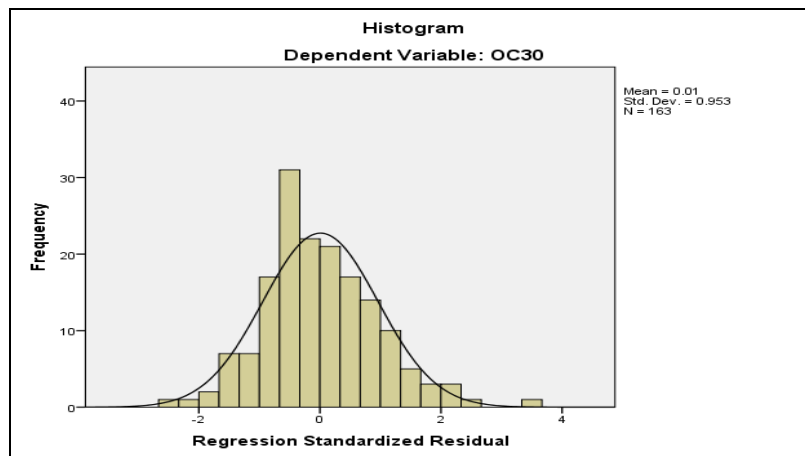


Figure 4.13: Histogram for OC, PCB and Demographics
Source: Field data (2018)

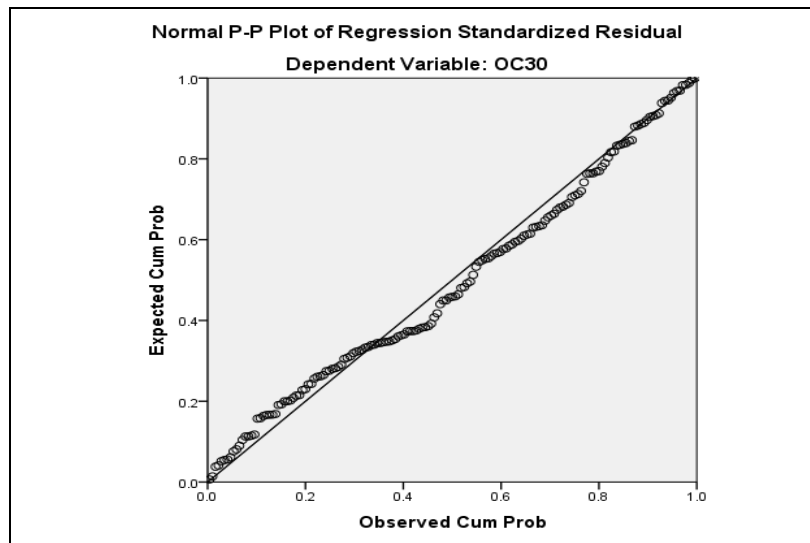


Figure 4.14: Normal P-Plot for the Standardized Residual of OC, PCB and Demographics
Source: Field data (2018)

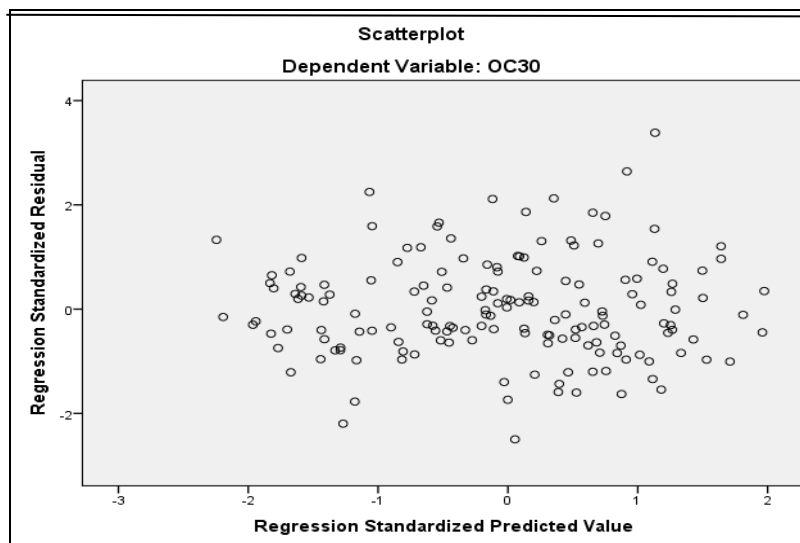


Figure 4.15: Scatter Plot for the Standardized Residual of OC, PCB and Demographics
Source: Field data (2018)

4.7.2 Outliers, Normality, Linearity and Homoscedasticity Regression Testing

Results for AC, PCB and Demographics

The histogram (Figure 4.17) shows a bell-curved of the distribution of residuals, mean is close to 0, and SD is close to 1, evidencing of a normal distribution of residuals. Figure 4.18 shows that the residuals plot is along the diagonal line. Therefore there is no much deviation from normality. Figure 4.19 shows some

residual values lying outside the ± 3 cut off, evidence of outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus only close monitoring and follow up is done subsequently.

The Scatter plot (figure 4. 19) shows that case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto's plugin on SPSS the Breusch Pagan (BP) and Koenker test was run to confirm this, and the results (Table 4.8b) shows the presence of heteroscedasticity (BP, Chi-square = 26.83, $p = .003$; Koenker, Chi-square = 22.34, $p = .013$). The null hypothesis that heteroskedasticity, not present (homoscedasticity) was therefore rejected (Hayes & Cai, 2007) confirming its presence. Therefore the conclusion based on linear multiple regression analysis remains the same.

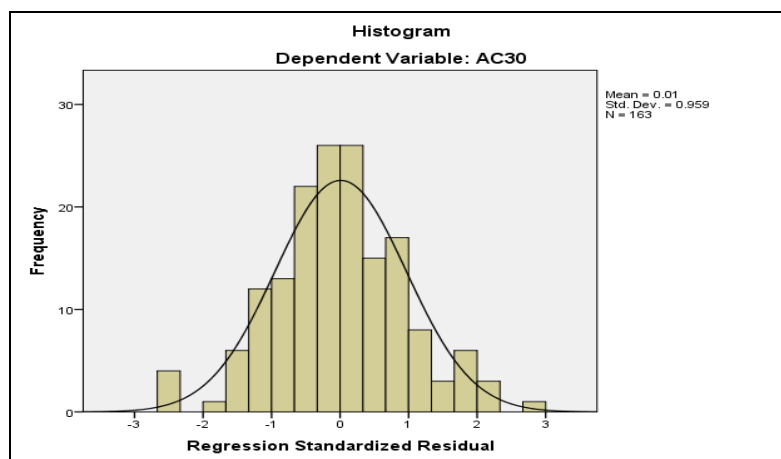


Figure 4.16: Histogram for AC, PCB and Demographics
Source: Data analysis (2018)

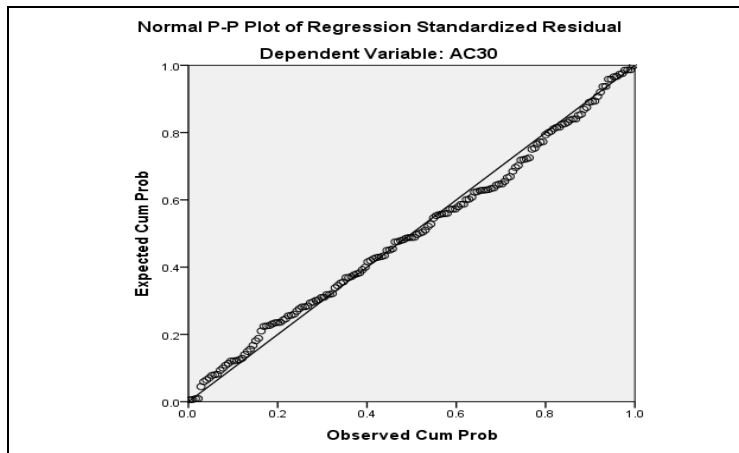


Figure 4.17: Normal P-Plot for the Standardized Residual of AC, PCB and Demographics
Source: Field data (2018)

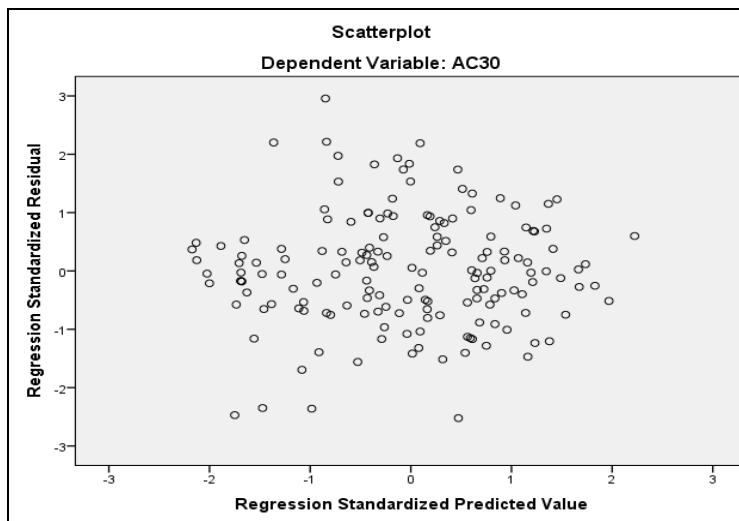


Figure 4.18: Scatter plot for the standardized residual of AC, PCB and demographics
Source: Field data (2018)

4.7.3 Outliers, Normality, Linearity and Homoscedasticity Testing Results for CC, PCB and Demographics

The histogram (Figure 4.20) shows a bell-curved of the distribution of residuals, mean is close to 0, and SD is close to 1, evidencing of a normal distribution of residuals. Also P - P plot (Figure 4.21) shows that the residuals plot is along the diagonal line. Therefore there is no much deviation from normality. The scatter plot (Figure 4.22) shows some residual values lying outside the ± 3 cut off, evidence of

outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus only close monitoring and follow up is done subsequently.

Scatter Plot (Figure 4.22) shows that case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto's plugin on SPSS the Breusch Pagan (BP) and Koenker test was run to confirm this, and the results (Table 4.8b) shows the presence of heteroscedasticity (BP, Chi-square = 21.76, $p = .02$; Koenker, Chi-square = 19.01, $p = .04$). The null hypothesis that heteroskedasticity, not present (homoscedasticity) was therefore rejected (Hayes & Cai, 2007) confirming its presence. Therefore the conclusion based on linear multiple regression analysis remains the same.

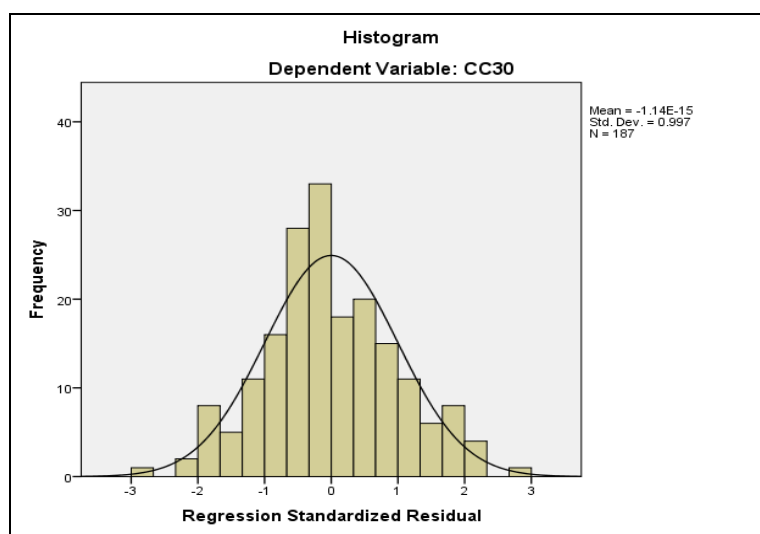


Figure 4.18: Histogram for CC, PCB and Demographics
Source: Data Analysis (2018)

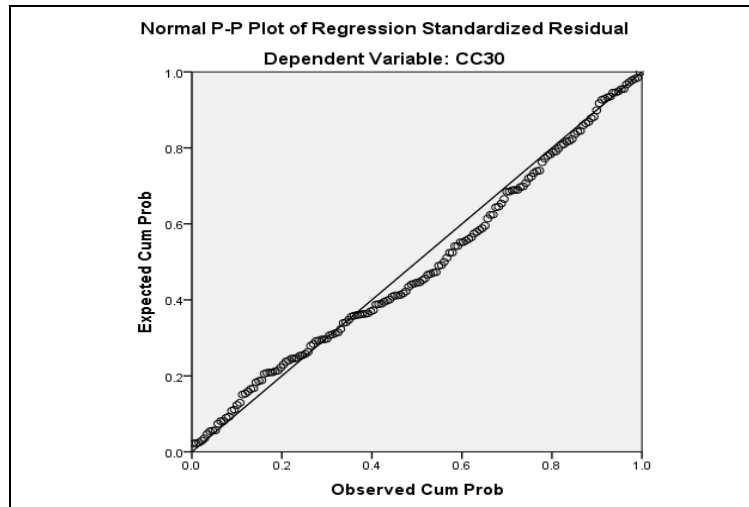


Figure 4. 19: Normal P-Plot for Regression Standardized Residual of CC, PCB and Demographics

Source: Field data (2018)

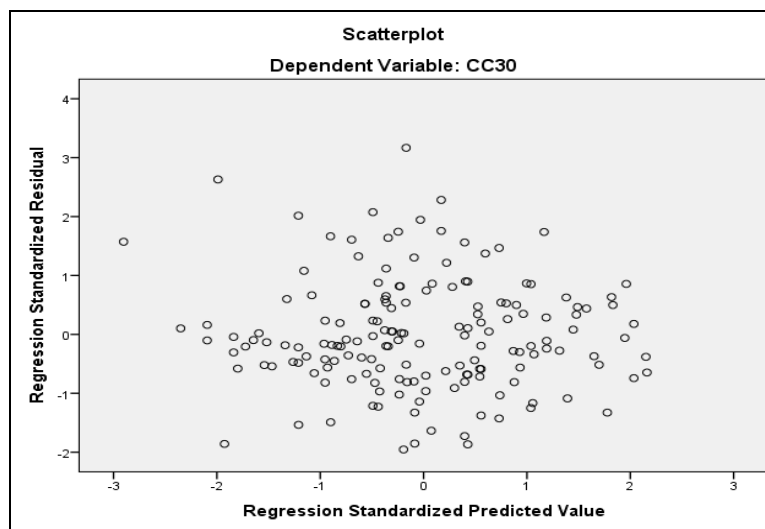


Figure 4. 20: Scatter Plot Regression Standardized Residual for CC, PCB and Demographics

Source: Field data (2018)

4.7.4 Outliers, Normality, Linearity and Homoscedasticity Testing results for NC PCB and Demographics

The histogram (Figure 4.23) shows a bell-curved of the distribution of residuals, Mean is close to 0, and SD is close to 1, evidencing of a normal distribution of residuals. Also, P P plot (Figure 4.24) shows that the residuals plot is along the diagonal line. Therefore there is no much deviation from normality. The scatter plot (Figure 4.25) shows some residual values lying outside the ± 3 cut off, evidence of

outliers. Tabachnick and Fidell (2007) suggested any value outside the cut off of $|3|$ to be an outlier. Although there is the presence of outliers, little can be done at this point as double deletion of cases may lead to more distortion of data. During data cleaning cases with values beyond this cut off were deleted using Mahalanobis distance results. Thus only close monitoring and follow up is done subsequently

The scatter plot (figure 4.25) shows that case residuals dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto's plugin on SPSS the Breusch Pagan (BP) and Koenker test was run to confirm this, and the results (Table 4.8b) shows the presence of heteroscedasticity (BP, Chi-square = 24.10, $p = .007$; Koenker, Chi-square = 16.99, $p = .08$). The null hypothesis that heteroskedasticity, not present (homoscedasticity) was therefore rejected (Hayes & Cai, 2007) confirming its presence. Therefore the conclusion based on linear multiple regression analysis remains the same.

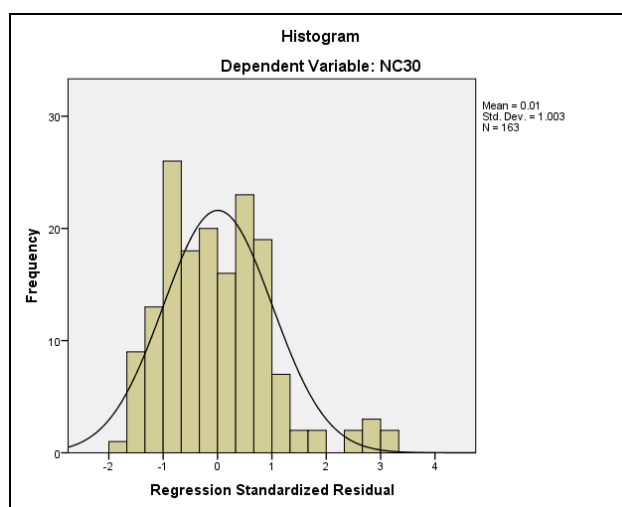


Figure 4.21: Histogram for NC, PCB and Demographics
Source: Data analysis (2018)

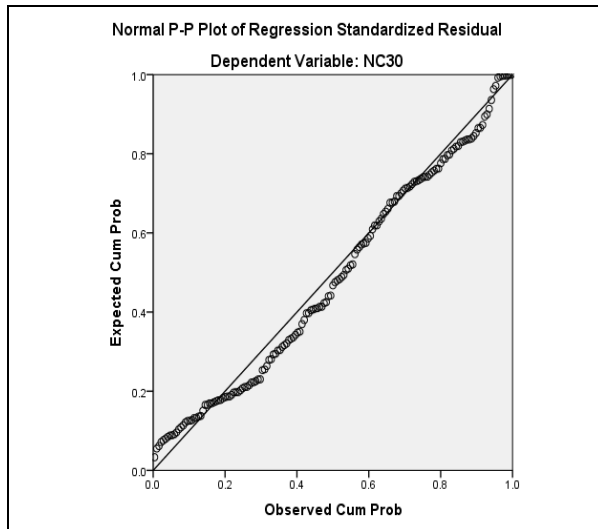


Figure 4.22: Normal P-Plot for the Standardized Residual of NC, PCB and Demographics
Source: Field data (2018)

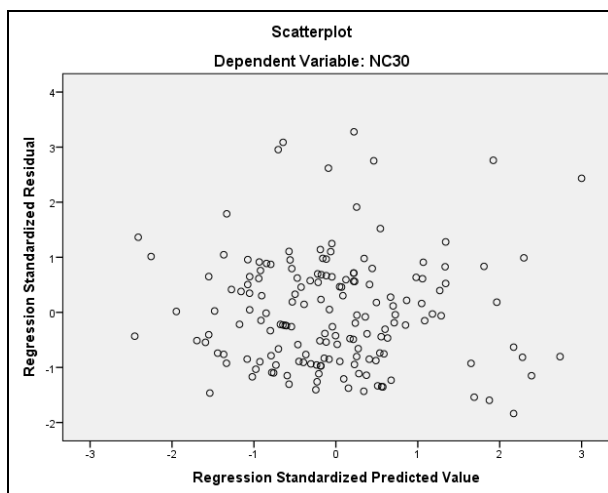


Figure 4.23: Scatter Plot for the Standardized Residual of NC, PCB and Demographics
Source: Field data (2018)

4. 8 Multicollinearity Assumption Testing Results for OC, AC, CC on PCB and Demographics

Regression matrix shows that independent variables are highly correlated in (Table 4.8.1). Independent variables scores are reporting a follow-up correlation analysis that if $VIF > 10$ indicates that there is a suspicion of Multicollinearity (Pallant, 2010) more strict cutoff $VIF < 5$. Craney and Surles (2002) study VIF range from 1.12 – 5.93. Therefore compared to the cutoff of 10 statistically, there is no suspicion of Multicollinearity threat.

4.9 Stepwise Regression Results

Stepwise regression was used to test specific objective 5 of the study which states that, ‘to determine whether after controlling the effects of demographic factors such as age, gender, marital status, education level, academic rank, administrative position and experience still psychological contract breach affect the organisational commitment’. The 9 independent variables (demographic factors) were regressed with dependent variables (OC, AC, CC and NC) while simultaneously removing those demographic factors that were not important ($\text{sig} > .05$). Only those demographic factors with $< .05$ were retained (Field, 2005). The experience was found effective and significant to affective commitment, and marital status was found effective and significant to normative commitment. The rest of the demographic factors were dropped from the model. Preliminary analyses were conducted to make sure that, no violation of the regression assumptions of normality, linearity, Multicollinearity and homoscedasticity.

Results (Table 4.15) show that the general variance in OC explained by PCB and the demographics was 27 %. The regression model with PCB and all the demographics jointly significantly predict values of OC, $F(1,185) = 59.70$ $p < .001$. PCB was negatively, and statistically significantly affected OC ($b = -.36$, $p < .05$). The variance in AC explained by PCB and experience was $F_0(1,185) = 90.00$, $p < .05$. PCB significantly affect AC_0 , ($b = -.74$, $p < .001$) the model with PCB and experience variance in AC was change in 3% $F_1(1,185) = 49.96$, $p < .001$. after controlling of other demographics still PCB was significant and effectively affecting AC ($b = -.75$, $p < .001$). The variance in NC explained by PCB and marital status

was NC 4% $F(1, 185) = 6.60, p < .05$. PCB jointly with marital status affect NC ($b = -.45, p < .05$). The second step the variance in NC explained by PCB and marital status was an increase of 3% $F(1, 185) = 6.16, p < .01$. After controlling other demographics still PCB jointly with marital status affect NC ($b = -.43, p < .05$).

Table: 4.12: Stepwise Regression Results

	OC	AC ₁	AC ₂	NC ₁	NC ₂
Constant	-. 5.17***	6.91***	6.67***	3.86***	4.39***
Marital Status				-.45*	-.43*
Experience			.02*		
PCB	-. 36**	-. 74***	-.75***		-.17*
Fstat	59.70***	89.99*	49.96***	6.60*	6.16**
R ²	. 27	.35***		.04*	
ΔR ²			.03*		.03*

*p < 0.05 (two-tailed), **p < 0.01 (two-tailed) ***p < 0.001 (two-tailed)

OC = Organizational Commitment, AC = Affective Commitment, CC = continuance commitment

NC = Normative Commitment PCB = Psychological Contract breach

Therefore the new model for objective number 5 is:-

Therefore the new model for objective number 5 is

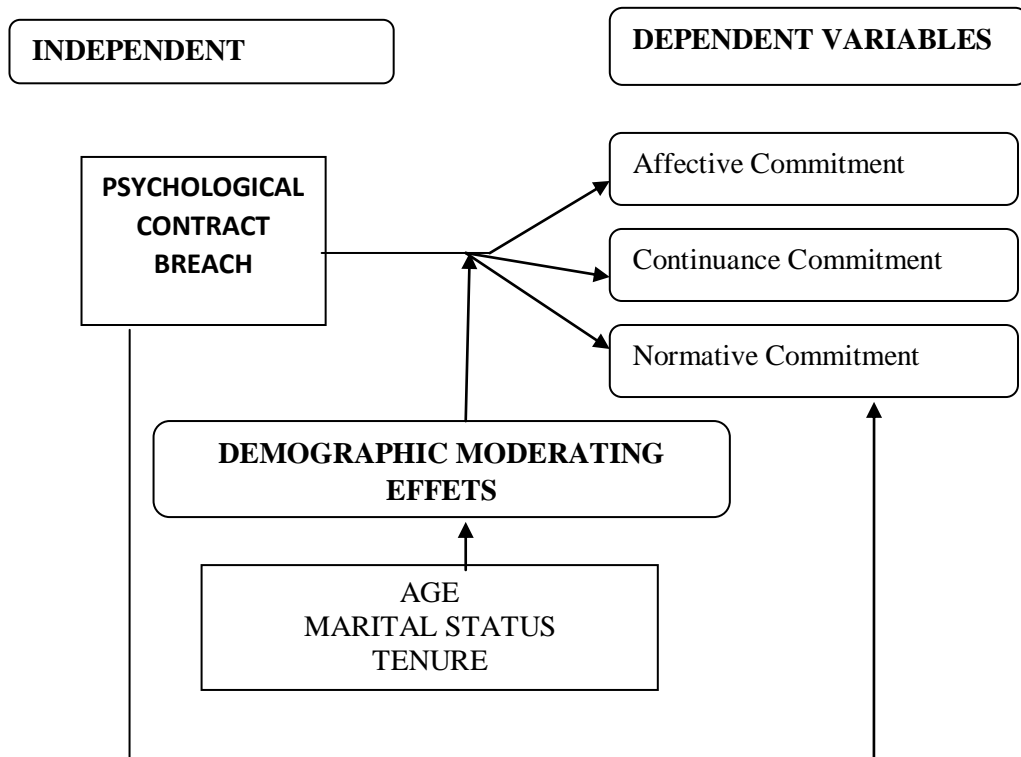


Figure 4.1: A Newly Developed Model

4.10 Discussion

The study sought to determine the effects of psychological contract breach on public universities academic staff organizational commitment. Regression analysis was used to test the hypothesis for analysis. Focusing on the study objectives, the discussion elaborates the findings information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear and in-depth understanding of the effects of psychological contract breach on universities academic staff organizational commitment in Tanzania as well as know-how demographic factors also as to what extent they have a role in affecting academic staff organizational commitment when together subjected with psychological contract breach as moderating effects.

4.10.1. Determining Whether a Psychological Contract Breach Affect University Academic Staff Commitment

Psychological contract breach has a root from exchange theory which states that an individual will search for fair and balanced exchange relationship (Blau, 1964). The social exchange theory involves unspecified, unwritten obligations where one party needs to trust the other part that benefits received will be respected. In an employment relationship, the social exchange theory help understands the actions of one party contingent upon the reactions of the other. When the university is perceived to fulfill inadequately, its committed academic staff view their social exchange with that university as less valuable and reciprocate by decreasing their comments to the university. The psychological contract is tightly associated to

academic staff commitment since his/her beliefs regarding his/her employment relationship affect his/her identification with and attachment to the organization (Rousseau, 1989; Conway & Briner, 2005).

This study found that there is a negative relationship between PCB and OC. That relationship is statistically significant. When Psychological contract breach increase the organizational commitment decreases. The empirical result is consistent with several previous studies by Choong and Lau (2012), Lu *et al.* (2015), Quratulan *et al.* (2016) and Zhou *et al.* (2014). Choong and Lau. (2012) also found that there is a close negative relationship between psychological contract breach and organizational commitment. Lu *et al.* (2015) also found that psychological contract breach has a negative influence on employee's commitment behavior. This was also supported by Zhou *et al.* (2014) who found that psychological contract breach has a correlation to the employee's organizational commitment.

Further, Quratulan *et al.* (2016) also found that in general employee perception is that psychological contract breach has a negative relationship to organizational commitment. The only difference identified is the magnitude of the effect of psychological contract breach. Some found to have a substantial effect while others found to have a moderate effect. For this study psychological contract breach has a moderate effect on organizational commitment. The negative ramifications of PCB (lack of affective, continuance and normative commitment) challenge organizations not to ignore the condition but to approach it proactively. Organizational agents (human resource staff, supervisors, and managers), particularly those responsible in the recruitment process, should exercise caution in conveying promises to the job

applicants as academicians and establish the parameters and conditions of employment during recruitment.

The contribution of this study is that it has proved that psychological contract breach have effects on commitment even in African context and particularly for university academic staff like those in the west, Asia and other parts of the world, where the models of PCB (The global scale) of Morrison and Robison (1997) and the 24 commitment scale by Meyer and Allen (2007) were used. The theoretical contribution of this study is that first, it confirmed the social exchange theory which is consistent with the prediction that employees commitment increases to their organization if they feel that employer has fulfilled parts of all psychological contract.

Secondly, it has provided evidence from a developing country in Africa (Tanzania) which demonstrated by collectivist culture as opposed to an individualistic culture of which the social exchange theory was developed. Therefore social exchange theory applies to collectivist cultures as well. Further, the study has contributed contextually by filling the gap, which provides evidence from educational environment specifically from academicians.

4.10.2 To Determine Whether Psychological Contract Breach, Affect Affective University Academic Staff Commitment

Meyer and Allen (2007) provide a general theory of psychological contact and why people stay or commit to an organization. People stay with the organization because they want to. This is affective commitment. They feel an emotional attachment.

Employees are expected to show high loyalty, a dedication which is the active elements of commitment. Employees will exhibit a sense of belonging and therefore increase their involvement in their organizational goals. However, if they perceive that there is a psychological contract breach they act adversely to commitment.

This study found that (Table 4.7) psychological contract breach has a negative effect on affective commitment. The relationship is statistically significant and robust. Other previous studies supported by Boylu *et al.* (2007) found that affective commitment was observed high among other organizational commitment components. That academic staff stay at universities because of their affection to be called lecturers or professors. Alternatively, even just being an academic staff with any rank. This is supported by Meyer and Allen (2007) who found that affective commitment, especially in the modern western world, is predominant among employees. Bergman (2006) found that in modern relationship especially western countries and now supported by this study, affective commitment is affected by psychological contract breach. However, in eastern countries like China and Japan affective sometimes does not make sense at all as employees are working based on collective normativism like family. Cultural cohesion is dominant sometimes challenging to choose as an individual.

An employee's affective commitment is depending on the employee's positive feelings towards the organization and is often the result of organizational policies and activities that promote a positive connection with the workgroup (Meyer & Allen, 1997). The more extended member remains in an organization. The more he/she gets attached to it affection ally, and this continuity and long tenure in the

organization dampens the intensity of employee's adverse reaction to incidences of the breach. A possible motive for this could be that long-tenured employees are more likely to accommodate and construe contract breach as a natural lapse which will be rectified over time.

Interestingly the findings of this study are in contrast to the research of Wu *et al.* (2006) that reports a weak positive relationship between PCB and affective commitment. These counter-intuitive findings are explained concerning potential cultural predispositions toward a balanced reciprocity norm in Chinese cultures. Wu *et al.* (2006) argue that a more immediate economic exchange model may be a key signal in the Chinese culture of mutual trust and loyalty between employer and employee. In other words, it is called a social exchange relationship. Given these contrasting findings, much more comparative national and cultural research is needed to explore more specifically the role of contextual factors, such as cultural values and institutional difference, in influencing the nature and role of the relationship between PCB on how it affects commitment.

For the first time to my knowledge, the study has contributed by presenting an empirical confirmation of reciprocity in the relationship between PCB and employees' affective organizational commitment on academic staff at Tanzania public universities. This is crucial for higher learning institutions to understand how well to retain the high flying achievers in the academic arena. They are recruited on a real stinger high competitive with top-class GPAs and still, universities put stinger and severe progression on the academic ladder from tutorial assistant to full professor. For example, apart from demanding publications, still, a 4-year duration is

a demotivating factor of reducing affection to university.

4.10.3 To Determine Whether Psychological Contract Breach, Affect Continuance Organizational Commitment

People want to stay with the organization because they need to (continuance) is determined by the perceived cost of leaving the organization (Side bets and other). It leads to sacrifices, limited opportunities to other employment. Zhao *et al.* (2007) gave the continuance theory of commitment by asserting that a particularly negative or positive work event on psychological contract breach on commitment could lead to particular active reactions. These reactions are likely to be behavioural or attitudinal. Therefore, psychological contract breach has been shown to lead a lower continuance commitment. Not only that the psychological contract breach has led to lower continuance commitment by linking the individual's assessment of investment and risks in deciding to leave an organization.

This study found that (Table 4.7) psychological contract breach is negatively, significantly and have a weak relationship to continuance commitment. Academic staff joined universities as a tutorial assistant or higher rank after the high performance in academics. First, they joined because of affection. However, after staying longer at universities, they stay because of side bets, that sometimes it is difficult to be accepted in other organizations especially professors whereby they only feel that is where they belong, and it becomes costly if they leave. Supporting these findings Meyer and Allen (1997) found that employees display a strong continuance commitment decide to work and stay with the organization because they fear of losing their amount of time, money and efforts invested and perceive that

they have limited options of getting new employment. However, on the other side employees who still think that they have doors of opportunities still opened at other organizations tend to have weaker continuance commitment.

This is contrary to Agarwal (2014) who found that people stay in organization because of collectivism especially in South East Asian countries like Indonesia, Korea and China. Employees have little choice of moving around different organizations. People stay in organizations because of side bets fear that if they leave, they lose everything, including family ownership. Hence no choice except to stay. According to Koskei *et al.* (2018) among the three components of commitment, continuance commitment is low ranked. It supports the empirical finding of this study, whereby it was found as well that continuance commitment was not strongly rated.

Academic staffs are ready to sacrifice their current job at universities if others arise somewhere, although not ready to leave at the moment because there are no such opportunities or very few opportunities arise. Bozkurt and Yurt (2013) also found that academic staff generally showed a high commitment level to their organization mainly affective commitment, although continuance also prevails.

The contribution of this study on the effects of psychological contract breach on continuance commitment is that tenure has been identified as very crucial in making academic staff stay at a university. Academic staff decided to stay because after staying too long, they become used to it and see they must stay because leaving is more costly.

4.10.4 To Determine Whether Psychological Contract Breach, Affect University Academic Staff Normative Organisational Commitment

People want to stay with the organization because they feel (Normative) the obligation to stay is based on social exchange theory which suggests that the person receiving a benefit is under a robust normative obligation to pay it in some way (Meyer & Allen, 2007). For example, actions of training and granting compassionate leave. Employees will commit to and intend to remain with an organization because of feelings of obligation toward the organization. These feelings in most cases, come from a strain on an individual before and after joining an organization. For instance, if the organization spent funds on training or scholarship to an employee, the employee will feel honoured and therefore have the moral obligation to repay the debt.

Sometimes the norm may reflect an internalized norm, developed before the person joins the organization through family or other socialization. That one should be loyal to one's normative commitment will be higher in organizations that value faithfulness and systematically communicate the fact to employees with rewards, incentives and other strategies. Besides, normative commitment in employees is also high where employees regularly see visible examples of the employer being committed to employee well-being. An employee with more significant organizational commitment has a higher chance of contributing to organizational success (Meyer & Allen, 2007).

This study (Table 4.7) found that psychological contract breach was negatively related to normative commitment, although not significant. Although as compared

to other components of commitment, normative scored low. When assessed as an individual factor with PCB, the results became insignificant, although after running a stepwise regression, it becomes significant. Besides, this empirical study found that in most cases, those academic staff recruited recently show higher commitment than those who have been on a job for a long time. This is supported by Bozkurt and Yurt (2013) who found that normative commitment is higher for recently employed staff. These are desirable commitments for academic staff.

However academic staff who earn high salaries not only display a more significant affective commitment to their universities but also they consider it as an ethical obligation to remain attached with their universities that has granted them to earn a high salary. The contribution of this study is that normative commitment the combination of AC and NC has been found to lead to more positive behavioral outcomes of commitment than AC alone. The affection and obligation have a stronger impact on a commitment to academic staff.

4.10.5 To Determine Whether After Controlling the Effects of Demographic Factors Still, Psychological Contract Breach Affect the University's Academic Staff's Organisational Commitment

It was hypothesized that whether after controlling the effects of demographic factors such as age, gender, marital status, education, academic rank, administrative position and tenure still, psychological contract breach affects the university's academic staff's organisational commitment. This study (Table 4.9) found that not all demographic components contribute to affect commitment. Only age, marital status and tenure had the power to affect affective commitment and normative

commitment, respectively. Mathieu and Zajac (1990) also found that married academic staff displayed more commitment to universities than the rest groups because of family responsibilities.

According to Boylu *et al.* (2007) Married academicians generally determined to have a higher affective commitment to their university than single academicians. Bozkurt and Yurt supported (2013) also found that married individuals tended to display more significant affective organizational commitment than single people. This study also found that tenure has a relative and significance effect with psychological contract breach on normative commitment. Contrary to Col and Gul (2005), who found that the duration of service does not affect commitment. Instead, they argue that academic staff will display high normative commitment when they have higher salaries which are linked to education and number of years worked. The obligation to stay is what normative commitment becomes.

This study found that academic staff that has just joined the university has higher affection than those who stayed longer. The virtue explains that they had other options as they still young and highest scores in examinations, but still, they decide to work with universities for affection. Supported by Vandenberghe *et al.* (2004) who found that young employee with relative short tenure especially those with master's degrees enter organizations expecting their superiors to offer them opportunities. They love to be at universities a place of academic excellence and prestige to be. However, if their expectations are not met or breached, these staffs reduce their affective and normative commitment and become ready to quit.

The finding of a moderation effect for tenure appeared to be attributable to the importance of supervisor involvement to normative commitment for employees with shorter tenure, if not supported and supervised they tend to reduce their obligation commitment. Suggesting by connoting that the more the number of years increases the more affective and normative commitment increases. The age as predicted young academicians (20 – 31) tends to have more commitment than the middle (41- 51). However as academicians advance in age, they become more committed, especially continuance commitment.

The findings of this study significantly contribute to advancing the body of knowledge on the psychological contract in addition to confirming the more traditional outcomes associated with psychological contract breach such as affective commitment. Further, numerous writers have associated the role of demographic characteristics in influencing social dynamics. With few exceptions (Turnley & Feldman, 1999; Bellou, 2009) to date, most of the researches on psychological contracts have focused on direct effects of a breach on organizational outcomes which have been recognized as a critical literature gap. By examining the diminishing effects of employee tenure and marital status, this study has unmasked some exciting findings in the PCB-Outcome relationship. Moreover, this study provides supporting evidence for the mediating role of age, marital status and tenure on the relationship between PCB and OC.

Therefore the new model for hypothesis 5 is

$$Y_1 = \beta_0 + \beta_1 AG + \beta_2 MS + \beta_3 TEN + \beta_4 PCB + \varepsilon$$

Where: Y_1 = Dependent variable (s) OC, AC, CC or NC

β_0 = Y intercept

$\beta_1 - \beta_4$ = Slope of the Line defined as ratio rise or change in X

AG = Age

GEN = Gender

MS = Marital status

TEN = Tenure

PCB = Psychological Contract breach

CHAPTER FIVE

CONCLUSIONS RECOMMENDATIONS

5.1 Overview

This chapter presents the conclusions as emanated from the data analysis and research findings guided by the study-specific objectives. Recommendations are suggested as well as implications for universities management and human resource policies for academic staff recruitment retention and motivation

5.2 Conclusion

Scanty studies on the relationship of psychological contract breach and organizational commitment have been done in Tanzania, particular at universities' academic staff. The universities influences on their expectations determine academic staff commitment. The decision to stay due to affection or fear of losing what has been gained over the years or just obligation to the university are depending on the degree of perceived psychological contract breach. If they perceive a high psychological contract, they decrease their commitment and eventually affect performance, and the last thing is to quit. However, if the degree of perceived psychological contract is minimal, then their affection and continuity and obligation will remain and therefore increase commitment to the universities.

5.3 Recommendations and Implications

The current study findings are supported by broadened and previous studies on the effects of psychological contract breach on organizational commitment. As direct theoretical implications, psychological contract breaches affects and negatively relate to organizational commitment and its components; explained that the increase

of psychological contract breach has the adverse effects of decreasing the organizational commitment. Theoretically, this phenomenon implies that once employee perceives that there is a breach, then he or she decreases commitment. Therefore it is recommended that university management and human resource policymakers for managing academic staff should avoid making too many promises during recruitment of which they know they have no powers to execute. For example, high pay, easy and quick promotions, full sponsorship for further studies and providing incentives and benefits.

In addition to that, the practical implication is that there is a need for the best understanding of professional academic staff and their expectations. Academic staff seem to have high demands and expectations which adversely affected their perceptions of psychological contract breach. University human resource mostly depends on the written formal contract; depending on them solely generate a danger of increasing the gap between expectations which is psychological and reality (Purse, 2015). Therefore this study does suggest that induction programs and proper orientation to be conducted to newly recruited academic members of staff and sometimes even to continuing staff in order to reveal unwritten expectations and obligations that could be used by human resources to cater for preventing the wrongly perceptions of ecological contract beach which adversely affects the academic staff commitment to their duties.

It was found that psychological contract breach has a negative effect on affective commitment. The implication is that academic staffs stay at university because they have affection to be recognized as lecturers and professors. Therefore their decisions

to commit their working love to universities should be reciprocated by attractive academic human resource policies that are not only attracting and retain them but also motivate them to have high commitment. Policies like clear track line of talent management programmes, work-life balance, academic staff development and more extended stay before forced to retire are recommended.

It was also found that psychological agreement breach negatively affects continuance commitment. The implications here is that academic staff at universities will continue to stay at universities as far as they perceive that the time spent, resources and energy are so crucial and that if they leave the university, there is no alternative. Recommendations are that university management and human resource policies for academic staff are set in a way that they are more attractive than outside university environment in terms of pay, working conditions, recognition and longer service. However, if academic staffs perceive that outside there is green pasture than where they are now, they will leave.

This study also revealed that psychological contract breach harms normative commitment. The implication here is that academic staff at some point stay and seen as committed because they feel obliged to stay after what the universities have done to them. For example, granted full scholarships from the master's level to PhD and post-doctoral studies makes academic staff feel they have an obligation to the university. The study recommends that universities to have the proper and full support of academic staff in training, attending seminars, research and publications which eventually will help them to be promotable to higher ranks and therefore increase commitment.

The study found that married staff and tenure as demographic factors with psychological contract breach affect negatively organizational commitment. The implication is that academic staffs that are married tend to have more commitment because they also have family responsibilities which demand finance. Therefore one commits in order to have a steady flow of income to sustain the family. We recommend that university management and human resource policies should have in place policies that support the family. For example, recreation, school fees support, discounts for a member of the family and medical insurance support. This will make academic staff more committed.

Tenure was also found to affect with psychological contract breach on organizational commitment. The implication is that some academic staff displays commitment at early years because they have expectations of being supported in a career ladder. However, once at the top and stayed longer also needs to be motivated so as not to leave. It is recommended that the university management and human resource have clear policies that support young recruited academic staff. However, also for longer serving academic staff addition of contracts even after retiring age. For example, one academic staff realized that below senior lecturers were 59 and senior lecturers were 64 and above, their commitments fall as they know they will not continue working even as contracted staff.

Academic staffs are recruited and employed in different criteria, for example, certification from bachelor degree to Doctor of Philosophy. Their job design also reflects academic qualifications and position. It is from this perspective that you find some academic staff have a heavy workload than others depending on the number of

available personnel or a number of programmes offered. However, pay does not recognize the workload instead it focuses on certification and academic rank. By so doing it tends to lead into lowering motivation and commitments to those hard-working who have a heavy workload and pay, which does not reflect their performance. Hence affect commitment. Therefore this study suggests that university human resource should try to consider performance-related pay. By so doing it will increase commitment and motivation to academic staff.

5.4 Limitations and Areas for Future Studies

This study focused on the effects of psychological contract breach on organizational commitment of public universities academic staff in Tanzania. This study was unable to cover all areas in this research. Hence poses some limitations which emanated from scope, resources, methodological and time.

- i. The limitation of this study is due to the generalizability of the results. Due to time constraints, the study focused only on faculty members at five public universities in Tanzania. Therefore, the results of this study were limited to this population and generalization cannot be made to other public and private universities in Tanzania. To generalize the results, more studies that involve larger samples are needed. It is recommended that more research from other public and private universities be conducted to generalize the findings.
- ii. The study adopted a quantitative approach to examine the effects of psychological contract breach on academic staff organizational commitment at public universities in Tanzania. Future studies may be carried out to examine the same relationship by employing a qualitative approach in order

to get the naturalist perspective of the effects of psychological contract breach on employee's organizational commitment.

- iii. The current study focused on academic staff. Future studies may look on the effects of psychological contract breach on organizational commitment to all university staff including administrative and technical staff instead of concentrating on academic staff only
- iv. The study applied a global scale of psychological contract breach in order to determine at what extent psychological contract breach affects the relationship to organizational commitment. The future studies may extend applying specific psychological contract breach whereby all elements of PCB like a breach in pay, working condition, relationship with supervisors are measured as independent variables against commitment.
- v. The current study used structured questionnaires as a source of collecting data from academic staff. Future studies may decide to apply an interview in order to get in-depth perceptions of the feelings of respondents by so doing.
- vi. Only five public universities were surveyed; still, further studies may decide to broaden both public and private universities and other high learning institutions and determine the effects of PCB on OC as a comparative study in order to determine whether public universities have more psychological contract breach effects on academic staff commitment or private universities.
- vii. Moreover, the future studies may extend to look at other disciplines that are depending on social exchange theory whereby psychological contract breach may prevail.

- viii. The current study focused only on determining the extent of PCB on OC at public-owned universities in Tanzania. Future studies may expand east African and other African countries universities or other similar setup institutions to see whether the same theory and models are relevant.
- ix. Perceptions of people are not static. Hence it poses difficulty in conclusion. People have feelings, attitudes, emotions that change depending on different circumstances. The result of measured perception today may not necessarily be the same next study; this problem was dealt with, making sure participants are given the freedom and ample time to respond to have reliable data.
- x. The study focused on permanent full-time academic staff. It is not sure that the results which were obtained would have been the same if other categories of academic staff were interviewed like part-timers and contracted academic staff and also other members of staff groups like the technical and administrative staff.
- xi. Another limitation was accessing academic staff in the office. It was not an easy task as much academic staff are involved in research activities or supervising field practical's, especially Professors and Doctors. We recruited research assistant to make follow-ups
- xii. In some cases, questionnaires were not filled or just partially filled. These cases were deleted from the analysis. Some questionnaires were well filled and were returned, but they had no sign of engagement. Respondents were scribbling without putting attention to the requirements of the statements. These were deleted during data screening.

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APPENDIXES

Appendix I: Psychological Contract Scale Questionnaire

My name is Chacha A. Matoka. I am carrying out research entitled “*The Effects of psychological contract breach on employee’s organizational commitment among public Universities academic staff in Tanzania.*” in fulfilment of the award of PhD degree of The Open University of Tanzania. Hereunder is a questionnaire which I would like you to fill up. While filling up this questionnaire, please **encircle** the rating number {**1, 2, 3, 4, or 5**} that represents your excellent level of agreement with each statement where **1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree 4 = Agree 5 = Strongly Agree.**

Please note that, the information you provide will be kept confidential and will only be used for this research and that no attempt will be made to disclose your identity.

Thank you in advance.

Psychological contract breach 5 item scale

S/N	Statement	SCORE				
1	Almost all the promises made by the university during recruitment have been kept so far (R)	1	2	3	4	5
2	I feel that my university has come through in fulfilling the promises made to me when I was hired (R)	1	2	3	4	5
3	So far, my university has done an excellent job of fulfilling its promises to me (R)	1	2	3	4	5
4	I have not received everything promised to me in exchange for my contribution	1	2	3	4	5
5	My university has broken many of its promises to me even though I have upheld my side of the deal	1	2	3	4	5

Key: (R) means reversed statements

Appendix II Organizational commitment scale measurements

Please **encircle** the box corresponding to the number as shown regarding the statement whether you disagree or agree.as guided.

1= Strongly Disagree, 2 = Moderately Disagree, 3 = slightly disagree, 4 = neither disagree nor Agree, 5 = slightly agree, 6 = Moderately Agree and 7= Strongly Agree.

A: Affective commitment

s/n	Statement	SCORE						
		1	2	3	4	5	6	7
1	I would be very happy to spend the rest of my career with this university							
2	I enjoy discussing my university with people outside it							
3	I really feel as if this university's problems are my own							
4	I think that I could easily become as attached to another university as I am to this one (R)							
5	I do not feel like 'part of the family' at my university (R)							
6	I do not feel 'emotionally attached' to this university (R)							
7	This university has a great deal of personal meaning for me							
8	I do not feel a strong sense of belonging to my university (R)							

Key: (R) means reversed statements

Appendix III B: Continuance Commitment

Please **encircle** the box corresponding to the number as shown regarding the statement whether you disagree or agree.as guided.

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = slightly disagree, 4 = neither disagree nor Agree, 5 = slightly agree, 6 = Moderately Agree and 7 = Strongly Agree

s/ n	Statement	SCORE						
		1	2	3	4	5	6	7
1	I am not afraid of what might happen if I quit my job without having another one lined up (R)	1	2	3	4	5	6	7
2	It would be very hard for me to leave my university right now, even if I wanted to	1	2	3	4	5	6	7
3	Too much in my life would be disrupted if I decided I wanted to leave my university now	1	2	3	4	5	6	7
4	It wouldn't be too costly for me to leave my university now	1	2	3	4	5	6	7
5	Right now, staying with my university is a matter of necessity as much as desired	1	2	3	4	5	6	7
6	I feel that I have too few options to consider leaving this university	1	2	3	4	5	6	7
7	One of the few serious consequences of leaving this university would be the scarcity of available alternatives	1	2	3	4	5	6	7
8	One of the major reasons I continue to work for this university is that leaving would require considerable personal sacrifice - another university may not match the overall benefits I have here	1	2	3	4	5	6	7

Key: (R) means reversed statement

Appendix IV C: Normative Commitment

Please **encircle** the box corresponding to the number as shown regarding the statement whether you disagree or agree.as guided.

1= Strongly Disagree, 2 = Moderately Disagree, 3 = slightly disagree, 4 = neither disagree nor Agree, 5 = slightly agree, 6 = Moderately Agree and 7 = Strongly Agree

A '(R)' denotes a negatively phrased and reversed- score item.

s/n	Statement	SCORES						
1	I think that people these days move from university to university too often (R)	1	2	3	4	5	6	7
2	I do not believe that a person must always be loyal to his or her university (R)	1	2	3	4	5	6	7
3	Jumping from university to university does not seem at all unethical to me	1	2	3	4	5	6	7
4	One of the major reasons I continue to work for this university is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain	1	2	3	4	5	6	7
5	If I got another offer for a better job elsewhere, I would not feel it was right to leave my university	1	2	3	4	5	6	7
6	I was taught to believe in the value of remaining loyal to one university	1	2	3	4	5	6	7
7	Things were better in the days when people stayed with one university for most of their careers	1	2	3	4	5	6	7
8	I do not think that wanting to be a 'university man' or 'university woman' is sensible anymore (R)	1	2	3	4	5	6	7

Demographic Background

1. Age i. 20 – 30 (....) ii. 31 – 40 (....) iii. 41 – 50 (....) IV. 51 or above (....)
2. Gender (i) Male (...) (ii) Female (...)
3. Marital status (i) Married (....) (ii) Single (...) (iii) widowed (....) (iv) Divorced (...)
(v) Separated
4. Level of education (i) first Degree (...) (ii) Master's Degree (...)
(iii) PhD (.....) (IV) Post-Doctoral (...)
5. Academic Rank (i) Tutorial Assistant (....) (ii) Assistant Lecturer (...)
(iii) Lecturer (...) (IV) Senior Lecturer (IV) (v) Professor (...)
6. Do you hold any administrative position at University? Yes/No. if yes which one.....
7. How long have you worked at university.....

Thank you