Impact of Organizational Culture on Employee Commitment - Albaminchi University, Ethiopia

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Abstract: *Today the role of human resource has been changed significantly because of increasing complexity in the environment. According to the changes occurred in the environment, it is very imperative for the organizations to concentrate and acquire a qualified, competent, innovative and well professionalized human resource to achieve desired results. Employees of an organization are the determining factor for the success,andtheirroles are inseparable from the achievement, Djoko, Mushud (2016). Employees with higher qualifications and competency could be enhancedtheir problem solving skills and ability, Tang (2008), Agu & Etim (2012). The Employees commitment plays a vital role in an organizations growth and development. Commitment reflects their strong belief on organizational goals and objectives, culture and desires to remain as a loyal memberin the organization, Hackett et al., (2001). In the organizational commitment model, it stated that theemployee commitment is a degree to which he identifies his organization, wants to continue and actively participate in his role, Jaros, (2007). Generally, a stronger commitment seems amid the enduring employees, specifically who achievedtheir personal goals successfully, gets good recognition, scope for further development and working with a more committed employees group. In general, there are three types of commitments prevailing in every organization among the employees such as affective continuance and normative commitments.Theaffectivecommitmentisanemotional attachment of an employee with his organization while the continuance commitment is an employees desires to stayin the organization due to monetary benefits and without any other choices and normative commitment is an employees perceived obligation towards the organization and this can be enhanced when employees taken part in the decision-making process, Taylor, Levy, Boyacigiller & Beechler (2008).*

Keywords: Organizational culture, employee commitment and cultural variables.

1. INTRODUCTION

The comprehensive study was designed as descriptive and explanatory research. The conscious intent to undertake this study was to adequately investigate the effect of organizational culture on employee commitment in academic staffs, Arba Minch University, Arba Minch town, Gomo Zone, SNNPR Region, Ethiopia. The main objective of the study was to analyze the effect of diverse organizational culture variables (involvement, consistency, mission and adaptability) on employee commitments from three major dimensions such as affective, continuance, and normative. This social study conducted on all five campuses of Arba Minch University academic staff members. The social study was typically employed probability sampling method and the university campuses were graciously stratified according to their academic disciplines and from each stratum sample were drawn under simple random sampling technique. The aggregate population of the study was 2017, from which 334 academic staffs were selected as sample population. The primary and secondary data were employed in the study, and the primary data were properly obtained through a comprehensive structured questionnaire. The obtained data were carefully analyzed, tabulated and properly presented in appropriate tables. In thissocial study, mean, standard deviation, independent sample T-test, one-way ANOVA, Pearson's correlation coefficient and multivariate Regression analysis were typically used. The Stata 14.0 version software was conveniently used to objectively analyze the necessary data. The key finding of the study was that the levels of culture traits like involvement, consistency, and mission were low and the adaptability was medium level and affective, continuance and normative commitments were medium level.

Organizational culture is a system of shared values, norms, attitudes and assumptions that can be influenced the peopleto act and get things done by its members. Thisorganizational culture distinguishes from one institution to another, Robbins & Judge, (2013).Theorganizational culture has a positive attitude and behaviour on employees commitment and it tends to develop commitments towards their organization, Asghar, Mojtaba & Sadeghi, (2015), Ghader & Afkhami (2014), Habib et al (2014), and Coffey, Trew & Trigunarsyah (2012). There is a significant relationship between organizational culture and employees commitment toward the organization and the strength of an organizational culture signifies the expansion of employees commitment and helps to enhance their satisfaction level in the organization, Chung & Kamal, (2000),Kondalkar, (2007). An employee accord on his organizational culturecan build his commitment and it has been obviouslyobserved through the raise of their commitment levels, Robbins & Judge, (2013).

In contrast, some studies were exposed that there was no significant association between organizational culture and employees commitment. The study would like to present some of them below. According to Williams, Rondeau & Francescutti, (2007), Nongo & Ikyanyon, (2012), the culture does not have a strong and significant effect on the employee commitment. The organizations have to try to maintain as much as a strong culture for consistent, better coordination and integration and these only wouldnt create significant impact on their commitment levels. Therefore, an organizations key factor for their success is flexibility rather than stability and job freedom instead of only duty-bound.

In the African continent, the researches undertaken on organizational commitment of academic staffs were limited in the African continent, Fako et al., (2014). As far as Ethiopia is concerned, there were a limited number of studies conducted on the educational institutions. A study conducted by Abebe & Markos, (2016), revealed that the Ethiopian university academic staffs had not highly committed due to several reasons such as institutions standards, visions, missions, improper alignment of institutional objectives with employees, lack of participation in academicdecision making and low-level commitment. In addition, the most recent education policy (MoE 2010EC) identified that the fundamental cause for weak performance in the education sector was the gap of commitment among academic staff.

In the organizational culture, especially involvement and consistency play vital role for staff members in Universities. This study was conducted based on this thought with the objective of enhancing HR practices effectively in the university. Further, there was no adequate research study was undertaken on the effect of organizational culture on employee commitment especially in higher education institutions in Ethiopia.

The core objective of the study was to analyse and study the relationship between the effect of organizational culture (involvement, consistency, adaptability and mission) on employee commitment (Affective, Continuance and Normative) in Arba Minch University, Arab Minch town, Gomo Zone, SNNPR Region, Ethiopia.

2. REVIEW OF LITERATURE

The various published and unpublished literatures had been reviewed and presented as substantiation for the study related to organizational culture, employee commitment and their components on the effect of organizational culture on employee commitment.

2.1 The Concept of Organizational Culture

The culture is one of the widely studied phenomena in management studies. Culture is a set of values, beliefs, systems and norms that are inherent in an organization and it is expected to adhere by the members of the organization and taught to new members, Daft, (2005). According to Robbins & Judge (2013) was explained that the culture as a system of shared meaning held by members that distinguishes from one organization to another organization. The culture is a set of values and commonly held beliefs that determine the acceptable behaviors and expected from a given group, countries, religion, ethnic groups, and organizations, Dolan& Lingham (2012). In a study conducted by the Denison & Neale, (2011) stated that organizational culture refers to the fundamental value, beliefs and principles. It serves as a foundation of an organizations management system, practices and behavior that reinforce those basic principles. As per Linnenluecke & Griffiths (2010) study, the cultural theorists suggested a variety of definitions, concept of standard behavioral rules and norms to shared values, ideologies, beliefs and patterns of meaning. A unique culture helps to reduce the uncertainties, develop social order, continuity, collective identity and commitment, and clarify a vision for the future, Yiing & Ahmad (2009). The success of any organization depends on its distinct culture either developed by its founder or a result of overcomingchallenges or a conscious effort on the part of managementto improve performance and efficiency, Cameron & Quinn, (2006). The Denison & Neale, (2011), explained in their study regarding the visible and invisible aspects of organizational culture. The observable culture in the organization such as working hard, proper attire, friendly to the customer, etc. and in contrast, assumptions, value and core beliefs are hidden culture and it includes honesty, integrity, being ethical, going beyond expectations to satisfy them.

2.2 Functions of Organizational Culture

The Kondalkar, (2007), revealed about the organizational culture and its benefits for employees in the organization.The organizational culture offered an institutional identity to the members like sharing norms, values and good perceptions, a sense of togetherness, integration and cooperation, shapes behavior, facilitates a collective and strong commitment.

2.3 Models of Organizational Culture

The organizational culture models were developed by numerous researchers with distinctive traits or behaviors based on certain beliefs and assumptions. Some of the important organizational culture models are (1) Deal and Kennedy Model (2) Charles Handy Concept Model (3) Edgar Schein Model and (4) Denison Model.

Among various culture representations, the Denison model was chosen for this study because it was verycomprehensive, effortless to implement and typically used to diagnose culture problems in organizations. This model offered a convenient measurement of parameters and assessment methods for culture and applicable to all organizational levels. In this model, it consisted of four general components in organizational culture, like as involvement, consistency, adaptability and mission, and they are used to measure the culture traits inanorganization. Each key component comprised of three effective indices, they were typically used to adequately measure the culture traits obviously and those qualities briefly presented below.

2.3.1 Involvement

The Involvement in common is a primary organizational culture trait. It ensures the active participation of employees in decision-making, team effort and the development of their necessary skills. Fey & Denison, (2006), stated that involvement represents the most significant dimension of organizational culture for organizations whose primary goal is workers satisfaction. The Wesemann, (2001), expressed in his study that the involvement is very imperative to develop the capability of professionals and managerial employees in the organization. The organization placed its value on team orientation rather than personal accomplishments and a high- level involvement can be naturally created by ownership feeling of people. There are three indices used to measure the involvement trait, they are (i) Empowerment (ii) Team Orientation and (iii) Capability Development.

(i) Empowerment

The empowerment is dealt with the individuals authority, initiative and ability to manage own work. This creates a sense of ownership and responsibility toward the organization, Denison et al., (2006). Employeeempowerment is associated with improved knowledge in the decision-making processes, skills to evaluating successes or failures, implementing of organizationalprograms, customers and job satisfaction and quality of services, Sharma, (2006).

(ii) Team Orientation

The value of team orientation is employees collaborative work toward collective goals with mutual accountability and group effort. The Scott et al. (2003) stated that the group affiliation and teamwork is associated with more prominent implementation of continuous quality improvement practices in health care.

(iii) Capability Development

The organizations ceaseless effort on research and survey used to develop the personal skills of employees tosecure the competitive position of the company and supply its requirements.

2.3.2 Consistency

The consistency is the second culture trait and in common is a fundamental source for integration, coordination and control. It typically emphasizes maintaining the status quo and devises a clear agreement regarding the right and wrong ways to carry out proper things in the organization. According to Denisons statement (1990), it is a common perspective, shared beliefs and communal values and it enhances internal co-ordination, promote meaning and a sense of identification among the members in the organization. There are three significant indicators consisting in this trait they represent core values, agreement, and coordination and integration used to measure theconsistency.

(i) Core Values

According to Denison et al., (2006), expressed the core values are that the employees share a set of values which create a sense of identity and a clear set of expectations inthe organization.

(ii) Agreement

The agreement is coming up when employees competent to reach consensus on critical issues. It includes both basic level agreement and the ability to reconcile the key differences when they invariably occur, Denison et al, (2006). The individuals attitudes and behavior are carefully examined throughthedesiredeffectof organizational practices. Itis necessary to establish an agreement within the organizationto maintain a predominant practice, reinforce the impact on an individuals work behavior and attitudesand disagreement may weaken the link between the organizational practices and work behavior and attitudes of employees, Fisher and Alford, (2000).

(iii) Co-ordination and Integration

The coordination and integration should take place among various functional units of the organization to achieve a general goal through synergy effort of employees. Denison et al, (2006). A study conducted by Baker (2002), he stated that the pervasiveness of a distinct culture throughout the organization would promote motivation, commitment, identity, solidarity and sameness and facilitates internal integration and co-ordination among the members. The co- ordination and effective integration of independent units are essential to improve efficiency, quality, and speed of designing, delivering knowledge and skill across the organization.

2.3.3 Adaptability

The third culture trait is adaptability and it typically represents the ability of an organization in translating the environment into affirmative action through creating change, customer focus and organizational learning. Adaptability is a mean to recognize and respond to external and internal environments and local community. The organization requires capacity in response to either of

the environments and restructures behaviors and processes appropriately, Denison, (1990). The low adaptability emphasizes to focus purely on internal and hindering to respond competitors, customers, and employees with modern ideas and makes sluggishness in action and past achievements could hamper its subsequent success.

(i) Creating Change

The creating change deals with the ability to develop adaptive ways to accommodate meet changing needs of an organization. Therefore, an organization must be capable to follow the environment, instantly respond to current trends, and anticipate future changes (Denison et al., 2006).

(ii) Customer Focus

The customer focus is understood and reacting to them and anticipating their future needs. Customer Focus reflects the degree to which an organization is driven by satisfying their buyers.

(iii) Organizational Learning

The organization receives, translates and interprets signals from the environment into opportunities. These opportunities are exploited to encourage innovation, gaining knowledge and developing capabilities. Maximizing the value of employees cognitive assets required to promote their culture and intellectual participation. It facilitates bothindividual and organizational learning, new knowledge creation and application and the willingness to disseminate knowledge with others.

2.3.4 Mission

According to Denison et al, (2006), statement, the mission representsthe finaltraitand itinvolves indefininga meaningful long-term direction for the organization. A mission provides the purpose and meaning by defining a social role and external goals of the organization. It provides a explicit direction and goals to serve in an appropriatecourse of action for the organization and its members and shape current behavior by envisioning a desired future state.

(i)Strategic Direction and Intent

A Clear strategic direction and intention depend on the organizations purpose and it explains clearly about the contribution of everyone. The strategic planning and identification are crucial for maintaining an organizational culture and its "makes their mark" in the institution, Baker (2002).

(ii)Goals and Objectives

The setting of a clear-cut set of goals and objectives can be linked to the mission, vision and strategy and it provides a apparent direction to the employees work.

(iii)Vision

The organizations shared view of a desired future state andit typically represents the core values and captures the hearts and minds of its people and provides appropriate guidance and direction.

2.4 Employee Commitment

The commitment relates to an individuals attraction and attachment to the work and the organization. The commitment represents a socio-psychological bonding of an individual and to his groups, organization, goals and values, occupation and profession, Abebe & Markos (2016). The organizational commitment consists of three essential elements like affective, continuance and normative commitments. The Newstrom & Davies, (2002),revealed that employee commitment represent a degree to which an employee identifies his organization and wants to continue participating enthusiastically in it. The commitment is a measure of the employees inclination to remain in an organization for the future and reflects their belief on the mission and goals of the firm, desire to expend effort in accomplishments and intention to work continuously in the firm. The commitment is stronger for long-term employees because they are experienced personnel, more committed in work with their group leads to the success of the organization.

2.4.1 The Dimensions of Employee Commitment

The most of the employee commitment theories was the conceptualization Allen & Meyer (1990). This theory was differed from others in the nature of the description of the psychological state of being. There were three dimensions of employees commitments identified; they are affective, continuance and normative commitments. The nnormative commitment represents

relatively a modern aspect in the organizational commitment and defined after the two other dimensions, Allen & Mayer, (1990).

(i)Affective commitment

The affective commitment is referred to an employee's emotional attachment, involvement, and identification with theorganizationanditsgoals.Theaffective commitment involves in three aspects like the formation of emotional attachment, identification and desire to maintain organizational membership in an organization. The identification and commitment will arise basedon employees own willingness to stay in the organization, Allen & Meyer; Meyer et al, (2004). The affective commitment is an emotional affiliation of theemployees with the organization and it consist of three factors like beliefs, willingness and desire towards the organizational goal, Porter (1974). A study conducted by Mowday (1982), categorized the affective commitment with personal and structural characteristics, job and work experience. The effective environment provides happiness to the employee and subsequently increases the emotional attachment withthe organization, George et al, (2011). The affective commitment is immensely necessary for the organizations to create a strong willingness to the employees to stay in the organization and accepting its objectives and values, Allen & Mayer, (1990).

(ii)Continuance commitment

The continuance commitment is initiated from the employees needs to stay in the organization by considering and understanding of costs of leaving and willingness to remain in the organization because of, Nontransferable investment of employees. The nontransferable investment includes retirement, relationships with other employees, and exceptional things of the organization Allen & Mayer, (1990), Brockner et al, (1992). The continuance commitment comprised of a number of years employment, the unique benefits received by the employees from the organization (Hunt & Morgan, 1994). In continuance commitment, the employees consider the disadvantages of leaving the organization and avoid quitting. Moreover, the continuance commitment represents not a negative situation, though it is considered as a negative commitment type by the organizations. The continuance commitment is low when compared with affective commitment in the organization, Meyer & Allen (1997).

(iii)Normative commitment

The Normative commitment is referred to a gratified feeling of an employee towards organization, and it is a value of loyalty and responsibility of an employee regarding his commitment to the organization, Meyer & Allen (1997). The normative commitment is natural, and it arises from the society due to other commitments like marriage, family, religion, etc. these commitments urge the employees to feel the ethical obligation in the organization, Meyer et al,(2004).

3. METHODOLOGY

3.1 Profile of the Study Area Population

The study was designed as descriptive andinferential research to examine the effect of organizational culture on employee commitment. The study conducted at Arba Minch University, Gamo zone, SNNPR (South Nation, Nationality People Region), Ethiopia. The University consisted of 2017 permanent academic staffs totally including 1718 male and 299 female.

3.2 Sample size of the population

The total population of the study was 2017 in which the sample size of the study determined according to Yamane Taros (1967), formula. $n = N/1 + N(e)^2$. Where e = tolerance at the preferred level of confidence, N = study population, n= sample size, take e = 0.05 at 95% confidence level. Therefore, the sample size population was n= 334 (n=2017/1+2017(0.05)2).

3.3 Sampling method and Technique

The study used probability sampling method. The aggregate population of the study was stratified according to institution and colleges included in Arba Minch University. The stratified random sampling technique was employed, and samples were extracted from each stratum randomly indicated in the below table in detail.

Table 1: Sampling population

Name of Institute or college of AMU	Total population			Sample population		
	Male	Female	Total	Male	Female	Total
Arba Minch Institute of Tech	364	49	413	60	8	68
Arba Minch Water Tech Institute	224	33	257	37	5	42
College of Natural Science	289	47	336	48	8	56
College of Medical & Health Science	307	68	375	51	11	62
College of Agricultural Science	128	29	157	21	5	26
College of Business & Economics	169	29	198	28	5	33

College of Social Science & Humanity	237	44	281	39	8	47
TOTAL	**1718**	**299**	**2017**	**284**	**50**	**334**

Source: Primary source

3.4 Data Collection

The study employed both primary and secondary data. The primary informations were collected by a structured questionnaire directly from the respondents through the survey. As far as survey questionnaire was concerned, it consisted of three sections such as Demographic information, Organizational culture traits and Employee commitment and the secondary data point were collected from various published and unpublished journals and documents.

3.5 Data Analysis

A five-point Likert scale was employed with highest to the lowest rating like strongly agreed (5) to strongly disagreed (1)and the collected data were analyzed in both descriptive and inferential statistics. The descriptive statistics employed tabulation, percentage, cumulative percentage, reliabilitytest, Mean and S.D and in the inferential statistics, one way ANOVA, T-test, Correlation coefficient and Multivariate regression analysis were applied. The stata 14.0 version software was utilized to analyze the data.

4. RESULTS AND DISCUSSIONS

The descriptive and inferential analyses were presented regarding the effect of organizational culture on employee commitment in Arba Minch University, Arba Minch town, Gamo Gofa Zone, SNNPR region, Ethiopia. In the total of 334 questionnaires, the researcher distributed 330 set of questions in which 298 (90%) survey forms were duly filled and returned by the respondents proved in the below table.

4.1 Reliability and Validity analysis

The Cronbach Coefficient alpha test was employed to establish the instrument reliability and it wasusedto measure the internal consistency of independent and dependent variables. The reasonable standard of Cronbach alpha test is 0.70 and all values were above the level. Therefore, it was considered as good reliability shown in the below table.

Table 2: Reliability Analysis

No	Variables	Cronbachs Alpha	No of items
1	Involvement	0.977	15
2	Consistency	0.967	14
3	Adaptability	0.882	15
4	Mission	0.958	13
5	Affective commitment	0.894	6
6	Continuous commitment	0.884	6
7	Normative commitment	0.886	6

4.2 Demographic profile of respondents

The various demographic profiles of respondents like Gender, Age, Marital Status, Education and work experience were presented and discussed through tables. They represent as follows,

Table 3: Gender of the respondents

Gender	Frequency	Percent (%)	Cumulative percent
Male	248	83.22	83.22
Female	50	16.78	100.00
Total	298	100.00	

Source: Primary source (2019).

Table 4: Age of the respondents

Age	Frequency	Percent	Cumulative percent
22 - 30 years	160	53.69	53.69
31 – 39 years	109	36.58	90.27
40 – 49 years	16	5.37	95.64
Above 50 years	13	4.36	100
Total	298	100	

Source: Primary source (2019)

The preceding table revealed that 160 (53.69%) respondents were in the age group of22-30 years, followed by 109 (36.58%) were fallen in 31 to 39 years age group, 16 (5.37%) were come under 40-49 years age group and the remaining13 (4.36%)

respondents were in above 50 years category. From this majority of the respondents were in the young age group between 22-30 years.

Table 5: Marital status of respondents

Marital status	Frequency	Percent	Cumulative percent
Single	149	50.00	50.00
Married	146	49.00	99.00
Divorced	3	1.00	100
Widowed	0	0.00	
Total	298	100	

Source: Primary source (2019)

The above table indicated that 149 (50%) respondents were single and remaining 146 (49%) married and very meagre respondents 3 (1%) were fallen in a divorced category. From the table it was absolutely half of the respondents were single.

Table 6: Education level of respondents

Education level	Frequency	Percent	Cumulative percent
First Degree	46	15.43	15.43
Master Degree	240	80.54	95.97
PhD and above	12	4.03	100
Total	298	100	

Source: Primary source (2019)

The above table showed that 46 (15.43%) respondents were Bachelor degree holders, 240(95.97%) respondents were From the above table, in the total of 298 respondents, 248 (83.22%) male and 50 (16.78%) responders were female. From the table majority of them working in the University were male. Master degree holders and remaining 12 (4.03%)respondents were in the doctoral degree. From this table the majority of the teachers were Postgraduates in the University.

Table 8: *The work experience of Respondents*

No. of years work Experience	Frequency	Percent	Cumulative Percent
Less than 5 years	131	43.96	43.96
6-10 years	132	44.30	88.26
11- 15 years	28	9.40	97.66
Above 15 years	7	2.34	100.00

Source: Primary source (2019)

From the above table clearly stated that 132 (44.30%) respondents was 6-10 years, 131 (43.96%) were less than 5 years, 28 (9.40%) had more than 10 years and remaining 7 (2.34%) respondents had more than 15 years long work experience. From the table majority of the respondents had 6-10 years work experience at the University.

4.3 Descriptive analysis

The descriptive analysis was used to find out the effect Organizational culture and Employee commitment in academic work through mean, standard deviation, and percentage table. The five-point scale (1 strongly disagreedto 5 strongly agreed.) was used to evaluate all the variables. For the convenience of the study three labels were created based on the mean scale that Low, Medium and High. With reference to Sekaran (2003), the weights were classified in to three ranges that Low agreement from 1 to 2.33, Medium from 2.34 to 3.66 and High agreement from 3.67 to 5.00. The highest point of SD indicated that there was a more significant variation and lower stated little deviations regarding agreement, disagreement and neutral opinion among the respondents.

4.4 The Level of agreement on employee commitment

Table 9: The Level of agreement on employee commitment in the University

Score	Average Affective Commitment (AVAC)		Average Continuance Commitment (AVCC)		Average Normative Commitment (AVNC)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.00	88	29.50	85	28.50	88	29.50
2.00	127	42.60	129	43.30	126	42.30
3.00	83	27.90	84	28.20	84	28.20
Total	298	100.00	298	100.00	298	100.00
Mean	**2.8255**		**2.8423**		**2.8272**	

Source: Primary source (2019)

The previous table revealed together the agreement on average affective, continuance and normative commitments of academic staffs in the University were interpreted in detail below.

4.4.1 The Level of Agreement on Affective commitment of employee

The agreement on affective commitment of academic staffs average were 88 (29.5%) had low, 127 (42.60%) had a medium and 83 (27.90%) respondents maintained high agreement.Fromthisthemajorityofrespondentshad a medium level agreement on the affective commitment at the University.

4.4.2 The Level of Agreement on Continuance commitment of employee

The agreement on continuance commitment of the academic employees average were 85(28.5%) had low, 129 (43.3%) had a medium and 84 (28.2%) respondent accepted high agreement. Therefore, most of the university academicians had medium level agreement on continuance commitment.

4.4.3 The Level of Agreement on Normative Commitment of employee

The agreement on normative commitment of the academic staffs average were 88 (29.5%) had low, 126 (42.3%) had a mediumand84(28.2%)acknowledgedhighagreement. Hence, most of the academic staffs in the university had medium level agreement on normative commitment.

Level of Agreement on Organizational Culture

Table 10: Level of agreement on organizational culture in the University

Score	Average Involvement (AVINV)		Average Consistency (AVCON)		Average Adaptability (AVADP)		Average Mission (AVMIS)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1.00	120	40.27	123	41.28	70	23.49	114	38.26
2.00	100	33.56	88	29.53	194	65.10	97	32.55
3.00	78	26.17	87	29.19	34	11.41	87	29.19
Total	298	100.00	298	100.00	298	100.00	298	100.00
Mean	**2.7613**		**2.7905**		**2.8049**		**2.7963**	

Source: Primary source (2019).

The preceding table revealed together the agreement on average organizational culture traits of academic staffs (involvement, consistency, adaptability and mission) in the university was presented as follows.

The Level of Agreement on Involvement of Employees The agreement on the involvement of academic staffs average was 120 (40.27%) had low, 100 (33.56%) provided a medium and 78 (26.17%) received significant agreement. Thus, majority of the university academic staffs hadlow level agreement on involvement.

The Level of Agreement on Consistency of Employees The agreement on the consistency of academic staffs average was 123 (41.28%) had low, 88 (29.5%) had a medium and 87 (29.19%) obtained high agreement. From this most of the university academic staffs had low level agreement on consistency.

The Level of Agreement on Adaptability of Employees The agreement on the adaptability of academic staffs average were 70 (23.49%) had low, 194 (65.10%) had a medium and 34 (11.41%) had high agreement. From this majority of the university staffs had medium level agreement on adaptability.

The Level of agreement on Mission of employees

The agreement on the mission of academic staffs averagewas 114 (38.26%) had low, 97 (32.55%) had a medium and 87 (29.19%) maintained high agreement. From this majority of the university academic staffs had low level agreement on mission.

4.6 T-test Analysis

According to Levenes Equality of Variances test, if the significance level is greater than 0.05, it is assumedthat group variances are the same then the first row oft-test results used. If it is equivalent to or lesser than 0.05, it is assumed that the group variances are not identical, then second row of t-test results used. In this study, the significance level of affective, continuance and normative commitments were larger than 0.05, therefore, the first rowof t-test results were used. In addition, the significance different among the group was determined based on P value for the similar variances. If P>0.05, there is no significant difference between two equal variables and if P<0.05, then there is a significant between groups.

Table 11: T-test analysis for employees commitment based on gender

Variables	Gender	N	Mean	SD	DF	T	P(0.05)
Affective Commitment	Male	50	2.7933	1.05708	296	-0.254	0.800
	Female	248	2.8320	0.96742			
Continuous commitment	Male	50	2.8133	1.07999	296	-0.229	0.819
	Female	248	2.8481	0.95737			
Normative Commitment	Male	50	2.7900	1.05507	296	-0.293	0.770
	Female	248	2.8347	0.96881			

The above T-test analysis table showed that the T value was t(296) = -0.254, -0.229 and -0.293 respectively, and P value was greater than 0.05 (P>0.05). Therefore, the affective, continuance and normative commitments based on gender were not statistically significant between the groups. From this there was no significant difference between male and female academic staffs in affective, continuous andnormative commitments.

4.7 One way ANOVA test

The one way ANOVA used to analyze the multiple samples and examine the significance difference between more than two sample means simultaneously. Therefore, the one-way ANOVA analysis used to determine the significant differences between the means of three or more independent (unrelated) groups. The crucial assumption required to run the ANOVA test is homogeneity of variance and this homogeneity of variance test was done in SPSS software Levene's test. According to this test the uniformity of variance was found, and the assumption was accepted based on P value in each case. Most of the variables were found greater than P value 0.05 (P>0.05) and some variables found less than the P value (P<0.05) and this indicates a violationof the assumption. Therefore, Brown-Forsythes robust test for equality of means was conducted to ensure the possibility of using one-way ANOVA test. The one way ANOVA test was conducted to examine the commitments of academic staffs in the University based on their Age, Marital status, Education, and Work experience individually.

4.8 Employee commitment based on Age

The output of Levenes test was tenable regarding the assumption of homogeneity of variance with, P value (P>0.05). That was (0.000, 0.000, and 0.000) for affective, continuous and normative commitment of employees based on their age group. Therefore, the one way ANOVA test was applied to analyze the significance of academic staffs commitments based on their age group.

Table 12: One way ANOVA analysis for employee commitment based on Age

Variables	22-30	31-39	40-49	Above 50	DF	F	P(0.05)
Affective Commitment	2.9979	2.6330	2.5208	2.6923	294	3.739	0.012
Continuous commitment	3.0188	2.6483	2.5208	2.6923	294	3.966	0.009
Normative Commitment	2.9969	2.6391	2.5208	2.6923	294	3.618	0.014

The above regression table stated a positive significant on all independent variables except adaptability based on P value (P<0.05). Therefore, the involvement, consistency and mission were affected the dependent variable (normative commitment). The independent variables coefficient value (β) on normative commitment were (β= 0.228), (β= 0.465), (β= 0.067) and (β= 0.117) respectively. The consistency was the highest predictor of normative commitment compared to other independent variables. Therefore, it pointed out that one unit of the increment in independent variables would result in (β= 0.465, P<0.05), (β= .228, p<.05) and (β= .117, p<.05) unit increase in normative commitment. The discrete variables were significant and positively influenced the normative commitment and the adaptability was found insignificant but had a favorable effect on the normative commitment (β = 0.067, P>0.05).

5. SUMMARY OF CONCLUSIONS

The core points of the findings of the study were summed up and presented as a summary and conclusions below as follows.

The affective, continuous and normative commitmentlevels of academic staffs in Arba Minch University were found majorly the medium agreement. They were 127(42.6%) (2.82), 129(43.3%) (2.84) and 126 (42.3%) (2.82) respectively with the mean value.

The agreement on organizational (university) culture was concerned the involvement, consistency and mission were found low agreement based on percentage and mean value, they were 120 (40.3%) (2.76), 123 (41.3%) (2.79), and 114 (38.3%) (2.79) respectively and the adaptability 194 (65.1%) (2.80) had medium agreement among the academic staffs in the Arba Minch University.

The mean value of affective, continuance and normative commitments of male academic staffs were higher than females in the Arba Minch University. They were (2.83), (2.84) and (2.83) respectively. The academic staffs commitments based on marital

status, education, and work experience were significantly differed according to "P value (P<0.05) but depended on the age group there was insignificance found (P>0.05) in Arba Minch University. The correlation analysis discovered a positive and statistically significant relationship between the organizational culture and employees commitment in the Arba Minch University. There was a positive and significant relationship recognized between involvement and affective, continuance and normative commitment based on, r and, P values (r = 0.849, p<0.05), (r = 0.857, p<0.05) (r =0.851, p<0.05) respectively. In the same way, a positive and significance relationship were found between consistency and affective, continuance and normative commitment (r = 0.891, p<0.05), (r = 0.894, p<0.05) and (r = 0.893, p<0.05) respectively.

The adaptability and affective, continuance and normative commitments were found a optimistic and significant relationship based on, r and, P values (r = 0.413, p<0.05), (r = 0.418, p<0.05) and (r = 0.413, p<0.05). A positive and significant relationship was found between the mission and affective, continuance and normative commitments according to, r and, P values (r =0.812,p<0.05), (r=0.812,p<0.05) and (r= 0.815,p<0.05) respectively. The multivariate regression analysis described the organizational culture traits that the consistency had the highest beta value and most significant while compared to other traits in predicting the affective, continuance and normative commitments based on beta value (β = 0.467, p<0.05), (β= 0.454, p<0.05), (β = 0.465, p<.05) respectively. Therefore, predominantly consistency trait caused the acutest effect on increasing the level of affective, continuous and normative commitment of academic staffs in Arba Minch University. However, adaptability trait had a lowest effect on increasing the level of affective, continuous and normative commitment. acutest

6. RECOMMENDATIONS

Based on the findings of the study, the following suggestions were forwarded to the management of Arba Minch University. To increase the commitment level of academic employees, the management of Arba Minch University has to amplify the prevailing organizational culture qualities. The involvement of academic staffs may enhance better by disseminating the right information to execute the rational decisions, encouraging academic personnel participation in discussions, appreciating and recognizing the team works to attain cooperation from various sub-sets of organization. The delegation of necessary authority and responsibilities at needed time and places to bring out their potentials to prove their efficiencies.

The management has to apply a characteristics administration style to improve and maintain the consistency by evaluating and modifying the present managerial practices now and then, enforce a appropriate ethical code of conducts to guide and direct employees behavior, create a thriving culture and consistent series of values to govern the academic staffs effectively and establish an unambiguous agreement regarding the right and wrong ways to carry out the things.

To enhance the affective commitment of scholarly employees, the management has to create a clear perception to urge academic staffs to commit themselves through build a cherished belief and recognizing them that they represent integral part of the organizational family. To reinforce the continuance and normative commitments, the management has to construct a conducive environment, work freedom, cordial relationship among the staffs and make known well everyone about policy, mission, vision, goals and values of the University and develop employees to consider their obligation and responsibilities to remain in the present job and deserves their loyalty.

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