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The Role of Organisational Climate in Determining Academics' Organisational Loyalty

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

Climate for an organisation is somewhat like the personality for a person. One of the most important factors for organisational goal achievement of any type is human resource working in different organisational climate. This research is then aimed at dealing with the role of selected organisational climate dimensions in determining academics' organisational loyalty in the case of Debre Berhan and Wollo University during the year of 2015/16. A total of 216 respondents were selected using a stratified probability sampling technique from each school found in the university. The researchers used two separate instruments organisational Climate Questionnaire and Affective Organisational Commitment Questionnaire to measure organisational climate and academics' organisational loyalty respectively. Finally, the responses of the respondents were analysed using SPSS (version 20.0). The findings of the study revealed that there is significant positive relationship between four dimensions of organisational climate and affective dimension of academics' organisational commitment, i.e. management and leadership style ($B=.235, p<.001$), Suitable career ladder ($B=.195, p<.05$), personnel policies ($B=.177, p<.05$) and fringe benefit and salary package ($B=.154, p<.05$). And also it has been proved that the organisational climate has a significant role in determining academics organisational loyalty ($R^2=.257$) which is significant at $p=.001$. So, the

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institution's leaders should improve the level of employees' commitment, especially effective commitment (organisational loyalty) dimension, and retain them through facilitating those dimensions of organisational climate along with the rest dimensions to properly retain and enhance academicians' affection towards their institution.

Keywords: Organisational climate; organisational loyalty; DBU; WU.

1. INTRODUCTION

In a competitive market, an employee has a lot of opportunities to mobilise from one company to another and the environments where the employees work play an initial role in the employees' decision to commit themselves for the institution they are working for. There has been a long-standing interest in the study of organisational climate among organisational researchers. Its importance is partly due to its hypothesised relationship to other organisational phenomena including job satisfaction, job performance, leadership behaviour and the quality of workgroup interaction [1]. Organisations that have goals to achieve require satisfied and happy staff, [2]. According to Stephen [3], organisational climate is a set of properties of the work environment, perceived directly or indirectly by employees, that is assumed to be a significant force in influencing employee behaviour.

According to Glisson [4], organisational climate is defined as the employees' subjective perceptions of how their work environment affects them as individuals. While organisational culture is the social glue that helps unite the organisation by providing appropriate standards for what should be said and done by the employees. The ability of any university to take off and achieve its goals is a function of its ability to attract, retain and maintain competent and satisfied staff into its employment. The university is an institution of higher learning that provides manpower needs to advance national development in both the public and the private sector. The motivating core job characteristics viz., high levels of task identity, autonomy, skill variety and job challenge satisfy an academic's need for engaging, meaningful work activities: a critical psychological state associated with important outcomes such as job satisfaction, intrinsic motivation and work effectiveness. Another positive work environment feature for academics is role clarity (i.e. low levels of role ambiguity) i.e., clear, planned goals and objectives for their jobs, and certainty about their job responsibilities [5]. Organisational work pressure, having a work schedule that meets

one's needs, feeling physically safe at work, receiving feedback and organisational quality environment indirectly affect intention to leave through employee job satisfaction and commitment [6].

Research on the contribution of people management to organisational performance outcomes such as productivity and profitability has been related to a climate of satisfaction in the workplace (West, Patterson and Dawson, 1999) and considerable evidence indicates that there are relationships between climate factors and measures of job satisfaction too [7,8]. Tested whether organisational climate factors (such as the shared perception of informal and formal policies, practices and procedures) affected employee attitudes such as job satisfaction and commitment.

Without structures and procedures that facilitate good supervisor-employee communication, role ambiguity is inevitable, as is job dissatisfaction. One issue that continues to cause dissatisfaction amongst employees is when employees believe that there is a discrepancy between the official organisational rewards system and process and what happens at work. Also, organisations communicate the real worth of an employee via the reward system in use, irrespective of the written policies about promotions and there are some extrinsic factors in the organisational climate that also lead to dissatisfaction. Further, it has been found that organisational climate acts as a mediating variable for enhancing the relationship of commitment with job satisfaction. Job satisfaction along with organisational climate plays a vital role in retaining the employees by improving their commitment towards the organisation [9], as it is an antecedent of commitment [10].

Studies have been conducted to understand how organisational climate influences the functional activities in an organisation. One of the most important studies was the impact of organisational climate on employees' behaviour toward specific phenomena such as intention to leave, job satisfaction, sustainability,

organisational change [11]. It is widely agreed that organisational climate influences an employee's organisational commitment.

However, there are limited studies in the service industry that can conclude which factors are better predictors of the employees' organisational commitment. The generalisation of the model related to organisational climate is hardly achieved because every employee in an organisation is unique [12]. Organisation climate is of great significance for the utilisation of human relations and resources at all levels.

Organisational climate has a major influence on motivation, productivity and job satisfaction. It is also a major motivating factor responsible for satisfaction and dissatisfaction of employees and affects the quantum of their turnover [13].

Affective organisational commitment is defined as an employee's positive emotional attachment to his/her workplace. An employee who is effectively committed to his organisation strongly identifies himself/herself with the goals of the organisation in which he is working and desires to remain a part of the organisation. Thus, such employees are committed to their organisation because they "want to" than obligated to stay or not due to fear of costs to be incurred during resignation.

Therefore, the purpose of this study is to understand the organisational climate of two public institutions located in Ethiopia, namely Debre Berhan and Wollo universities and to examine the influence of organisational climate on academicians' affective organisational commitment by taking four organisational climate dimensions.

1.1 Statement of the Problem

Since tertiary level educational institutions, like Debre Berhan University, Wollo University and other public universities, play a key role in rendering services like engagement in community service, research and development, and creation of competent & problem solving, trained and graduated students, they are in need of committed staffs, those acts towards the better achievement of the institution's missions. To render the quality education for their clients, not only public university's but also private educational institutions require employees who are committed, competent, ethically constructed,

motivated and have eager to work in that institution.

The study conducted by Semu [14] revealed that Debre Berhan University is deemed to employ a transactional form of leadership style which is by itself characterised by a kind of faultfinding leadership style along with its positive features. The managers in such form of leadership style fight the fire and are reactive. The reward is used to encourage performance, and on the other hand, coercive power is used for non-performance. Also Ministry of Education (MoE) is currently sending a letter to all public universities which emphasised on high rate of academicians turnover and oblige those universities not to allow to give permission to withdraw their original document (both BA and MA or MSc) from the university they have attended their study unless those staffs complete their obligation of five to six years.

From this condition, one can generalise that academic staffs of public universities do not have positive emotion to an effective commitment out of the three dimensions of organisational obligations. And this absence of affective commitment of employees results in interruptions of normal operations, increased replacement and recruitment cost, increased client dissatisfaction, and scheduling difficulties.

As far as the Researcher knowledge is concerned, few or no research was done yet on a similar topic, the Researcher motivated to investigate whether this absence of commitment of academicians results from the four dimensions of organisational climate (Management and Leadership styles, Fringe Benefits and Salary Package, Personnel Policies, and Suitable Career Ladder) being practiced within the institutions or not which can be the major factor for employees' affective organisational commitment.

1.2 The objective of the Study

1.2.1 General objective

The general objective of the study is to investigate the role of selected organisational climate dimensions on Academic staffs' organisational loyalty of some selected public universities with particular reference to Debre Berhan and Wollo universities.

1.2.2 Specific objectives

To achieve the overall aim of the study, the following specific objectives are developed:

- ❖ To identify the influence of management and leadership styles in determining academicians' organisational loyalty.
- ❖ To identify the effect of fringe benefits and salary package in determining academicians' organisational loyalty.
- ❖ To identify the effect of personnel policies in determining academicians' organisational loyalty.
- ❖ To identify the effect of the suitable career ladder in determining academicians' organisational loyalty.

Hypothesis of the Study

The overall goal of the research is to identify the role of selected dimensions of organisational climate in determining effective organisational commitment of Academic staffs' concerning Debre Berhan and Wollo universities. From the identification of the broad objectives of the research, the following null hypotheses are formulated:

- H₀₁** : Management and Leadership styles will have no significant and positive influence on academic staffs' organisational loyalty.
- H_{a1}** : Management and Leadership styles will have a significant and positive influence on academic staffs' organisational loyalty.
- H₀₂** : Fringe Benefits and Salary Package will have no significant and positive influence on academic staffs' organisational loyalty.
- H_{a2}** : Fringe Benefits and Salary Package will have a significant and positive influence on academic staffs' organisational loyalty.
- H₀₃** : Personnel Policies will have no significant and positive influence on academic staffs' organisational loyalty.
- H_{a3}** : Personnel Policies will have a significant and positive influence on academic staffs' organisational loyalty.
- H₀₄** : Suitable Career Ladder will have no significant and positive influence on academic staffs' organisational loyalty.
- H_{a4}** : Suitable Career Ladder will have a significant and positive influence on academic staffs' organisational loyalty.
- H₀₅** : There is no statistically significant difference between the mean score of organisational loyalty of males and females in the universities.

H_{a5} : There is a statistically significant difference between the mean score of organisational loyalty of males and females in the universities.

H₀₆ : There is no statistically significant difference between the mean score of organisational loyalty of age groups of academicians in the universities.

H_{a6} : There is a statistically significant difference between the mean score of organisational loyalty of age groups of academicians in the universities.

1.3 Conceptual Framework of the Study

The relationship between the four independent variables (to the left hand side) and dependent variable which is organisational loyalty (right hand side) is depicted in the following diagram.

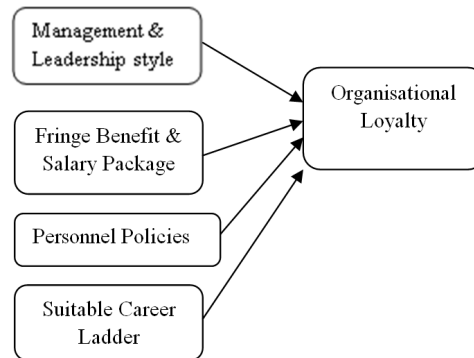


Fig. 1. Conceptual framework of the study

Source: Adapted from [15] & modified by the researcher

1.4 The significance of the Study

The results of the study help the researchers in identifying the real world problems through this study and broaden the understanding of how to cope up with such problems using academic concepts and theories obtained. It also enhances the experience of doing research and provides a second degree for the researcher.

And finally, the study serves as a basic document for potential researchers as a reference and further detailed study on the same area by showing other future research directions.

1.5 The Scope of the Study

The study is aimed at examining the role of different dimensions of organisational climate including (Management and Leadership styles, Benefits and Salary Package, Personnel

Policies, and Suitable Career Ladder) as independent variables and employees effective organisational commitment which is dependent variable for the institution with a special focus on academic staffs. Thus, Debre Berhan and Wollo Universities are the geographical scopes, where the year 2015/16 G.C (2008 E.C academic year) is the time border.

2. METHODOLOGY OF THE STUDY

2.1 The Study Design

From the hypotheses, it is evident that the research is of a quantitative nature. The nature of this study lends towards causal research, investigating the Impact of Organisational Climate on Academicians' Organisational Commitment concerning Debre Berhan and Wollo universities. The study is also a cross-sectional in the sense that relevant data will be collected at one point in time.

Since the study is bounded to the year 2015/16 (2008 E.C), it is categorised under Cross-sectional survey which is also useful to assess practices, attitudes, knowledge and beliefs of a population concerning a particular topic.

2.2 Population, Sampling Procedure and Sample Size

a) Population

Target populations of the study were academic staffs of Debre Berhan and Wollo Universities. Both universities were selected and incorporated into the sampling frame because of their similarities (second generation universities) in their establishment and geographical proximity (located in Amhara region, Ethiopia). The researchers are not interested to embrace first generation universities because the level of organisational commitment in such universities is assumed to be high and the academicians are also believed to be stable. The total population of the study accounts to 993 academicians which include 579 from Debre Birhan, and 414 from Wollo University.

b) Sampling technique and sample size

The respondents were purposively categorised into two clusters by using their geographical location (i.e. university) and selected randomly using simple random sampling technique as applied to each cluster. The data were collected from the randomly selected academic staff respondents using a standardised, self-administered questionnaire after the researcher classified each universities academic staffs into some groups using their faculties and proportionately selects respondents from each faculty.

The researchers used the following sample size determination formula developed by Yamane [16]. It is calculated as:

$$n = \frac{N}{1+N(e)^2}$$

Where,

n = the sample size,
N = is the population size, and
e= Allowable error (i.e. with 95 confidence level, 5% margin of error)

$$n = \frac{993}{1+993(0.05)^2} = \frac{993}{2.4825} = 285$$

By using the above formula, 285 respondents were selected from the total population of 993 of the two clusters. The number of samples taken from each stratum is indicated as follows: The sample proportion will be: $\frac{285}{993} = 28.7\%$.

The researchers used purposive cluster sampling, a procedure which is used for selecting a sample that includes identified subgroups from the population in the proportion that they exist in the population. As far as the selection procedure of the sample respondents is concerned, the researchers employed a systematic simple random sampling using a systematic random sampling formula.

$$\text{Sampling fraction} = \frac{\text{Sample size of each cluster}}{\text{Total population of each cluster}} = \frac{n}{N} \text{ (i. e. 1 in 3)}$$

Table 1. Sample size

University	Number of academic staffs	%	N
Debre Birhan	579	28.7%	166
Wollo	414	28.7%	119
Total	993		285

Source: HRM office information from each university

The researchers identified the first sample respondent using random number table using the list of academic staffs' that will be taken from each university's human resource department. Accordingly, the first sample respondent was selected using a random number table, and the next n^{th} sample respondent was also be incorporated on the basis of the sampling fraction following the selection of the first sample respondent. The first number which was selected in the random number table is 0008, the first three digits were ignored, and the researcher focused on the last digit, i.e. 8, since the number fitted between 0-166 for Debre Birhan and 0-119 for Wollo universities respectively. Hence, the researcher continued selecting the next 284 sample respondents in every 3rd sample respondent until the total sample size is satisfied.

2.3 Data Type and Source

To generate relevant data for the study, both primary and secondary data sources were used. Primary data are the information that the researchers finds out by him/her regarding a specific topic. The main advantage of this type of data collection is that it is collected with the research's purpose in mind. This means that the information resulting from it is more consistent with the research questions and purpose. The primary data were gathered from academic staffs of the institutions through dispatching the self-administered, closed-ended questionnaire to them. The closed-ended questionnaires which are designed on an ordinal scale of measurement basis were used to collect primary data so that the variables could be ranked to measure the degree of their strength or the agreement or the disagreement of the respondents with the variables. The secondary data of the study were compiled from many sources like the information centre of the institution, e-sources, library books, journal articles, thesis and dissertations which are relevant to prepare literature review. These data were used to get a better insight on the research topic, to establish the viable platform for the theoretical framework constituting the bases of

the research, and to design the sample frame and questionnaire for retrieving the primary data. Another advantage of using secondary data is its comparability character. The researchers used it to validate and compare the data get through a questionnaire to existing literature and articles.

2.4 Data Collection Instrument

For this study, a quantitative methodology involving a closed-ended questionnaire was used as the measuring instrument. The majority of questions were adapted from a questionnaire on organisational climate by Schnake [17] and organisational commitment by Nyengane [10] with modifications to suit the research context. Two separate instruments, namely Organisational Climate Questionnaire (OCQI) having 17 items under four dimensions and Affective dimension from Organisational Commitment Questionnaire (OCQc) having 4 items, was used in the research to obtain quantitative information on organisational climate and academicians' organisational loyalty respectively. The five-point Likert scale was used for both instruments with 1=strongly disagree, 2=disagree, 3=Neutral, 4=agree and 5=strongly agree on ranges. The overall reliability of the organisational climate questionnaire (OCQI) was checked using SPSS and found to be Cronbach's Alpha coefficient of 0.766 which is reliable since it's above 0.7

The Organisational Commitment Questionnaire (OCQ) is a self-scoring questionnaire. Responses to each of the 4 items were rated using a 5-point Likert scale with anchors labelled: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neither agree nor disagree*, 4 = *agree*, 5= *strongly agree*. The researchers adapted OCQ instrument from [10] which has 12 items, where each subscale of commitment contain three questions, but for the convenience of the study only affective dimension was selected. The reliability of OCQ was checked using SPSS and found to be Cronbach's Alpha coefficient of 0.849 which is reliable since it's above 0.7.

Descriptive statistics

	Descriptive statistics			Reliability	
	No. of items	Mean	Std. deviation	N	Cranach's alpha
MLSt	4	2.9079	0.46335	216	0.78
FBSpt	5	1.9113	0.75461	216	0.86
PPt	4	2.7102	0.70420	216	0.72
SCLt	4	2.5972	0.81756	216	0.75
AOct	4	2.4714	0.72286	216	0.84

2.5 Data analysis and Presentation Procedures

After collecting the data, it is necessary to employ statistical techniques to analyse the information, as this study is quantitative. Using SPSS (version 20.0) the researcher conducted inferential statistics, namely independent t-test, one way ANOVA, correlation and regression. According to McDaniel [9], the correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation. While a value of +1.00 represents a perfect positive correlation. A value of 0.00 correlations represents no relationship. The results of correlation coefficient may be interpreted as follow: when r is between 0 and ± 0.2 = very low relationship, ± 0.2 to ± 0.4 =low, ± 0.4 to ± 0.6 =medium, ± 0.6 to ± 0.8 =substantial, and finally ± 0.8 to ± 1.00 high relationships.

3. RESULTS AND DISCUSSIONS

The response rate of the study is 76%. Before applying regression analysis, we must check for assumptions of regression, and the following values and figures were found showing all assumptions are met.

3.1 Independence and Homoscedasticity

To check independence and homoscedasticity of residuals, the below figure shows a rectangular point in which all residuals lies in between -3 to +3, which meets our assumptions. Independence or autocorrelation can also be checked using the value of the Durbin Watson test shows 1.806 which is nearest to 2 shows the absence of autocorrelation.

Hypotheses testing (Null hypotheses)

- H₀₁: Management and Leadership styles (MLS) will have no significant and positive influence on academic staffs' organisational loyalty.
- H₀₂: Fringe Benefits and Salary Package (FBSP) will have no significant and positive influence on academic staffs' organisational loyalty.
- H₀₃: Personnel Policies (PP) will have no significant and positive influence on academic staffs' organisational loyalty.
- H₀₄: Suitable Career Ladder (SCL) will have no significant and positive influence on academic staffs' organisational loyalty.

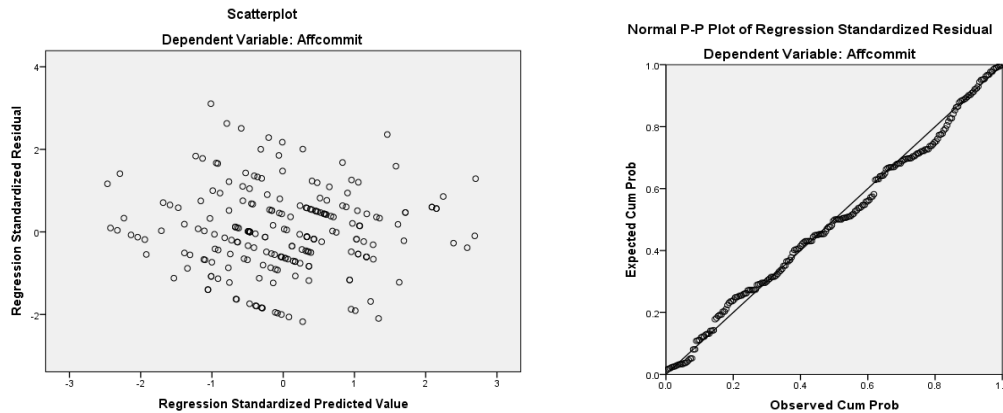


Fig. 2. Independence and Homoscedasticity of the residuals

Table 2. Normality test

	Tests of normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Sts	Df	Sig.	Stsc	Df	Sig.
UnstdRsd	.053	216	.200	.988	216	.059
StdRsd	.053	216	.200	.988	216	.059

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Shapiro-Wilk sig. value is greater than .05 which shows our assumptions of normality has been met.

Table 3. Correlation results

Correlations					
	MLS	FBSP	PP	SCL	AC
MLS	1	.202**	.360**	.130**	.355**
FBSP		1	.163*	.254**	.280**
PP			1	.399**	.365**
SCL				1	.336**
AC					1

** . Correlation is significant at the 0.01 level (1-tailed). N=216 p=.000

Source: Researchers' survey, 2015

MLS: Management and leadership style

FBSP: Fringe Benefit and Salary Package

PP: Personnel Policies

SCL: Suitable Career Ladder

AC: Affective Commitment

Table 4. Regression output (A & B)

Variable A	R	R sqr	Adj. R Sqr	Std. Err	F	Sig.
Org.l climate	.507a	.257	.243	.71772	18.252	.000b

Org.l climate: Organisational Climate

B		Coefficients a					Collinearity stat.	
Model		Unstd Coeff.	Std Coeff	T	Sig.	Tolerance	VIF	
	B	std. error	Beta					
1	(Constant)	.356	.253	1.410	.160			
	MLS	.227	.062	.235	3.643	.000	1.000	
	PP	.191	.074	.177	2.581	.011		
	SCL	.197	.067	.195	2.950	.004	1.000	
	FBSP	.201	.081	.154	2.476	.014		

Source: Researcher survey, 2015/16

Result in Tables 3, and 4 shows the model summary of correlation and regression analysis of independent variable and dependent variables. The correlation coefficient (Pearson r) is a standardised measure of an observed effect which is commonly used to measure the size of an effect, and the values of +(-) .1 represent small effect, +(-) .3 is a medium effect and +(-) .5 is a large effect (Field, 2013). Thus, r values of Table 3 showed the Correlation coefficient (r) of the analysis having medium effect for Management and leadership style, personnel policies and suitable career ladder with (r=.355, r=.365, r=.336) respectively and small effect for fringe benefit and salary package (r=.280) all significant at p=.05 R square shows the change independent variable due to independent variable, value shows in table (R²=.257 for AC) which shows that that 25.7% of the change in effective commitment is due to the application of selected organisational climate dimensions. Results in Table 4 show the significance of the relationship between Independent variables and dependent variables. Unstandardised Coefficients Beta value of each

dimension of commitment shows that if there is one unit change in an independent variable what would be a unit change independent variable, the results show that if there is one unit change in Management and leadership style, there would be .227 change independent variable affective commitment, 191 change for affective commitment, .191 change for affective commitment, .197 change due to suitable career ladder and .201 change for organisational loyalty due to fringe benefit and salary package. It also shows that there is a significant relationship between transformation leadership and employees commitment (p=<.05) and the model is fit.

Findings show that there is significant relationship between four dimensions of organisational climate (management and leadership style, personnel policies, suitable career ladder and fringe benefit and salary package) and organisational loyalty of academicians in both universities (B=.235, p<.001, B=.177, p<.011, B=.195, p<.004 & B=.154, pp<.014) respectively.

It also shows that all (four) organisational dimensions positively and significantly influence organisational loyalty. Thus, null hypotheses from one to four were failed to be accepted. That means all dimensions discussed here have a significant and positive influence on academicians' affective organisational commitment.

The finding of this study is consistent with other researchers like [15] and [18] where all of them found a significant positive relationship between organisational climate dimensions and Affective Commitment with different degrees. From this study's finding, one can conclude that the practice of those elements of organisational dimensions has a significant positive effect on employees' emotional attachment to the institution, identification with an institution and a desire to maintain their membership (want to stay) within the institution and more emphasis should be given by leaders of the institution since organisational loyalty results in increased productivity, personal stability, lower absenteeism rate, job satisfaction and organisational citizenship.

Hypothesis five

H₀₅: There is no statistically significant difference between the mean score of organisational loyalty of males and females in the universities.

An independent t-test was conducted to determine whether a difference prevailed in between mean scores of affective commitment of

male and female academicians working in Debre Birhan University and Wollo University. There was no statistically significant difference existed between the mean score of organisational loyalty of males (n=184, M=2.4497, SD= .81891) and females (n=32, M=2.4219, SD=.87168), t(216)=.176, p=.861. The effect size Eta squared<.01 was small (i.e. Eta squared=.0001447). The 95% CI was -.28 to .34. Thus, the researcher failed to reject the null hypothesis. There is no statistically significant difference between the mean score of affective commitment based on gender.

H₀₆: There is no statistically significant difference between the mean score of organisational loyalty of age groups of academicians in the universities.

One way analysis of variance was conducted by grouping respondents into three groups based upon their age category, i.e. 19-25, 26-40 and ≥ 41. Levine's test of equality of error variances was conducted, and the result shows that homogeneity of variance assumption is fulfilled since p-value is above .05 (.094).

F	Df1	Df2	Sig.
2.387	2	213	.094

Both hypotheses (5 and 6, null) were accepted since there is no statistically significant difference based on both gender and age categories of respondents taking mean scores of organisational loyalty and no need to conduct post hoc analysis for gender classification.

Table 5. Independent samples test

AC	Levene's test for equality of v/ces		T-test for equality of means			95% CI d/ce			
	F	Sig	T	Df	Sig	Mean d/ce	SE d/ce	LI	UI
= v/ce as	.000	.989	.176	214	.861	.02785	.15835	-.28428	.33998
≠ v/ceas			.168	41.083	.867	.02785	.16550	-.30635	.36206

Source: Researcher survey, 2015/16

Table 6. Tests of between-subjects effects

Source	Type III S.S	Df	M.Sqr	F	Sig.
Corr. Model	2.958	2	1.479	2.198	.114
Intercept	623.21	1	623.21	926.074	.000
Age	2.958	2	1.479	2.198	.114
Error	143.34	213	.673		
Total	1438.188	216			
Corr. Total	146.298	215			

R sqr: .020 (Adjusted R sqr=.011)
Computed using alpha = .05

The findings of Saunders et al. [19], showed that competence has a significant positive effect on organisational commitment, work satisfaction and the employees' performance; organisation culture has a positive influence on organisational commitment, work satisfaction and employees' performance; organisation climate also has a positive impact on organisational commitment, work satisfaction and the employees' performance. In the other side, organisational commitment positively affects job satisfaction and employees commitment.

4. SUMMARY AND RECOMMENDATIONS

Organisational climate for an organisation is similar to that of the personality for a person. One of the most important factors for organisational goal achievement of any type is manpower working in different organisational climate. This research is then aimed at dealing with the role of selected organisational dimensions in determining academicians' affective organisational commitment in the case of Debre Berhan and Wollo University during the year of 2015/16. A total of 216 respondents were selected using a stratified probability sampling technique from each college found in the university. The researchers used two separate instruments Organisational Climate Questionnaire and Affective Organisational Commitment Questionnaire to measure organisational climate and academicians' affective organisational commitment respectively. Finally, the responses of the respondents were analysed using SPSS (version 20.0). The findings of the study revealed that there is a significant relationship between four dimensions of organisational climate and the affective dimension of academicians' organisational commitment. And also it has been proved that organisational climate has a significant role in determining academicians affective organisational commitment which is significant at $p=0.001$.

From **management and leadership styles** point of view, even though management body and leaders support the lecturing profession, the majority of the respondents responded that they are dissatisfied with the leadership styles being exercised in their universities so that the leaders of the universities must adopt the appropriate leadership style for their institutions.

Regarding **fringe benefit and salary package**, it is the basic determinant of academic staffs'

affective organisational commitment, and almost all respondents are dissatisfied with non-competitiveness of university remuneration package, inadequate benefits provided by universities, and variation of benefits given university and external labour market. This is the main reason which drives academicians to leave their career, and the appropriate amendment must be made not only in Debre Berhan and Wollo Universities but also in all universities of Ethiopia.

Personnel policy is the major determinant of academicians' affective organisational commitment, and greater emphasis should be given to it via creating unanimity of academic staffs against university's mission, applying competence based performance appraisal system, participating staffs while new policies are formulated, or existing ones are reviewed, and sponsoring and creating specially overseas training and study in order to retain their qualified manpower.

Regarding **suitable career ladder**, respondents agree with the idea that they have an opportunity for career advancement and career paths are well defined, but they disagree with the idea that senior academicians share useful information and provide opportunities to overcome any limitations in knowledge with junior academicians. So, senior academicians must share their experience and advise the junior ones so that attractive and all rounded academic staffs will be there in both universities.

So, the institution's leaders should improve the level of employees' affective commitment, and retain them through facilitating those dimensions of organisational climate along with the rest dimensions to properly retain and enhance academicians' affection towards their institution.

5. LIMITATIONS OF THE STUDY AND FUTURE DIRECTION

Although the research proposal is designed properly it is not guaranteed that it is free from constraints. Thus, the researchers encountered unfilled questionnaire or response from the respondents due to lack of willingness and opinion they have on the importance of the finding.

Since the concern of the study is limited to only two public universities, it is difficult to generalise the finding of the study for the rest of public universities available in Ethiopia, and also it

focused on only academic staffs, not administrative staffs, so it is difficult to generalise the result for administrative staffs and other temporary employees' of the institutions.

6. CONCLUSIONS

This study solely emphasised four dimensions of organisational climate dimensions, keeping other factors constant, which might have an influence on the level of employees' organisational commitment and in the future, it will be better if other factors influencing employees' commitment like organisational support, job characteristics, organisational tenure, workplace values, etc. should be added as an independent variable. It would be better if a nationwide study covering samples from the whole population of the higher public education institutions in Ethiopia.

The institution's leaders should improve the level of employees' commitment, especially effective commitment (organisational loyalty) dimension, and retain them through facilitating those dimensions of organisational climate along with the rest dimensions to properly retain and enhance academicians' affection towards their institution.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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