

## 1. INTRODUCTION

### 1.1 Background to the Study

In the past when the schools were in the hands of missionaries, all the teachers and lecturers at all levels in Uganda were equally committed to their work. Teachers and lecturers were in class full time and there was good teacher/lecturer – student relationship. Lecturers were given enough salary and other benefits which they depended on throughout the month and even the surplus could be used to build good houses, buy land and vehicles. Lecturers in Uganda at that time were the smartest and most respected people. Many young people who got a chance of going to school aimed at being teachers and lecturers.

But when the Ugandan government took over these institutions after independence things started taking a different direction. The lecturers who were highly respected started working under very difficult conditions with very low salaries, no houses to stay in, lacked money to pay school fees of their own children, no money to buy cheapest clothes to put on and even buy enough food for their families. These conditions made it impossible for the lecturers to make a living. These conditions caused and are still causing low morale among lecturers.

According to Baruku (1983), the peak of teacher attrition in Uganda was in the mid 1970s. Agard (1975) and Kamuhanda (1976) indicate that attrition of graduate teachers was 10.7% between 1972-75 and 37.8% in 1975/76. Teacher attrition in the country has continued in the 1980s and is now a nationwide problem. Some of the reasons for this include low status of the teaching profession in Ugandan Society, little chances of promotion in the teaching profession, general working conditions are not as attractive as those offered in other jobs in the public service and other non governmental organizations that require people of similar educational standards, and low pay in the teaching profession as compared to other jobs in the public service. For example lecturers in the institutions of higher learning earn \$24 a month as compared to

\$400 earned by a sweeper/cleaner in the Revenue Authority over the same period.

As a result of this, lecturers have resorted to private coaching of students to make ends meet. This has brought with it its own problems. Setting, supervising and marking of examinations almost became impossible in many institutions of higher learning.

In the period between 1988 – 1992 mainly male lecturers in Makerere University deserted the institution and went to Mbale University where they were paid more money (Sekitoleko, 1992). In the 1970s, through the 1980s to early 1990s many male lecturers and teachers left the country and went to Kenya, Zambia, Zimbabwe, Namibia, Lesotho, South Africa, only to mention a few, looking for greener pastures: Odurkane (1986) had recorded an alarming student – lecturer ratio of 121:1 in the institutions of higher learning. This ratio grew worse with the exodus of lecturers and climbed up to 500:1.

On the occasion when the Minister of Education was naming new permanent secretaries for education (Uganda Times, 1979), Prof. Ssenteza Kajubi said with grief that; many lecturers had deserted their institutions and hoped that Ugandans who went for greener pastures would come back and strengthen their colleagues.

Although some lecturers and teachers left the country, some persisted and remained working under harsh conditions. These harsh conditions were reflected in the delay of their meager salaries, no houses to stay in and many teachers and lecturers had to walk long distances. Many male teachers became frustrated and resorted to doing other things. Malpractice like male lecturers rigging of examination to female students increased greatly in the institutions of higher learning and the lecturers' moral ethics also went down.

Strikes on the other hand became the order of the day. In Makerere University in the years 1989, 1990 and 1994, the Academic staff went on strike demanding a living wage. Similar strikes took place at the Institute of Teacher Education over the years 1991, 1993 and 1994.

Despite all the above problems, some lecturers especially the women have remained committed to their work. They go to teach in time, give course works and mark examinations in time. It is on these grounds that the researcher has taken the initiative to investigate whether it is true that female lecturers are more committed to their work and organization than their male counterparts while they all operate in similar conditions.

## 1.2 Statement of the Problem

To any conscientious observer it is conspicuous that women in higher institutions of learning in Uganda stick to their jobs much more than their male counterparts who generally tend to quit teaching and go for greener pastures within or outside Uganda. The fact that there is a minimal or rather negligible exodus of the female lecturers into better paying jobs is an indicator of their unvacillating faithfulness to their profession. But since both the male and female lecturers operate within more or less similar circumstances characterized by almost the same problems, one wonders why women are less disposed to abandoning their teaching jobs in Uganda than the male ones.

A further index of the female lecturers' generally unswerving loyalty to their work is that they have not generally been made to falter by the gender-based discriminatory practice of promotions. Thus, although they are really promoted (through direct appointment or election) to high positions of responsibility (headship, deanship directorship, senior lectureship, and professorship to mention only a few), the women educators have remained at the steering wheels of their careers, so to say, year in and year out.

Why female lecturers are apparently committed to their career is the subject or to be more specific the problem that the present research wishes to investigate. If their seeming devotion to the teaching profession is, indeed true across the board, there must be certain factors (hidden or openly recognizable) that account for the commitment. It is

those conditions or factors (social, economic, religious, political, educational, cultural and the like) that this research project intends to unearth and establish in no uncertain terms. To put what I have said differently, this study's aim is to bring in focus the nature and determining factors of the women lecturers' organizational commitment.

The proposed topic or study is worthy of a probe inasmuch as almost no research has been done directly about Ugandan women lecturers in relation to their commitment to the higher educational organizations at which they are employed. As expected the scanty and scattered available material, which is relevant to the present study, superficially deals with the above topic, leaving much to be desired.

In nearly every way therefore the subject of the study is virgin territory. The successful completion of this project will thus provide much-needed information on the women lecturers' inclination to cling onto their jobs in spite of the unfavourable and demanding circumstances amidst which they work.

### **1.3 Objectives**

The study is intended to achieve the following objectives:

- (a) To find out whether personal variables influence organizational commitment of female academic staff in higher institutions of learning in Uganda.
- (b) To find out whether job satisfaction and Protestant work ethics could influence organizational commitment of females, at the tertiary level of the teaching service.
- (c) To find out whether situation variables will influence the organizational commitment of females in the higher echelons of the teaching service.
- (d) To find out whether role variables of professionalism and volume of work could influence organizational commitment

among the female academic staff in the higher institutions of learning.

- (e) And to assess levels of organizational commitment among the female and male lecturers in general in Uganda's higher educational institutions and suggest programs that could improve organizational commitment and hence reduce turnover and brain drain.

#### 1.4 Scope of the Study

Ideally, this research is supposed to be based on data elicited from all the female lecturers, by means of an exhaustive questionnaire in all of Uganda's higher institutions of learning which cover all the Universities, the Institute of Teacher Education Kyambogo, all the National Teachers' Colleges, all the National Colleges of Business Studies, and all the Polytechnics. As these institutions are scattered all over Uganda and given limited time and financial resources, it would be impracticable to get necessary information from all of them. For that reason and in order to conduct easily manageable and well done research, the scope will be limited to only four institutions, viz., Makerere University, the Institute of Teacher Education Kyambogo, Kabale and Kaliro National Teachers' Colleges.

Chronologically, the scope will be further delimited by investigating the problem of the study in terms of the period running from 1975 to 1993. The time-span has been selected because it is when at least a good number of Ugandan females started teaching in the nation's tertiary institutions of learning. The above four institutions were chosen on regional level, that is, the first two from the Central region, the third from the Western region, and the fourth from the Eastern one.

The Northern region was not considered because it still suffers from pockets of insecurity resulting from the recently concluded civil war in the area. Of all the Universities in the country Makerere University was chosen partly because it was the oldest institution in that category and partly because it is the University with the biggest population of female

lecturers. It is therefore the ideal representative of institutions in that division. Special consideration has been given to the Institute of Teacher Education Kyambogo because it is the only institution of its nature in the whole country. The remaining two institutions, namely Kabale and Kaliro NTCs, have simply been chosen to represent a large number of institutions in their bracket which are widespread in Uganda.

### **1.5 Definition of Terms**

#### **Gender**

For purposes of this research, the researcher has adopted Acker's (1984) definition of gender. Gender is defined as a set of meanings, beliefs, attitudes, roles, traits and expectations which society ascribes to femininity or masculinity. Thus the definition excludes the biological or sex differences arising from physiological or hormonal differences.

#### **Organizational Commitment**

A number of definitions and explanations of organizational commitment have been given. Of the many definitions, I have adopted the following one because of its great relevance to the present study. Mowday, Porter and Steers (1982) defined organizational commitment as a strong belief in an organisation's goals and values, a willingness to exert considerable effort on behalf of an organisation and a strong desire to remain a member of the organization. This definition of the concept organizational commitment emphasizes attachment to the employing organization, including its goals and values.

#### **Job Satisfaction**

According to this study, job satisfaction refers to the degree to which a person reports satisfaction with the intrinsic features of the job (Warr, Cook and Wall, 1979).

**Protestant Work Ethic**

This concerns the attitude people have towards work especially hard work that is the belief that personal worth results from self-sacrificing work and personal achievement (Blood 1969).

**Higher Institution of Learning**

In the case of Uganda, these include the Universities, the Institute of Teacher Education Kyambogo, National Teachers' Colleges, Colleges of Commerce, and National Colleges of Business Studies and Polytechnics.

**2. LITERATURE REVIEW****2.1 Specific Research Reviews**

As said earlier, there is paucity of research on organizational commitment in relation to gender in Uganda.

Ndifuna (1992) conducted research using Makerere University lecturers. Results indicated that age positively correlated with organizational commitment whereas tenure and number of dependents negatively correlated with it. It was also observed that sex and marital status significantly influenced organizational commitment. Males showed more commitment than females whereas married lecturers showed more commitment than unmarried ones.

Etoori (1989) did an evaluation of the staff development programme at Makerere University. It was observed that the staff were of the view that Makerere did not provide motivative conditions and terms of employment, and this was largely attributed to unfavorable economic factors in the country. This is further supported by Makerere University Academic Staff Association – MUASA (1980) Memorandum to government which stated that less commitment among the staff has been due to little and inadequate pay. This has led to an exodus of Ugandan “economic” refugees to other countries, desertion from

Makerere to other employment within Uganda, part-time employment of University lecturers in private sectors and hence less time of staff devoted to the University work.

Kayizzi (1990) conducted research on the predictors of job satisfaction among graduate teachers. Results indicated that female and male graduate teachers shared similar opinions on factors, which affect job satisfaction. Teachers' attrition was as a result of dissatisfaction with conditions of work, which among others include current salary, increment and payment regime.

Bagumaa (1992) found out that organizational commitment was significantly associated with reduced non-excusable absenteeism. However, this finding was interesting and expected because committed workers are less likely to withdraw from their work and they also exhibit higher levels of job performance.

## **2.2 Personal Variables**

### **Sex**

Some results relating to the personal variable of sex indicated weak correlations between sex and organizational commitment (Stevens, Beyer and Trice 1978). But in their study on personal and role related factors in the development of organizational commitment, Hrebiniak and Alutto (1972) found that females were less likely to change their organisation compared to their male counterparts. Similar findings had been obtained by Grusky (1966).

Unequal representation of women in some institutions may also affect their organizational commitment. Hart, Patricia and Barriars (1988) argue that in comparison with men, women tend to be disadvantaged, wrongly or rightly, by several factors that lead to their under representation which in turn seems to influence their stereo-typic reactions from both genders. This leads to a diminishing probability of women's chances to attain top administrative positions, and this may lead to less commitment to their work.



The effects of sex roles on commitment are brought into relief by examining the research so far done on marital status.

### **Marital Status**

Single employees are found to be more likely than married or separated employees to be positively disposed toward attractive employment alternatives (Hrebiniak and Alutto 1972). Their analyses of both sex and marital status further suggested that married or separated individuals especially women see greater costs attached to inter-organizational mobility. Hence they are less likely than single or male subjects to consider employment alternatives, even given inducements to do so.

### **Age**

Consistent results have been found for the variable of age. As age increases, organizational commitment increases. Young employees were found to be less committed to their work than older ones (Hrebiniak and Alluto 1972, Stevens et al. 1978). This is because increase in age implies increased investment into the organizations. Similar findings were discovered by Moris and Scherman (1981) who showed that older employees and those with a greater sense of competence had higher levels of organizational commitment.

### **Religion**

Not much research has addressed the effects of the above variable on organizational commitment. However, there is some evidence that formal religious affiliation is related to the development and maintenance of occupational and organizational orientations (Thielens, 1965). Hrebiniak and Alluto (1972) also found out that religious affiliations of employees were significantly related to organizational commitment with Protestants exhibiting higher levels of commitment than Catholics or employees with other formal affiliations. These findings introduce the possibility that organizational commitment can be affected by background or pre-organizational conditions.

**Educational Level**

Increase in educational level correlates negatively with organizational commitment while those who do not plan to seek for further education become more committed. This is because highly educated employees instead become committed to their professions which increase their mobility (Dubin, Champoux and Porter 1975).

Steers (1977) got a similar finding. He established that when employees have higher levels of education, it becomes more difficult for the organisation to provide sufficient rewards (as perceived by the individual) to equalize the exchange. Hence more highly educated people who also tend to be more cosmopolitan) would be less committed to their organizations and perhaps more committed to a profession or trade. Similar findings were also discovered by White (1987).

**Family Size (number of economic dependents)**

How heads of families strain to maintain their dependents is very important. Marsh and Mannari (1977) found out that turnover negatively correlates with number of dependents. They had assumed that turnover is the inverse of lifetime commitment norms and values. The above finding indicates that family size is more likely to correlate positively with organizational commitment.

**Length of Service (tenure)**

Sheldon (1971) found out that organizational commitment increases with the number of years spent in an organization. This is because length of service suggests the accumulation of organizational career. Similarly, it binds one to the organization, for example, in pension or profit-sharing plans.

Similar findings had been obtained by Grusky (1966). It is suggested that time invested in an organization becomes a valued resource in itself, while the privileges associated with length of service make it

easier to derive additional organization rewards. Both Hall, Schnader and Nygren (1970) were of the same view.

### **2.3 Job Satisfaction**

Job satisfaction, according to this study, refers to the degree to which a person reports satisfaction with intrinsic features of the job (Warr, Cook and Wall 1979). Sills (1968) argued that commitment and job satisfaction are intertwined and one cannot do without the other. Thus for one to be committed, there must be certain factors that guarantee satisfaction to him or her. In the same way one cannot have satisfaction in the absence of commitment to one's duty.

With regard to performance, Cooper and Makin (1984) gave a general consensus among researchers that job satisfaction did not lead by itself to increased performance when appropriately rewarded that lead to satisfaction.

### **2.4 Protestant Work Ethic**

This concerns the attitudes people have towards work especially hard work, the belief that personal worth results from self-sacrificing work and personal achievement (Blood 1969). Babatye (1992) obtained a very strong relationship between work ethic and organizational commitment. When he carried out the stepwise multiple regression, work ethic became the best predictor of organizational commitment. Elsewhere it has been found that Protestant work ethic is positively associated with other work related behaviors (Greenberg 1978).

### **2.5 Situational Variables**

#### **Pay and Incentives**

Grusky (1966) put rewards among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization and joins another or if this is not feasible, he accepts those rewards which he can obtain and

at the same time feels less committed to that organization. On the other hand, obtaining the rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

Kajubi (1967) stressed that apart from the unsatisfactory salary, what is more important is that teachers are no longer commanding the social status commensurate with the importance of their work. He added that the civil service politics and administration reflect in the community a much brighter social image than the teaching profession. He attributed all this to nothing else other than poor remuneration of the teachers' work.

Sekitoleko (1988) observed that lecturers were moving from Makerere University to go and teach in Mbale Islamic University. The only reason she gave was of poor remuneration. Similarly, Opon (1986) had argued that the compensation for motivation including giving rewards fringe benefits and promotions are very important in teacher performance and commitment.

### **Total Package**

Total package or take home pay is very important for a civil servant. Enough package implies that the employee will be able to meet his or her economic obligations. This is likely to lead to increased job satisfaction and therefore increase the organizational commitment (Herzberg 1970).

### **Absenteeism**

Interest in organizational commitment has been stimulated largely by its demonstrated negative relation to turnover. Committed employees have been found to be less likely to leave an organization than those who are uncommitted (Angle 1981).

No wonder the high performance of Japanese firms has been attributed to highly committed workers (Ouchi 1981). Furthermore, White (1987) indicated that strong commitment in general is likely to result in

conscientious and selfdirected application to work regular attendance and a high level of effort.

Turnover can be costly to organizations in particular and the society as a whole, and in this respect, commitment is generally assumed to be a desirable quality that should not only be fostered in employees but also studied.

## **2.6 Role Variables**

Role factors have been found to be the most potent antecedent factors of organizational commitment. For example, Steers (1977) found that work experiences like group attitudes towards the organization, met expectations, feelings of personal importance, dependability of the organization in carrying out commitments to employees were positively related to organizational commitment.

Positive interpersonal relation increases commitment to work groups and therefore positively correlated to organizational commitment (Stevens et al. 1978).

### **Professionalism**

The intention of employees to seek advanced formal education was found to be an important variable to organizational commitment (Blau and Scott, 1962; Grusky, 1966). The desire for additional education could imply professionalism (Gouldner, 1957) while the lack of that desire could suggest more locally – directed orientations.

### **Work Overload**

Work overload was found to be one of the best predictors of organizational commitment (Ndifunaa 1992). Work overload had also been found to relate negatively with organization commitment (Stevens et al. 1978).

The existing literature thus provides clues as to the nature of organizational commitment. The significance of variables such as length

of service or dissatisfaction with organizational reward policies would indicate the role-related nature of commitment. The importance of age, coupled with the significance of length of service would further suggest the structural or accrual nature of the commitment phenomenon.

The primary significance of personal factors such as religion, sex, marital status or intentions to seek advanced education would imply bases or determinants of organizational commitment other than the purely structural ones.

## **2.7 Hypotheses**

In respect of the foregoing review, the following hypotheses were developed to guide the research:

1. Personal variables do not significantly influence women's organizational commitment in higher institutions of learning. These include marital status, age, religion, educational level, number of dependents, tenure, academic rank, terms of service and previous job.
2. Job satisfaction and Protestant work ethic do not significantly influence women's organizational commitment in higher institutions of learning.
3. Situational variables do not significantly influence women's organizational commitment in higher institutions of learning. These include salary, incentives, total package, absenteeism, types of institutions and Faculty/Department.
4. Role variables of professionalism and work load do not significantly influence women's organizational commitment in higher institutions of learning in Uganda.
5. Female and male lecturers in higher institutions of learning do not significantly vary in the degree of their organizational commitment.

### 3. METHODOLOGY

#### 3.1 Sample

Questionnaires were distributed to 150 female respondents (lecturers) picked using multi-stage random sampling. The first stage involved selecting 4 out of 15 institutions of higher learning. The second stage involved selecting the 150 respondents on the basis of individual faculties or schools in the case of Makerere University and Institute of Teacher Education Kyambogo or in terms of departments in case of Kabale and Kaliro National Teachers' Colleges. To control the study, 150 male lecturers were also sampled from the above named institutions. Two hundred and fifty two questionnaires were returned (84% return rate). Questionnaires which were not duly completed very well were excluded from analysis. This left a useable sample of 216 respondents. Their distribution was as follows: Makerere University (64 females, 58 males), Institute of Education Kyambogo (27 females, 23 males), Kabale National Teachers' College (13 females, 11 males), and Kaliro National Teachers' College (11 females, 8 males).

Of all the entire sample, 115 were females, 100 were males and one did not indicate sex. 40 females were Catholics, 47 Protestants, 15 Muslims and 13 belonged to other religions. Their ages ranged from 22 to 52 years with a mean age of 32.8 years. For males, 34 were Catholics, 45 Protestants, 14 Muslims, and 7 belonged to other religions. Their age ranged from 27 to 52 years with a mean age of 36.4.

#### 3.2 Instrument

All variables of interest were assessed using a questionnaire entitled "Organizational Commitment Questionnaires". It was strictly confidential, anonymous and filling it was completely voluntary. The validity and reliability of the questionnaires were increased through piloting. Judgmental reliability, obtained using 20 postgraduate students

to judge the items of the subscales was 63% minimum and 77% on average. Split half reliability ( $r$ ) for various sub-scales was an average 0.65. Construct validity of subscales was as follows: Work ethic 0.7, job satisfaction 0.8 and organizational commitment 0.75.

### **3.3 Procedure and Measures**

The questionnaires were distributed to the respondents at their places of work. Those without enough time completed them at home. The following variables were assessed:

<b>Sex:</b>	Males were scored as 1, Females scored as 2.
<b>Age:</b>	Stated age was categorized into 9 groups using steps of 5 years as follows: 20-24, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, and 60 and above being scored as 1 through 9 respectively.
<b>Marital status:</b>	Marital status was categorized as either single, married, divorced, widow and widower, being scored as 1 through 5 respectively.
<b>Educational level:</b>	This was categorized as senior six and diploma, degree only, degree and diploma, masters and Ph. D being scored as 1 through 5 respectively.
<b>Religion:</b>	Respondents indicated their religion as either Catholic, Protestant, Muslim and other religions being scored as 1 through 4 respectively.
<b>Economic dependents:</b>	The numbers of economic dependents



	were recorded as stated and ranged from 1 up to 10 dependents.
<b>Institution:</b>	The institution considered were Makerere University, Institute of Teacher Education Kyambogo, Kabale and Kaliro National Teachers Colleges, being scored as 1 through 4 respectively.
<b>Faculty (School) /Departments:</b>	Faculties considered in Makerere University were eight faculties and two schools. The faculties are of Medicine, Arts, Social Science, Agriculture/Forestry, Technology, Science, Veterinary and Law. The schools are of Education and Fine Art. Institute of Teacher Education Kyambogo has four faculties which include Science, Art, Education and Vocational Education. National Teachers' Colleges Kabale and Kaliro have five departments each which include professional studies, Languages, Science, Business Education and Social Studies. All the above faculties (Schools)/Departments were scored as 1 through 24 respectively.
<b>Academic rank:</b>	Different academic ranks were grouped as follows: Professor, Associate Professor, Senior Lecturer, Lecturer, Assistant Lecturer and other ranks being scored as 1 through 6 respectively.
<b>Tenure:</b>	The number of years spent in the institution were recorded as stated and

	ranged from 1 to 15 years for females and 1 to 20 for males.
<b>Terms of service:</b>	These were classified as temporary, permanent, expatriate, foreign funded, expatriate and others being scored as 1 through 5 respectively.
<b>Previous job:</b>	This was to assess whether the previous job was teaching. Previous job being teaching was scored as 1 and previous job being some other job outside the teaching profession was scored as 2.
<b>Basic salary:</b>	This was categorized into 9 groups using steps of 3000 Uganda Shillings as follows: below 15,000; 15,000-18,000; 18,000-21,000; 21,000-24,000; 24,000-27,000; 27,000-30,000; 30,000-33,000,000; 33,000-36,000; and those above 36,000; being scored as 1 through 9 respectively.
<b>Total package:</b>	This included basic salary plus all other allowances. Total packages as stated by respondents ranged from 50,000 to above <u>170,000</u> shillings per month as was categorized into 8 groups being scored as 1 through 8 respectively.
<b>Survival strategies:</b>	Respondents indicated the activities they do in order to “make ends meet”. Response alternatives were recorded in a frequency table.
<b>Benefits:</b>	Respondents had to indicate the fringe benefits received. Each benefit listed was given a score of one and a total score on

	benefits obtained for each respondent. Scores ranged from 0 to 5 and were recorded as such.
<b>Organizational commitment:</b>	This was assessed by 11 items based on Cook and Wall (1980) such that a high score for each respondent indicated reduced organizational commitments and vice versa. Response alternatives ranged from strongly agree (score as 1) to strongly disagree (score as 5). Total scores were categorized into 3 groups for the purpose of carrying out chi-square and they were 15-29, 25-29, 30-43, being scored as 1 through 3 respectively.
<b>Job satisfaction:</b>	Intrinsic job satisfaction, i.e. satisfaction relating to the job itself was measured using 7 items based on Warr, Cook and Wall (1979). Response alternatives ranged from strongly agree (scored as 1) to strongly disagree (scored as 5), i.e. a high total score for each respondent indicated low job satisfaction. Three categories created from total scores were as 1 through 3.
<b>Work ethic:</b>	Attitudes towards hard work were assessed by 5 items based on Blood (1969). Responses were scored such that a low total score indicated higher work ethic. Total scores fell into 3 groups namely 5-9, 10-12, 13-19, being scored as 1 through 3 respectively
<b>Professionalism:</b>	This was assessed by 10 items. A high

	total score of each respondent indicated high professionalism whereas a low total score indicated low professionalism.
<b>Workload:</b>	This was assessed by 7 items. A high total score indicated workload and a low total score indicated less workload.
<b>Absenteeism:</b>	Two measures of absenteeism were used because it has different form each having different causes and a single measure was deemed inadequate (Hammer, et al. 1981). The measures are as follows:
<b>Absence frequency:</b>	This was assessed as how often an employee was absent within the previous three months, irrespective of the length of each absent event. Absence frequency ranged from 0 to 9 times and was recorded as such.
<b>Duration of absence:</b>	This was taken to be the total number of days an employee was absent within the previous 3 months. Absent duration ranged from 0 to 21 days and was recorded as such.

The data obtained was entered into the computer, analyzed using SPSS – X programs of frequencies, correlations, t-test,  $\chi^2$ , one way ANOVA and stepwise multiple regression.

#### 4. RESULTS

Correlations, t-test, chi-square, one way ANOVA were carried out to test the hypotheses. Also stepwise multiple regression was used to find out the best predictor variables of organizational commitment among female lecturers.

Table one shows correlation results between all variables of interest and organizational commitment with respect to sex.

From table one few correlations are significant and substantial, many correlations are negligible and insignificant.

For females, significant correlations are between organizational commitment and age ( $r=0.32$ ), Institution ( $r=0.45$ ) faculty ( $r=0.31$ ) academic rank ( $r=0.35$ ), total package ( $r=0.54$ ) and job satisfaction ( $r=0.58$ ).

For males, significant correlations are between organizational commitment and age ( $r=0.26$ ) educational level ( $r=0.21$ ) institution ( $r=0.37$ ), total package ( $r=0.41$ ) and job satisfaction ( $r=0.31$ ).

**TABLE ONE**  
**Pearson Correlation's Between Independent Variables and Organizational Commitment**

No.	VARIABLES	FEMALES	MALES
1	Age	-0.32**	0.26*
2	Marital Status	0.10	0.09
3	Educational Level	-0.19	-0.21
4	Religion	0.03	0.11
5	Economic Dependents	0.07	-0.01
6	Institution	0.45**	0.37*
7	Faculty (School or Department)	0.31*	0.27
8	Academic Rank	-0.35**	-0.19
9	Tenure	0.01	-0.10
10	Terms of Service	-0.05	0.12
11	Previous Job	-0.14	0.08
12	Salary	-0.15	-0.04

13	Total Package	0.54**	0.41**
14	Incentives	0.11	0.07
15	Job Satisfactory	0.58**	0.31*
16	Work Ethic	0.23	0.08
17	Professionalism	-0.30	-0.24
18	Work Load	-0.28	-0.35
19	Absenteeism	0.17	0.10
N = 216		1-Tailed	sig: * -0.01, ** -0.001

For cases where both correlations of females and males are significant on the same variables, the correlations for females are higher than those of males.

Chi-square test was computed to test the hypothesis that personal variables do not significantly influence women's organizational commitment in higher institution of learning. The results are shown in table two.

The following variables significantly influence organizational commitment of female lecturers. The first one is marital status ( $X^2 = 18.821$ ,  $df=10$ ,  $p<0.05$ ), age  $X^2 = 22.010$ ,  $df=12$   $p<0.01$ ), educational level ( $X^2 = 20.183$ ,  $df=10$ ,  $p<0.5$ ), and academic rank ( $X^2 = 28.681$ ,  $df=14$ ,  $p<0.05$ ).

Those variables which do not significantly influence the organizational commitment of females include religion ( $X^2=9.030$ ,  $df=12$ ,  $p>0.05$ ), number of dependents ( $X^2=29.355$ ,  $df=28$ ,  $p>0.05$ ), tenure ( $X^2=35.194$ ,  $df=28$ ,  $p>0.05$ ), terms of service ( $X^2=13.088$ ,  $df=10$ ,  $p>0.05$ ) and previous job ( $X^2 = 6.145$ ,  $df=6$ ,  $p>0.05$ ).

Variables which significantly influence the organizational commitment of male lecturers include age ( $X^2=21.949$ ,  $df=12$ ,  $p<0.05$ ) educational level ( $X^2=25.193$ ,  $df=10$ ,  $p<0.05$ ) number of dependants ( $X^2=46.011$ ,  $df=28$ ,  $p<0.05$ ) and academic rank ( $X^2=25.789$ ,  $df=14$ ,  $p<0.05$ ).

Those variables that do not significantly influence organizational commitment of male lecturers are marital status ( $X^2=5.535$ ,  $df=8$ ,  $p>0.05$ ), religion ( $X^2=12.416$ ,  $df=8$ ,  $p>0.05$ ), tenure ( $X^2=25.710$ ,  $df=26$ ,  $p>0.05$ ), terms of service ( $X^2=15.263$ ,  $df=12$ ,  $p>0.05$ ) and previous job ( $X^2=3.314$ ,  $df=6$ ,  $p>0.05$ ).

In summary personal variables which are significant for both females and males are age, educational level and academic rank. Those which are not significant for both females and males include religion, tenure, terms of service and previous job. Marital status is significant for only females and number of dependents for only males.

**TABLE TWO**  
**Chi Square ( $X^2$ ) Results of Personal Variable and Organizational Commitment**

VARIABLES		FEMALE	MALE
MARITAL STATUS	$X^2$ Value	18.821	5.535
	Prob Value	0.044	0.691
AGE	$X^2$ Value	22.010	21.949
	Prob Value	0.007	0.41
RELIGION	$X^2$ Value	9.030	12.416
	Prob Value	0.708	0.134
EDUCATIONAL LEVEL	$X^2$ Value	20.183	25.193
	Prob Value	0.050	0.024
ECONOMIC	$X^2$ Value	29.355	46.011

DEPENDENTS	Prob Value	0.397	0.037
TENURE	X <sup>2</sup> Value	35.194	25.719
	Prob Value	0.164	0.479
ACADEMIC RANK	X <sup>2</sup> Value	28.681	25.789
	Prob Value	0.061	0.048
TERMS OF SERVICE	X <sup>2</sup> Value	13.088	15.263
	Prob Value	0.219	0.228
PREVIOUS JOB	X <sup>2</sup> Value	6.145	3.314
	Prob Value	0.379	0.770

To test the relationship between job satisfaction, Protestants work ethic, situational variables, role variables and organizational commitment (i.e. hypotheses 2, 3, and 4), one way ANOVA was carried out. Table 3 shows the results.

**TABLE THREE**

**ANOVA Results for Job Satisfaction, Protestant Work Ethic, Situational Variables, Role Variables and Organizational Commitment**

VARIABLES		FEMALE	MALE
JOB SATISFACTION	F- Value	7.510	5.743
	Prob Value	0.002	0.008
PROTESTANT WORK ETHIC	F- Value	1.765	1.149
	Prob Value	0.136	0.225
BASIC SALARY	F- Value	1.511	0.653
	Prob Value	0.411	0.713
INCENTIVES	F- Value	2.488	1.46



	Prob Value	0.039	0.213
TOTAL PACKAGE	F- Value	2.825	2.777
	Prob Value	0.035	0.038
ABSENTEEISM	F- Value	0.715	3.011
	Prob Value	0.548	0.021
INSTITUTION	F- Value	3.326	2.900
	Prob Value	0.011	0.016
FACULTY	F- Value	2.523	1.641
	Prob Value	0.012	0.094
PROFESSIONALISM	F- Value	1.211	1.491
	Prob Value	0.124	0.083
WORK LOAD	F- Value	2.507	2.711
	Prob Value	0.004	0.006

**NOTE:** Situational variables include Basic Salary, Incentives, Total Package, Absenteeism, Institution and Faculty, Role variables are Professionalism and Work load.

From table 3 variables which significantly influence organizational commitment of female lecturers are job satisfaction  $F=7.510$  ( $df=2,113$ ),  $p<0.01$ , incentives  $F=2.488$  ( $df=4,111$ ),  $p<0.05$ , total package  $F=2.825$  ( $df=3,112$ ),  $p<0.05$ , Institution  $F=3.326$  ( $df=3,112$ ),  $p<0.05$ , faculty  $F=2.523$  ( $df=1897$ ),  $p<0.05$  and work load  $F=2.507$  ( $df=2,590$ ),  $p<0.05$ . The variables that do not significantly influence organizational commitment of female lecturers include Protestant work ethic  $F=1.765$  ( $df=2,113$ ),  $p>0.05$ , salary  $F=1.511$  ( $df=6,109$ ),  $p>0.05$ , absenteeism  $F=0.715$  ( $df=3,112$ ),  $p>0.05$  and professionalism  $F=1.211$  ( $df=3,382$ ),  $p>0.05$ .

For males, variables which significantly influence their organizational commitment include job satisfaction  $F=5.745$  ( $df=2,98$ ),  $p<0.01$ , total package  $F=2.777$  ( $df=3,97$ ),  $p<0.05$ , absenteeism  $F=3.001$  ( $df=3,97$ ),  $p<0.05$ , institution  $F=2.900$  ( $df=3,97$ ),  $p<0.05$  and work load

$F=2.711$   $df=(2,575)$ ,  $p<0.05$ . Those variables which do not significantly influence organizational commitment of male lecturers are Protestant work ethic  $F=1.49$  ( $df=2,98$ ),  $p>0.05$ , salary  $F=0.653$  ( $df=6,94$ ),  $p>0.05$ , incentives  $F=1.463$ , ( $df=4,96$ ),  $p>0.05$ , Faculty  $F=1.641$  ( $df=1,882$ ),  $p>0.05$  and professionalism  $F=1.491$  ( $df=3,367$ ),  $p>0.05$ .

For easy comparison purposes those variables which significantly influence organizational commitment of both female and male lecturers are job satisfaction, total package, institution and work load. Those which do not for both females and males include Protestant work ethic, salary and professionalism. Incentives and faculty significantly influence the organizational commitment of only female lecturers, and absenteeism significantly influences the organizational commitment of only male lecturers.

A t-test was carried out to test the hypothesis that female and male lecturers in higher institutions of learning do not significantly vary in the degree of their organizational commitment. Results are shown in table 4. T-test was calculated because of the dicotomous nature of the independent variable i.e. sex.

From table four sex significantly influences the organizational commitment of female and male lecturers  $t=2.696$  ( $df=208$ ,  $p=0.008$ ).

Finally, stepwise multiple regression was carried to find the best predictors of organizational commitment for both female and male lecturers. Table 5 shows the results.

From table five organizational commitment of both female and male lecturers is best predicated by job satisfaction, work load, sex and age respectively in the order of importance.

#### TABLE FOUR

##### t – Test Results for Sex and Organizational Commitment

SEX	N	Means	S.D	df	t-observed	Level of Significance
FEMALE	113	26.628	5.385	206	2.696	0.008
MALE	97	28.546	4.385			

**TABLE FIVE**  
**Stepwise Multiple Regression for Some Independent Variables on Organizational Commitment**

Step	Variables	Beta	R2	2R Change	F-Ration	Significance of F
1	Job Satisfaction	-0.823	0.7971	0.9125	421.81	0.000
2	Work Load	-0.408	0.8494	0.2212	990.29	0.000
3	Sex	0.063	0.9103	0.0025	1345.11	0.000
4	Age	-0.032	0.9540	0.0001	729.22	0.000

## 5. DISCUSSION

### 5.1 Personal Variables

#### Non-significant Personal Variables

Apart from age and academic rank, the correlations between the rest of the personal variables and organizational commitment are weak, and some are in a reverse form. Chi-square test had to be carried out to support or reject the hypotheses.

#### Religion

Chi-square results indicate that religion does not significantly influence the organizational commitment of both female and male lecturers. This can be due to the fact that highly educated people have less attachment

to religions. This is not in agreement with the findings of Hrebiniak and Alluto (1972) that religious affiliations of employees are significantly related to organizational commitment with Protestants exhibiting higher levels of commitment than Catholics.

### **Economic Dependents**

Number of economic dependents did not significantly influence the organizational commitment of female lecturers but was significant for male lecturers. This was expected because many economic dependents imply increased economic strain and obligations and employees would need time off to solve these problems. Males being the heads of most families, they are the ones directly affected by dependents more than the women.

### **Tenure**

Tenure (length of service) did not significantly influence the organizational commitment of both female and male lecturers. The finding that mere tenure does not influence some organizational behavior, e.g. commitment is well supported by other researchers (Steven et al. 1978). It is only when tenure is associated with benefits like promotion that its influence can be significant in influencing organizational commitment.

### **Terms of Service and Previous Job**

Terms of service and previous job also did not show any significant relationship with organizational commitment of both female and male lecturers. For terms of service in most institutions of higher learning, whether one is temporary or permanent, she or he will still get the same salary and other benefits as long as it is the same academic rank. For previous job (i.e. whether one was or was not teaching previously) it is not significant because the attachment to the institution depends most on its nature and the nature of the new job.

## Significant Personal Variables

### Marital Status

Results for marital status are interesting. There were weak correlations between marital status and organizational commitment for both females and males ( $r = 0.10$  and  $r = 0.09$ ) respectively. But the chi-square results show that marital status is significantly related to organizational commitment of females and not of males. This can best be explained by the findings of Hrebiniak and Alluto (1972) whose analyses of both sex and marital status suggested that married or separated individuals, especially women, see greater costs attached to interorganizational mobility. Hence they are less likely than single or male subjects to consider employment alternatives even given inducements to do so. This is also in line with the general belief that married people because of increased obligations and demands exhibit high organizational commitment than unmarried ones.

### Age

As for age, chi-square results are significantly correlated for both female and male lecturers. The explanation could be that older government employees are more likely to be in senior positions and feel responsible and become more committed than young employees (Decotiis and Summers 1987). This is because increase in age implies increased investments in terms of on-job training and experience, into the organizations. Similar findings were discovered by Moris and Scherman (1981) who showed that older employees and those with greater sense of competence had higher levels of organizational commitment.

### Educational Level

The educational level and academic rank of both female and male lecturers significantly influence their organizational commitment but in a reverse way ( $r = 0.19$ ,  $r = 0.21$ ) for educational level and ( $r = 0.35$ ,  $r = 0.19$ ) for academic rank, female and male respectively. This is because

highly educated employees instead become committed to their professions which in turn increase their mobility (Dublin et al. 1975).

Similar findings were discovered by Steers (1977) and White (1978) who established that when employees have higher educational levels, it becomes more difficult for the organization to provide sufficient rewards (as perceived by the individual) to equalize the exchange, hence becoming less committed than the less educated ones. This is why brain drain has affected our country because the highly educated and professionals are the ones who go for greener pastures in other countries due to the fact that they have high bargaining power. Otherwise the general belief would be that highly educated people are likely to be in senior or responsible positions and hence would be likely to be more committed than the less educated.

From the overall results on personal variables female and male lecturers varied similarly on the same variables except for marital status which was significant for only females and number of economic dependents which was significant for only males. So the hypothesis that personal variables do not significantly influence women's organizational commitment in higher institutions of learning was partly supported. Some personal variables significantly influence organizational commitment of lecturers while others do not.

## **5.2 Job Satisfaction**

Job satisfaction significantly correlated with organizational commitment ( $r = 0.58$ ,  $r = 0.31$ ) for both females and males respectively. The ANOVA results for job satisfaction indicated a very significant tendency for satisfied female and male lecturers to exhibit high organizational commitment. This agrees with the findings of Sills (1968) who argued that commitment and job satisfaction are intertwined and that one cannot do without the other. This is an expected because once one is satisfied with a job, then there is no good reason why she or he could be committed.

## **5.3 Protestant Work Ethic**

ANOVA results for Protestant work ethic indicated that it does not significantly influence the organizational commitment of both female and male lecturers. This is in disagreement with the findings of Greenberg (1978) found out that Protestant work ethic is positively and strongly associated with other work behaviors. Babatye (1992) also found out that Protestant work ethic was the best predictor of organizational commitment. This is a unique finding but it could have been affected by other factors. A person who has good attitude towards hard work might not be committed if he is not satisfied with the job or if she or he is not well remunerated.

From the above discussion, job satisfaction significantly influences the organizational commitment of both female and male lecturers but Protestant work ethic does not.

#### **5.4 Situational Variables**

##### **Non-significant Situational Variables**

###### **Basic Salary**

ANOVA results for basic salary indicate that it does not significantly influence the organizational commitment of both female and male lecturers. This is an expected finding because it is common knowledge that the basic salaries the government employees get in Uganda are usually very small, so the organizational commitment of lecturers cannot be influenced by salaries and wages.

###### **Incentives**

Incentives and faculty significantly influence the organizational commitment of female lecturers but not males. In Makerere University, for example, lecturers get very small incentives like tea, pens and sometimes some papers. Other than that, the rest is salary and allowances (total package). A reasonable incentive given to Makerere lecturers is a tax-free vehicle but very few can afford such. In real life, women do easily appreciate than men; maybe this is why the few incentives have significantly influenced their organizational commitment.

**Faculty**

For faculty variable, it only influences the organizational commitment of female lecturers. Some faculties are funded by foreign organizations and hence staff members in such faculties get more pay. This could be the reason why faculty significantly influences the organizational commitment of female lecturers. The reason(s) for not having influenced the organizational commitment of male lecturers are not clear.

**Significant Situational Variables****Total Package**

Total packages and institution significantly influenced the organizational commitment of both female and male lecturers. Employees better off financially in terms of total package significantly exhibited a high degree of organizational commitment. This significant finding is in line with the social exchange and equity theory. Increased total package facilitates employees in meeting their financial and economic obligations and feel a sense of being equitably remunerated for their labour (Marcus and Smill 1985). So any variation in total package influences the organizational commitment of employees.

According to this study, four institutions were considered due to the fact that the lecturers from these institutions don't get the same package, it is enough to explain why lecturers varied as far as their organizational commitment is concerned. The hypothesis that situational variables do not significantly influence women's organizational commitment was to a larger extent rejected. For females, it is only basic salary which was not significant.

**5.5 Role Variables****Professionalism**

The ANOVA results indicate that professionalism does not influence the organizational commitment of both female and male lecturers. If again in professionalism is related to gain in educational level and



experience, than this finding agrees with that of Steers (1977) and White (1978) who found out that more highly educated people (professionals) would be less committed to their organization and perhaps more committed to a profession or trade.

### **Workload**

According to the ANOVA results, workload significantly influences the organizational commitment of both female and male lecturers. For the correlations between organizational commitment and work overload ( $r = 0.28$ ,  $r = 0.35$ ) female and male respectively, agree with the findings of Stevens et al. (1978) who established that work overload relates negatively with organizational commitment. Also Ndifuna (1992) found out that work overload is one of the best predictors of organizational commitment. The hypothesis that role variables do not significantly influence the organizational commitment of female lecturers was accepted for the case of professionalism and rejected for the case of work overload. Work overload significantly influences the organizational commitment of both female and male lecturers but professionalism does not.

### **5.6 Sex**

In order to get the overall influence of sex on organizational commitment, a t-test was carried out. Since a low score indicated high commitment, even the means alone indicate that females are relatively more committed than male lecturers ( $X_F = 26.628$  and  $X_M = 28.546$ ) respectively. The t-test results were significant ( $t = 2.696$ ,  $df = 208$ ,  $p = 0.008$ ). Sex significantly influences the organizational commitment of lecturers of higher institution in Uganda. This finding agrees with that Hrebiniak and Alluto (1972) who found out that females were less likely to change their organization compared to their male counterparts. Similar findings had been obtained by Grusky (1966).

### **5.7 Regression Results**

Stepwise multiple regression was carried out to find the best predictor variables of organizational commitment of both female and male lecturers.

Job satisfaction was the first best predictor of organizational commitment. This could be because once one is satisfied with the job, she or he has to work hard to maintain the job and hence becoming more committed.

The second predictor variable was work load. This is in agreement with the findings of Ndifuna (1992). Sex and age were the last best predictors of organizational commitment. Females were found to be more committed than males and older lecturers showed higher commitment than the young ones.

### **5.8 Survival Strategies**

Most lecturers (63%) said that the total package was not enough. The question about how they make ends meet had the following responses: part time teaching in secondary schools (2.71%), operating shop (7.2%), operating a kiosk (8.31%), grants from research (15.24%), overtime allowance (7.57%), assistance from the wife/husband (19.30%), doing business (6.12%), part time teaching in another University (2.71%), teaching self sponsored students (11.46%) and foreign funded (12.83%). Such survival strategies need some time off the job. This clearly explains why some lecturers are not committed to their job.

### **5.9 Conclusion**

Personal variables of religion, tenure, terms of service and previous job do not significantly influence the organizational commitment of both female and male lecturers. Those which do are age, educational level and academic rank. Marital status influences the organizational commitment of female lecturers and number of economic dependents influences that of males.

Other variables which do not significantly influence organizational commitment of female and male lecturers include Protestant work ethic, salary and professionalism. On the other hand, job satisfaction, total package, institution and work load do influence the organizational commitment of both female and male lecturers.

Variables which are only significant for females, include marital status, incentives and faculty. Those which are significant for males, are number of economic dependents and absenteeism.

The organizational commitment of lecturers is best predicated by job satisfaction, work load, sex and age in the order of importance.

#### **5.10 Recommendations**

Government should improve on the total package so that lecturers are adequately remunerated for their labour. This will improve feelings of equity and social exchange and hence increase the organizational commitment of lecturers.

All established posts in institutions of higher learning should be filled. This reduces in the work load and gives more time to lecturers to do some extra curricular activities.

As the number of female lecturers is small compared to males, intelligent talented women should be encouraged to aspire after higher academic qualifications (at master's and doctoral levels) which would make them worthy and formidable competitors in the profession.

Since women lecturers are more committed than males, planners and policy makers in the Ministry of Education should realize the importance and value of increasing the female presence in the teaching profession as a big number of even a preponderance of women lecturers would mean less turnover, and hence stability within the cadre of the teaching personnel.

For female lecturers, incentives should be increased. This will further strengthen their commitments to the educational organizations.

Organizational commitment is related to job satisfaction. Therefore, steps should be taken to enhance job satisfaction. Factors at places of work like good lighting; good social environment should be put in place.

### Problems encountered

Due to constant strikes among the lecturers in one of the targeted institutions of learning (Institute of Teacher Education Kyambogo) the researcher found it hard to collect the data at the right time and this delayed the completion of the research in a given period.

The exchange rate of a dollar in Uganda went down from 1200/= to 1000/= Uganda Shillings per one United States Dollar and because of that the researcher was forced to borrow money in order to complete the work.

Some respondents lost the questionnaires and the researcher had to redistribute more thus incurring double expense.

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**APPENDIX B**  
**ORGANIZATIONAL COMMITMENT QUESTIONNAIRE**  
**STRICTLY CONFIDENTIAL**

This questionnaire is about the devotion of lecturers towards their work. The information given will be kept confidential. No name is required.

**A: PERSONAL/BIOGRAPHICAL INFORMATION**

**Circle the right answer and write where necessary.**

1. What is your sex? (a) Male .... (b) Female .....
2. Circle the age group you belong to: (a) 20-24 years (b) 25-29 years (c) 30-34 years (d) 35-39 years (e) 40-44 years (f) 45-49 years (g) 50-54 years (h) 55-59 years (i) 60 and above years.
3. What is your marital status? (a) single (b) married (c) divorced (d) widow (e) widower (f) other (specify).....
4. What is your highest educational level attained?  
(a) senior six and diploma (b) degree only  
(c) Degree and diploma (d) masters  
(e) Ph.D. (f) other (specify).....
5. Your religion: (a) Catholic (b) Protestant  
(c) Muslim (d) other (specify).....
6. What is the number of all people (including non-relatives) that economically depend on you, e.g. for education, shelter etc.?.....
7. What academic rank do you hold at this institution?  
(a) Professor (b) Associate Professor  
(c) Senior Lecturer (d) Lecturer  
(e) Assistant Lecturer (f) Others (specify).....



8. For how long have you been working in this institution? (Give years).....
9. Under what terms of service do you work in this institution? (a) temporary (b) permanent (c) expatriate (d) foreign funded expatriate (e) others (specify).....
10. Where did you work before you joined this institution (previous job).

**B: SITUATIONAL VARIABLES/FACTORS**

11. In which category does your basic salary per month fall?
  - (a) below 15,000
  - (b) 15,000-18,000
  - (c) 18,000-21,000
  - (d) 21,000-24,000
  - (e) 24,000-27,000
  - (f) 27,000-30,000
  - (g) 30,000-33,000
  - (h) 33,000-36,000
  - (i) above 36,000
12. In which category do you belong as regards to your total take home package per month including allowances:
  - (a) below 50,000
  - (b) 50,000-70,000
  - (c) 70,000-90,000
  - (d) 90,000-110,000
  - (e) 110,000-130,000
  - (f) 130,000-150,000
  - (g) 150,000-170,000
  - (h) above 170,000
13. Is your monthly income enough for your basic needs?
  - (a) Yes
  - (b) NoIf not, how do you survive?.....  
.....  
.....
14. List all other non-monetary incentives (fringe benefits) given to you.....

- .....  
 .....  
 15. Name of the Institution you are teaching in.....  
 16. What is your faculty/school/institute/department.....

### C: ORGANIZATIONAL COMMITMENT

Fill in using the following key – (write a, b, c, d, or e in the space provided below).

- (a) I strongly agree (b) I agree (c) I am not sure (d) I disagree  
 (e) I strongly disagree
17. I am willing to put in a great effort beyond that normally expected in order to help this institution to be successful.....  
 18. I am proud to tell others that I am part of this institution.....  
 19. I feel like “part of the family” in my institution.....  
 20. Even if this institution is not paying well, I will still be reluctant to change to another organization/institution.....  
 21. If I am offered a job in another organization/institution with a slight increase in pay, I will still not change my teaching job.....  
 22. It would be very hard for me to leave this institution.....  
 23. I do not care about what happens to this institution as long as I get may pay.....  
 24. When I am working for this institution I put myself first.....  
 25. Sharing my knowledge with other people (students) makes me sick.....  
 26. To know that my own work has made a contribution to the good of this institution would please me.....

27. So long as I remain in Uganda working under harsh conditions I will never be committed to my work.....

#### D: JOB SATISFACTION

Fill in the best alternative by using the following key: (write a, b, c, d or e in the spaces provided below.

- (a) I strongly agree (b) I agree (c) I am not sure (d) I disagree  
(e) I strongly disagree

28. I am satisfied with my job.....  
29. I would recommend the same job to a friend.....  
30. I am satisfied with the rate of promotion.....  
31. I have freedom to choose my method of working.....  
32. I am satisfied with the security of my job.....  
33. This job provides me with opportunities for social interaction.....  
34. I am satisfied with the leisure time this job allows me.....

#### E: PROTESTANT WORK ETHIC

Using the following key, (write a, b, c, d, or e in the spaces provided below).

- (a) strongly agree (b) agree (c) I am not sure  
(d) disagree (e) strongly disagree

35. Hard work makes man a better person.....  
36. Wasting time is as bad as wasting money.....  
37. A good indication of man's worth is how well he does his or her job.....  
38. If all other things are equal, it is better to have a job with a lot of responsibility than one with little responsibility.....  
39. Working hard makes one grow old quickly.....

**F: PROFESSIONALISM**

For the first 4 numbers indicate how you are committed using the following key. (write a, b, c, d, or e)

- (a) very committed      (b) committed      (c) somehow committed  
(d) NOT committed      (e) NOT applicable

40. Committed to fellow lecturers.....
41. Committed to my institution.....
42. Committed to my discipline.....
43. Committed to my students and teaching.....
44. How many articles have you written in the last three years?.....
45. How many books have you authored in the last three years?.....
46. Have you ever won any research grant? (a) Yes (b) No.  
If Yes, how many?.....  
If No, would you like to compete for one? (a) Yes (b) No
47. How many seminars have you ever held?.....
48. How many departmental publications have you published?.....
49. How many research articles would you like to publish within the next two years?.....

**G: WORK LOAD**

50. How many students do you teach?.....
51. How many lectures do you have per week?.....
52. How many times do you give students tests/courseworks in a term?.....
53. Who helps you to mark the tests/courseworks?.....

54. Apart from teaching, what other duties do you have in your departments/faculty?.....
55. Name all the professional/academic organizations you belong to.....  
.....  
.....
56. How many offices do you hold in these organizations?.....  
.....

**H: ATTENDANCE**

57. Have you ever been absent from your place of work within the last 12 months?  
(a) Yes (b) No. (c) I don't remember  
If Yes, how many times?.....
58. If yes to (57) above, what are the major reasons which led you to be absent?

	Reasons	For how many days
1		
2		
3		
4		

Thank you