

**Organizational Culture, Job Satisfaction, Organizational Commitment and Turnover
Intentions among Lecturers at Makerere University**

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award of a Master of Organizational Psychology of Makerere University**

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Declaration

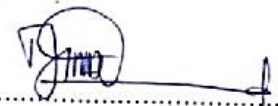
I Wokali Hadijja, hereby declare that this is my work titled "Organizational Culture, Job Satisfaction, Organizational Commitment and Turnover Intentions among Lecturers at Makerere University" is my own work and has never been submitted to any University or Institution of higher learning for the award of a degree or diploma.

Signature 

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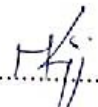
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Dedication

I dedicate this piece of work to my beloved mother Ms. Gertrude Namulabya for her endless effort throughout my life, my dad, late Mukama Lukale Sam for his continued support and advice during the course of my life. I pray that God rewards you always. I also dedicate my work to my beloved husband, Mr. Amisi Galiwango and children, Haqq, Deen and Thana for inspiring and giving me the reason to work hard. I finally dedicate my work to my brothers, Richard, Musa, Twaha, Zaidi and Ismael, friends, brothers and sisters and brothers in law, nieces and nephews.

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Abstract.

The study aimed at investigating the relationship between organizational culture, job satisfaction, organizational commitment and turnover intentions among Makerere university lecturers. A total of 158 questionnaires out of 278 were completed and returned by the lecturers yielding a response rate of 56.8%. Person product moment correlation coefficient was used to test hypotheses while regression analysis was used to test mediation. The results of the study showed that organizational culture has a positive and significant relationship with job satisfaction as well as organizational commitment, results also showed that job satisfaction had a positive and significant relationship with organizational commitment and also organizational commitment had a negative but significant relationship with turnover intentions. The study results also showed that organizational commitment partially mediates the relationship between organizational culture and turnover intentions as well as job satisfaction and turnover intentions. Employers can incorporate the findings of the study by shaping organizational culture in such a way that can help enhance the overall level of job satisfaction, making employees more emotionally attached and willing to remain and build their career with the organization. This way the organization can minimize the chances of losing talented employees and thus it's more likely to create competitive advantage.

Chapter One

Introduction

Background

Makerere University is the oldest and most prestigious University in Uganda. It is located 5 kilometres to the north of the Kampala city Centre and sits on about 300 acres of land. However, the commonly witnessed lecturers' strikes call for the need to dig into the university's organizational culture as well as the lecturers' satisfaction and commitment together with their intention to turnover. According to Kakumba et al (2014), the university's organizational culture is not satisfying as it is characterized by poor leadership styles and centralized control of decision-making. The nature of the working environment is characterized by scanty resources and facilitation support to task holders. Also according to Kyaligonza and Kamagara (2017), poor management practices, poor motivation and lack of economic incentives are the major causes of turnover in Ugandan public universities.

The culture of an organization is manifested in shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms in an organization Lund (2003). Organizations that have favorable cultures make employees feel a sense of satisfaction. This sense of fulfillment and enjoyment at the workplace determines their commitment to and concern for the organization (Hosie, Jayashree, Chatehane & Ban, 2013). Employees who feel happy, like and value their work are said to be satisfied where as those who are always complaining, are unhappy and dislike their work are said to be dissatisfied. Dissatisfied employees are bound to develop feelings of wanting to leave the organization since they don't feel the sense of satisfaction.

Different studies have found that organizational culture significantly influences job satisfaction and commitment among employees (Huma, et al., 2014). In an effort to establish the relationship between job satisfaction and organizational commitment, (Jernigan et al, (2002), Maxwell and Steele (2003), Tarigan and Ariani (2015) found that job satisfaction influences organizational commitment. Studies conducted have also found out that organizational commitment influences employee turnover intentions. (Sarminah and Salma (2012), Gieter, Hofmans & Pepermans, 2011)

In Uganda, it has been found that certain components of organizational culture like norms can have a negative impact on employees. Egessa (2011) in his study found that 52% of employees complained there was no supportive culture as new ideas or creative innovations from employees did not receive support, he also found out that 53% of the employees stayed at the organization just as a matter of necessity but not willfulness. This shows that little commitment that these employees have towards their organizations. According to Ssesanga and Garret (2005), employee remunerations, lack of promotion, recognition and physical facilities like the size of classes taught are the major sources of dissatisfaction among employees in the Ugandan academies whereas Gyezaho (2014), found that lack of benefits in schools leads to turnover.

In an effort to establish the causes of the high levels of turnover in different organizations, studies on organizational culture, job satisfaction and organizational commitment have been conducted. Employees are seen as the most valued asset of the organization and their satisfaction and commitment has to be valued as a way of retaining good talent. High levels of absenteeism and turnover can affect the organization, however, few organizations have made job satisfaction and commitment their priority. This calls for the need to continuously study the variables and give recommendations to help organizations retain their top notch employees.

Problem Statement

Makerere University is no doubt one of the greatest universities and centers for academic excellence in Africa. However, the rate at which lecturers lay down their tools not only threatens to ruin this name but also calls for a dig deep into the lecturers' satisfaction and commitment towards the university as well as the organizational culture. In March 2014, lecturers at the school of social sciences lay down their tools in protest against the college system of administration and arrears up to 500 million Uganda shillings. This shows dissatisfaction and lack of commitment among the lecturers. If nothing is done about such problems, many lecturers may decide to leave the university to pursue different goals. The university should therefore impose better administration and revise its forms of payment that will get lecturers satisfied and committed to their jobs.

Purpose

The purpose of this study was to examine the relationship between Organizational culture, Organizational commitment, Job satisfaction and Turnover intentions among lecturers at Makerere University.

Objectives

1. To examine the relationship between organizational culture and job satisfaction.
2. To assess the relationship between organizational culture and organizational commitment.
3. To establish the relationship between job satisfaction and organizational commitment.
4. To establish the relationship between organizational commitment and turnover intentions.

5. To examine whether organizational commitment significantly mediates the relationship between culture and turnover intentions as well as the relationship between job satisfaction and turnover intentions.

Scope of the Study

Geographical scope

The study was conducted at Makerere University Kampala, located 5 kilometres to the north of the Kampala city Centre. This was because of the continuous strikes by university lecturers that shows that they are dissatisfied.

Contextual scope

The study focused on the variables; organizational culture, job satisfaction which are Independent variables, organizational commitment which is the mediating variable and turnover intentions which is the dependent variable.

Organizational culture has been defined as the pattern of shared values and beliefs that help individuals understand organizational functioning and thus provide them norms for behavior in the organization, (Deshpande & Webster 1989). Culture can be categorized into three components, i.e., supportive, innovative and bureaucratic. Job satisfaction refers to the employees' sense of fulfillment and enjoyment at the workplace, (Hosie, et al., 2013). Job satisfaction can be classified as either intrinsic or extrinsic. Organizational commitment has been defined by Meyer and Allen (1991) as a psychological state that characterizes the employees' relationship with the organization and its implication on decision to continue or discontinue membership. It comprises of Affective, Normative and Continuance commitment.

Turnover intentions, according to (Griffeth & Hom, 2000) refers to a conscious and deliberate willfulness for an individual towards voluntary, permanent withdraw from the organization and this may be due to both individual and organizational factors.

The researcher conducted a quantitative study to establish the relationship between the variables above and data was collected from September to November 2021.

Significance

Organizations these days strive for high performing employees without which they are unable to compete in a competitive market. The high performance of the employees cannot be achieved if they are not pleased with their jobs or have a lack of organizational commitment. Previous literature has identified that organizational culture is among the main determinants of committed and satisfied employees (Deal & Kennedy 1982; Clugston, 2000 & Wasti, 2003). The education industry has witnessed growth and also gaps in the recent two decades. These areas are related to culture, commitment, job satisfaction and turnover intentions. The current research endeavors to fill gaps in the literature of ethical organizational culture, job satisfaction, and commitment and turnover intentions.

Also this study will help the administration of Makerere University and other higher institutions with knowledge on how to keep employees satisfied and committed as well as giving information on what an appropriate culture in the university should look like.

Conceptual Framework

The figure below shows the relationships between the various constructs and how they relate to each other.

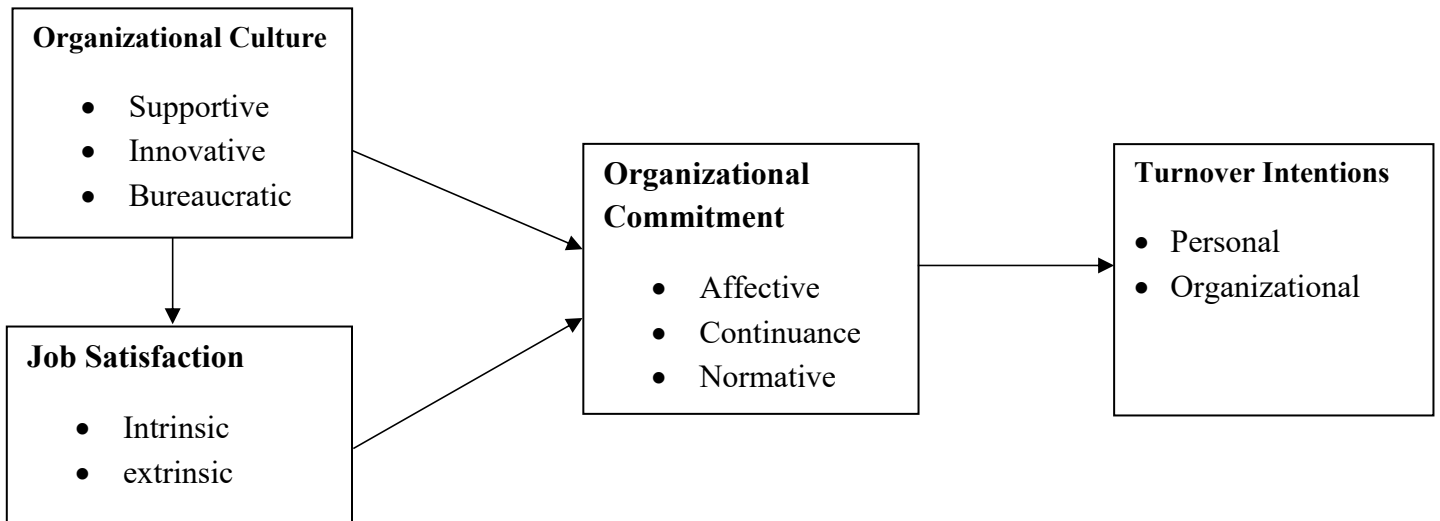


Figure 1: Inter-relationships between organizational culture, job satisfaction, organizational commitment and turnover intentions.

From the figure above, organizational culture influences employees' levels of job satisfaction and commitment (Huma, et al., 2014). Job satisfaction also has a direct impact on commitment of the employees while the levels of commitment also determine the employees' intent to turnover (Luz, et al., 2018).

Chapter Two

Literature Review

Introduction

This chapter reviews literature from studies carried out on the variables organizational culture, job satisfaction, organizational commitment and turnover intentions both in Uganda and globally. This will include reviewing literature about the relationships between the variables indicated above.

Organizational Culture

Organizational culture is one of the many studied aspects in organizational psychology, many authors have defined it in different ways. In defining culture, Edgar Schein, a leading authority in the study of organizational culture, uses the word group to describe social units of all sizes (Schein, 1992). In other words, the term group could pertain to a whole organization or any group of people of any size such as a country, sports team, symphony, or family. The point is that groups of people, regardless of group size, are likely to form specific cultures. Organization researchers typically use the term organizational culture in a broad sense to refer to the culture of a whole organization or any unit.

Organizational culture can be defined as comprising the underlying norms, values, and assumptions that define the “right way” to behave in an organization (Schein, 2010). Such shared values have an influence on the behavior of organizational members as they rely on the values to guide their decisions and behaviors, which further generate an impact on an organization’s effectiveness. By seeing organizations as socio- and rational-structural systems, organizational members develop a set of mutually acceptable ideas and beliefs about what is real, what is important, and how to respond (Trice & Beyer, 1984).

Schein (2010) further expands the definition of organizational culture by describing its characteristics as a shared learning pattern of behavior, which can be transmitted from one generation of organizational members to the next.

It has also been defined as the pattern of shared values and beliefs that help individuals understand organizational functioning and thus provide them norms for behavior in the organization, (Deshpande & Webster 1989). Organizational culture in practical terms describes the environment in which people work and the influence it has on how they think, act and experience work (Warrick, et al., 2016)

Wallach, (1983) introduced the organizational culture index (OCI) which succeeds in describing well organizational culture in measuring its impact on job satisfaction. He went ahead and classified organizational culture in three categories namely; bureaucratic, supportive and innovative. The bureaucratic type of organizational culture is where work environment is very formal with strict institutional procedures in place for guidance. It includes formal flow in different hierarchies with the top most having power and control over the lower staff in the organization. The innovative type of culture is where employees direct a lot of their energy in creativity and innovation. Employees are bound to take risks and be innovative in the field of undertaking. Experimentation is common in such organizations as they strive to achieve new standards always in the organization. The supportive/clan is a type where employees feel the sense of togetherness and belonging to the organization. The organization provides support to its employees and new members of the organization can easily adapt to the environment since they are warm and welcoming. Leadership in such organizations takes a form of mentorship and the organization is bound by commitments and traditions. It promotes an open and harmonious workplace.

As organizational culture forms the work climate, leadership styles and work strategies, it also shapes organizational behaviors and the way things are done in organizations. Studies show that organizational culture especially innovative culture comprises of values like entrepreneurship, risk taking and receptive to new ideas which is important to employee career growth (De Brentani & Kleinschmidt, 2004). The idea of organizational culture was identified as one of the main aspects of organizational behavior, useful to understand how organizations work (Kristof, 1996) and how well a worker fits into a particular organization (O'Reilly, 1989). A positive organizational culture strengthens the fundamental beliefs and the behavior that a leader appreciates, weakening the values and actions that the leader does not consider right for the company.

Nkwasiibwe, (2011) found that some organizations in Uganda implemented cultures that were not appropriate to their working conditions. For example, in his study, 52% of the employees complained about lack of supportive and innovative cultures as new ideas or creative innovations from employees did not receive support. 52.7% said that the rewards were not consistent with individual contribution, 50% felt they were not appreciated for their ideas and recommendations, 67.4% often thought about quitting, while 67.3% of the employees were in the process of looking for alternative jobs.

Job Satisfaction

Job satisfaction can be defined as the general employee's attitude towards his or her job. An individual who is satisfied with his or her job holds positive attitude towards it (Robbins 2000). According to Locke (1976), job satisfaction or dissatisfaction is "an emotional response to a value judgment".

If one perceives that the job meets or allow the meeting of one's important values one will experience pleasurable emotional satisfaction (Henne & Locke, 1985, Nebeker et al., 2001). However, job satisfaction is not a unitary concept. An employee may be satisfied with ine aspect of the job and dissatisfied with another. (Kreitner & Kinicki, 2004). Chirchill et al (1976) define the construct of job satisfaction as consisting of seven components which include; the job itself, fellow workers, supervision, company policy and support, pay, promotion and advancement and customers.

Job itself: Most employees want an interesting and significant job which allows success, progress and growth for them. Moreover they want responsibility, autonomy, role clarity, feedback from managers and lack of role conflict, (Henne & Locke 1985).

Fellow workers: Employees like their colleagues who have similar values with them and facilitate similar accomplishments. Robbins, (2000) stated that friendly and supportive co-workers lead to increase in job satisfaction.

Supervision: Employees enjoy considerate, competent, honest and fair supervisors. They also want to be recognized for good performance and participate in decision making (Henne & Locke 1985). Although there may be same expectations such as individual differences, participative decision making leads to increased job satisfaction (Robbins, 2000).

Company policy: Employees prefer organizations which respect them, their values and is managed effectively (Henne & Locke 1985).

Pay: Pay affects the overall level of employee's level of satisfaction or dissatisfaction (Oshagbemi & Hickson 2003).

All workers want fair and enough payment to meet their needs (Henne & Locke, 1985). Pay fairness refers to comparison between what people believe they deserve to be paid and what others deserve to be paid (Jackson & Schuler, 2000).

Promotion: Promotion refers to advancement to a position that is recognized as having higher status, increased responsibility and pay (Jackson & Schuler, 2000). Employees want just and unambiguous promotion system. When people perceive that promotion decisions are made in a fair and just manner, and in line with their expectation they are likely to be more satisfied on their job (Robbins, 2000).

Bontis and Serenko (2007) stated in their study that job satisfaction comprises of four major factors. These factors include; training and development, pay satisfaction, manager satisfaction and apprehension. Another study by Bernal, et al., (2006) also underlines four factors that are important in measuring job satisfaction which include; professional development, interpersonal relations, economic expectations and working conditions. McKee-Waddle (1999) found that job satisfaction is generally recognized as a multifaceted construct that includes employees' feelings about a variety of both intrinsic and extrinsic job elements. From the above, it can be suggested that it would be more appropriate and comprehensible to analyze factors effective in job satisfaction under two main titles, i.e., intrinsic and extrinsic factors.

Intrinsic factors are also named as personal factors. They include; personal traits, capabilities, knowledge level and experience. More over sense of success means one's being determinant in his/her decisions and active at his/her job (Gahan & Abeysekera, 2009). Intrinsic factors include such components as sense of success at work, relations with colleagues, job stability, customer relations and efforts to unearth one's skills.

Factors such as the job itself, independence granted by the job, importance of the job to the individual, involvement in decision making, taking responsibility, opening space for creativity and enabling the individual utilize his/her capabilities all constitute intrinsic factors. Intrinsic factors are said to be more influence on the personnel than extrinsic factors (Ercis, 2010). This explains that individuals with intrinsic satisfaction can easily undertake responsibility in the organization. And individuals who take responsibility tend to make sacrifices for the organization (Xie et al, 2017).

When the job satisfaction elements are produced by external sources, this is called extrinsic satisfaction. Determination, willingness and skill of the individual are not sufficient alone for job satisfaction. Environmental factors to support these should be highly appreciated. This are basically a physically appropriate working environment, being part of a coherent team, appreciation from colleagues and supervisors and being under a project-oriented control rather than an oppressive control.

Extrinsic factors are dependent on working environment and they include; level of difficulty of the job, pay system, career opportunities, appropriate reward system and level of human relations. Another study by (Wu & Ye 2017) named extrinsic factors as “extrinsic job value” and refer to the gains introduced from outer world for the job. These factors are also referred to as external means influencing emotions of an individual.

Organizational Commitment

Many studies have been carried out in organizational psychology to define and relate organizational commitment to different variables. The most popular one being the Meyer and Allen study model of organizational commitment.

Organizational commitment is defined as a psychological state that characterizes the employee's relationship with the organization and has implications for the decision to continue membership in the organization (Meyer & Allen, 2005). They also went ahead and defined the three component model for organizational commitment that defines organizational commitment in three models, that is normative, affective and continuance.

Affective commitment refers to employee's perception of the emotional attachment to the organization and its goals. Employees with high affective commitment to the organization have strong motivation and contribute to the organization goals because they see them as theirs. Some of the factors that influence the level of affective commitment may be both individual and organizational. Individual goals may include; personality, values orientation, education or age, while organizational factors includes believing that employee's roles and job goals are clearly defined and receive management support.

Continuance commitment represents cognitive attachment of employees to their organizations because of the cost attached to their leaving. It's based on the assumption that employees don't leave their organizations if they would lose their benefits, take a pay cut, incur job search expenses and risk being unemployed. The level of investment an employee has accumulated in an organization and lack of alternative jobs are the most important factors that lead to continuance commitment.

Normative commitment refers to employees' feelings of obligation to remain with the organization base on motivation to conform to social norms. It's based on ideology or sense of obligation that the employee feels to stay with an organization because it's a moral and upright thing to do.

Factors that may influence normative commitment may include; education, age and social norms. The employee stays with the organization with the feeling of 'moral' obligation to it based on social or cultural norms and beliefs.

According to Robbins and Judge (2011) organizational commitment is "the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization", according to the definition above organizational commitment can be described as a situation where an employee is willing to perform organizational duties and want to maintain its position within the organization.

Different studies show that organizational commitment has a huge impact on the organization as a whole. Among them is a study by Lokman et.al., (2010) stated that teachers who are able to respond to challenges and give their full commitment can help their organization succeed. Similarly, a study by Elliot & Crosswell (2004), stated that high teacher dedication and commitment enables organizations to move successfully. A teacher is also seen to be more committed to his or her career if he or she is responsible for the organization that supports it (Firestone & Pennell, 1993). According to Yahya Don (2009), a strong focus can enable a teacher to provide the best service to the organization. Nurulaim and Suhaida (2013) state that teachers' commitment to the school is the determinant of school success in achieving their vision and mission. Whereas Bogler & Somech (2004) explain that high teacher commitment makes them ready to serve the school well. According to Emma et al. (2017), organizational commitment is important to recognize the links generated between individuals and the organization that encourage a desire for organization best performance. They also state that individuals have to practice narrative, affective and continuous commitment in providing the best service to the organization.

Carolina and Silvio (2016) suggest that affective and normative commitments and satisfaction with pay, are correlated with the service for organizational. While Al-Jabari and Ghazzawi (2019) states that narrative commitment, continuous commitment and affective commitment can influence the management of an organization.

Turnover Intentions

Despite heightened awareness about the need to retain top performers, organizations repeatedly fail in this front (Abdul, 2008). Turnover has become a nightmare for all industries and attempts to reduce its rates by increasing salaries have not succeed. Turnover intentions are considered the strongest precursor of actual turnover. They are both individual and organizational factors that are considered determinants of employee turnover, (Albrecht & Marty, 2020).

Organizational turnover include the voluntary withdrawal of an employee from specific work situation (Aiken et al, 2002). Many researchers like (Blau, (2007); Hussain & Asif (2012); Baotham, Hongkhuntod, & Rattanajun, (2010). Have linked turnover intentions to employee dissatisfaction as well as lack of commitment to their jobs. A worker's intentions to leave the organization includes thoughts of quitting the organization (thinking of quitting) and statements by the employee that he/she wants to leave the organization (intent to leave). Intension to turnover and actual turnover have a negative effect to organizational growth as good talent can be lost and the organization may incur costs of hiring new employees.

Turnover intentions has also been defined as a “mental decision prevailing between an individual's approach with reference to work”, Roodt (2013). Intention to stay/leave the organization is the final cognitive step in decision making of turnover, Steel & Ovalle (1984).

According to (Harhara et al, 2015), turnover intention is a measure for understanding before employees actually leave the organization, because it would be advisable to address turnover at the base of its cause. There is empirical evidence that turnover intentions correlates with actual turnover, (Fox & Fallon, 2003; Harhara et al, 2015; Samad, 2006). There is also evidence to show that attitudes towards the job like satisfaction, commitment and organizational citizenship bahvior etc, are intervening variables for turnover, (Fisher et al, 2010).

In addition to actual turnover, intent to turnover also has a negative effect on organizational effectiveness. Leiter et al (1998) found out that students who we learning in units or departments where teaching stuff more frequently expressed their intention to quit were less satisfied with the various components of their studies. The impact of employee turnover on the effectiveness of an organization is significant. High staff turnover can influence negatively on the organization's capacity to meet its needs and provide quality services (Shields & Ward, 2001). Also according to Keishanyu (2007), 65% of the employees in her study were intending to leave their jobs in order to look for advancement opportunities in their careers, 68% were intending to leave their jobs to look for better paying jobs, while 53% were intending to leave in order to find more challenging jobs. If employers are not successful in convincing their employees to remain with the organization, they may face labor shortages, (Auer & Fortuny, 2000).

Organizational Culture and Job Satisfaction.

University culture has been defined as the collective personality of a university, college or other organization. It has also been described as the atmosphere that is created by the social and professional interactions of the individuals at the university. Also, culture serves a crucial role in determining “what the institutions is and what it might become” (Norton, 1984).

An organizational culture belongs to the leading organizational values. These values are maintained and developed by individuals within the organization who guide organizational policies on the management of the employees (Schein, 1992). However, researchers like Robbins and Coulter (1999) and Robbins (2003) argued that the organizational culture is mostly the same as the existing rules within an organization. The members of the organization accept these rules. In the same assumption, Robbins and Judge (2007) proposed that the employees have a subjective perception on the entire organization, which is grounded in objective factors, including the importance of work structures, an emphasis on outcomes, the stress on people, teams and aggressiveness as well steadiness in the organization.

People are more and more interested in working in companies with a flexible organizational culture, in which it has been found that employees show higher levels of job satisfaction (Lund, 2003; McKinnon, et al, 2003; Silverthorne, 2004). Furthermore, flexibility-oriented organizational cultures, by focusing on the support and development of employees and the promotion of innovation, may provide a competitive advantage to face the economic crisis. Also, Silverthorne (2004) found that job satisfaction is more likely when culture is supportive, then when it is innovative and finally when it is bureaucratic. In the same way, McKinnon et al. (2003) suggested that respect for people, innovation, and stability had a positive effect on job satisfaction.

Both the good and bad insights would then have an impact on employee job satisfaction which has, in fact, an effect on the growing strength of the organizational culture. Most of the studies in this domain confirmed a positive and significant influence of organizational culture on job satisfaction (Sabri et al., 2011; Shah et al., 2011; Bigliardi et al., 2012; Ilham, 2018).

Research on organizational culture and its influence on job satisfaction has become wide spread and many studies show a significant relationship between the two. According to Lambert et al (2001), it is important to study the key antecedents of job satisfaction among which is organizational culture, as well as the effects. The Organizational Culture Index (OCI) proposed by Wallach (1983) succeeds in describing well organizational culture in measuring its impact on job satisfaction.

Sabri et al (2011) conducted a research on 347 teachers to determine the effect of organizational culture on job satisfaction level of teachers of public and private sector higher education institutes and universities of Lahore which is second largest city of Pakistan and a hub of higher education. Supportive organizational culture may raise the level of job satisfaction of teachers and satisfied teachers may produce healthy, satisfied and creative minds. Empirical findings show that organizational culture is categorized into two components i.e. organizational culture related to managers and leaders (OCM) and organizational culture related to employees (OCE). In this study effect of both kinds of culture on job satisfaction is positive and significant.

Sabri, et al., (2011) further more concluded that organizational culture takes two forms i.e. organizational culture related to managers and organizational culture related to employees. The effect of these both kinds of culture is positive and significant on job satisfaction of teachers of higher education institutes and universities of Lahore.

Yet, organizational culture related to employees plays stronger role in creating job satisfaction of teachers of higher education institutes and universities than organizational culture related to managers and leaders.

Studies show that organizational culture influences job satisfaction of the employees and according to Park and Kim, (2009), rational culture has positive effects on job satisfaction as compared to hierarchical culture which is full of bureaucracy. The study shows that rational culture suggests clear and detailed work manuals, team work and co-operation leading to job satisfaction unlike hierarchical culture which stresses work and process rules. In hierarchical culture, co-ordination and problem solving is assigned to the higher levels of staff in the hierarchy which leaves the lower level workers dissatisfied.

Shah (2011), studied 215 faculty members to examine whether organizational culture affects the employee's job satisfaction of university faculty in Public Sector of Pakistan. Result indicated that organizational culture was negatively related to employees' job satisfaction. Thus, the study recommended that the efficiency of the faculty members of public sector universities in Pakistan need to be improved.

Also according to Pawirosumarto et al, (2017), it was observed that organizational culture has a positive and significant relation with job satisfaction. This means that organizational culture is one of the important variables that can increase job satisfaction. They also found out that the dominant culture that must be built constantly is a culture that can increase enthusiasm and positive competition in the work so it will interweave a good relationship between co-workers. If employees are satisfied with the culture for example the supportive culture, they are said to be satisfied with their co-workers and this will improve their general job satisfaction.

Other researchers like Barbara et al (2012) found that bureaucratic organizational culture has negative impact on knowledge workers' job satisfaction while innovative or supportive culture have a positive impact.

The aspects that characterize the supportive culture resulted to be positively related to the intrinsic satisfaction aspects. Also researchers like Jufrizen et al, (2012) found a positive and significant relationship between organizational culture and job satisfaction.

According to Bellou, (2010), certain components of organizational culture such as supportiveness, being people oriented and being fair with employees resulted into high satisfaction. This shows that employees who work in organizations that value and support them are always said to be satisfied about their jobs in the long run. They feel a sense of togetherness and belongingness to the given organization forming a great culture. She goes ahead to state that, enthusiasm for the job, fairness, opportunities for personal growth and good reputation are correlated with satisfaction. Conversely, aggressiveness appears to restrain job satisfaction moreover, the cultural values, the age and the gender of employees influence the way that the organizational values affect their job satisfaction

Gifford et al (2002) still stressed that human relations culture that emphasizes team work, trust, morale, and leadership, and frequently uses such terms as “family”, “empowered” is positively related to job satisfaction. Such supportive culture gives the employees a feeling of togetherness and empowerment which makes them satisfied with their jobs. Furthermore, Mulcahy and Betts (2005) observed that the transformation towards a culture of fostering respect, establishing a new team relationship, and developing leadership for managers was successful in both improving staff satisfaction and reducing turn over.

Employee’s job satisfaction appears to be improving in an organization where its culture provides opportunities for autonomous practice and participative decision making and continued learning, and facilitates supportive relationships with their peers, physicians, and management.

(Apker et al., 2003; Neuhauser, 2002). Innovative and supportive cultures in this case may have a significant positive relationship with job satisfaction.

However, even when most research shows a positive relationship between organizational culture and job satisfaction, cultural typology has to be taken into account. According to Lund (2003), some cultures like market and hierarchy are negatively related to job satisfaction. The hierarchical culture is characterized with hierarchies and power is given to the top officials which leaves the lower officials unsatisfied with little influence and engagement.

This is also in line with Alvi et al (2014), who in their study found out a negative relationship between innovative culture and job satisfaction.

It is clearly seen that not all culture types are positively related to job satisfaction. Whereas the supportive (clan) culture type is ranked to be most associated with job satisfaction, bureaucratic or hierarchical culture type has a negative influence on job satisfaction.

Organizational Culture and Organizational Commitment

The culture of an organization is very important for the progress of an organization because it impacts on employee commitment and their retention as well. If the culture of an organization is flexible it will provide such working environment to employees in which they may work easily and independently without feeling any burden. Every organization wants employee commitment because it is very important for an organizational effectiveness.

Organizational culture is important in enhancing organizations' key capabilities and how they function (Chen, 2004; O'Reilly, 1989; Silverthorne, 2004). Culture is also essential in determining how well an employee fits into the organizational context. Meanwhile, the importance of a good fit between an employee and the organization cannot be overemphasized (O'Reilly et al., 1991). Deal and Kennedy (1982) argue that organizational culture affects the

commitment of employees within the organization and the strength of organizational commitment is correlated with the strength of organizational culture. A strong corporate culture enables employees understand the goals of the organization, and as they work towards organizational goals, their level of commitment increases.

Organizational culture varies from organization to organization, formal entities operating in the same industry may exhibit similar values because of alike environmental factors (Jennifer and Jehn, 1994). The level of employee commitment in this case may also seem to be the same due to the almost similar work environments. Research evidence by (Clugston, 2000 & Wasti, 2003) suggests that corporate culture exerts a considerable influence on organizational behaviour, especially in the areas of efficiency, effectiveness, and commitment. Shared values which are an aspect of organizational culture enhance employees' identification and attachment to the organization. This clearly shows that employees elect to be committed to organizations whose values they share. Symbols are important in achieving organizational commitment. Having a symbol to identify the organization as a team creates a sense of belongingness and togetherness.

Acar, (2012) found out that clan and innovative cultures have positive effects affective and normative commitment. These findings can be interpreted as follows. Clan cultures typed organizations operate more like families, thus the emotional attachment to the organization is one of the basic characteristics of that kind of organizations, as mentioned in characteristics of affective commitment. It can also be seen that when people work together as a family, they adopt to given social norms that bring a sense of togetherness, when an employee feels such, they eventually feel committed to the organization (family) which leads to normative commitment. Innovative cultures facilitate young and educated employees to reach their aim. Then employees can feel themselves to owe much to the organization. So it is hard to leave that kind of

organization that facilitates their effort to reach individual objectives, as well. Thus the positive relationship between innovative cultures and organizational commitment is positive. Additionally, clan and innovative cultures are similar in emphasizing flexibility and discretion.

According to the literature, ensuring continuous and desirable work outcomes of employees have strong relations with their commitment to their organizations. Those employees who have commitment to their organization are addicted to the organization's objectives and organization itself when they adopt their organizational culture. Organizational commitment may be accepted as an output of organizational culture since the components of the later like norms, symbols, values shape organizational commitment (Shaw & Ryes 1992).

The type of culture in an organization impacts the employees' commitment to it. For example, Awan and Mahmood (2010) noted in their study that job commitment of those working in supportive culture is higher than those of bureaucratic culture.

The feeling of togetherness and sense of belonging which is a characteristic of the supportive type of culture is a clear explanation to the above and on the other side, the tight and unmovable structures found in the bureaucratic type of culture explains the above. Tiryaki (2005) also found out that municipal employees in Turkey that perceived a strong organizational culture were more committed to their organizations. This is evidence that favorable organizational culture has a positive impact on the employees' commitment.

Also other researchers like Ramdhani et al (2017) concluded that organization culture is related to employees' commitment to organization. They viewed corporate culture on the pattern of teamwork, communication, training development, and reward recognition. In the study, they found out that the sense of belongingness to the organization through the above patterns make employees committed to their organizations will create a sense of belonging and employees

commitment to organization. Zain et al. (2009) examined the effect of the four dimensions of corporate culture namely teamwork, communication, reward and recognition, and training and development on organizational commitment and found that all the four dimensions of corporate culture were important determinants of organizational commitment. The results of their study shows that all dimensions of corporate culture chosen in this study have significant influence on organizational commitment.

Shoaib et al (2013) found out that clan culture was more associated to organizational commitment as compared to other types of organizational culture. This is due to the fact that every employee would wish to work in an environment where they are seen and wanted by others and are taken collectively as family. When employees feel a sense of togetherness, their affective commitment increases as well as normative commitment since they feel a sense of affection and feel it's a norm to work with such people who treat them as family.

Mahmudah (2012) report a significant relationship between corporate culture and organizational commitment. His results were the same as those of Lok and Crawford (2004) who also found a positive relationship between corporate culture and organizational commitment. Shared values which are an aspect of corporate culture enhance employees' identification and attachment to the organization (Sathe, 1983). This clearly shows that employees elect to be committed to organizations whose values they share (Bretz and Judge, 1994; Nazir, 2005). Similarly, Deal and Kennedy (1988) state that symbols are important in achieving organizational commitment.

Deal and Kennedy (1982) also suggested earlier that corporate culture is vital in developing and sustaining employee commitment and intensity levels that is often characteristic of successful organizations.

Habib et al (2014) in their study also found that Organizational culture is an important element which highly influences the employee commitment. They continued to state that if the organizational culture is positive, it will enhance employee's commitment. It is quite easy to develop your organization in a positive way when any employee is on the right path and committed to it. It is viewed in this study that strong organizational culture is very helpful for the new employees to adopt the organizational culture and to get the competitive advantage.

According to Raharjo et al (2018), Organizational culture has a positive and significant effect on organizational commitment. Organizational commitment does not only involve passive loyalty, but also an active relationship with work organizations intended to make all efforts for the success of the organization concerned. The study also discovers that Organizational culture that gives a high sense of comfort in work and high trust will encourage an increase in work behavior through high cohesiveness among individuals and commitment from citizens of the organization to do their best for the organization.

Meyer et al. (2012), found out that the level of affective commitment is significantly higher in organizational settings of nations deemed to be collectivist. This is evidence that the clan culture leads to affective commitment of employees. It's seen that employees who work in collectivist or rather clan type of settings feel a sense of togetherness that they wouldn't want to break and feel connected to one another and also connected and affectionate about the organization they belong to.

The effect of organizational culture on commitment was analyzed by Zhu et al. (2011), they found connections among commitment of Chinese school teachers, their well-being and specific cultural features of the school.

According to Wolfgang (2013), it appears that when employees work in an organizational environment which they perceive to encourage and reward them for performance, excellence, and innovation, their commitment to the organization increases.

However, Wolfgang (2013) went ahead and noted that there is no significant correlation between the organizational culture dimensions of assertiveness, future orientation, and gender egalitarianism with employee commitment. Research by Lahiry (1994) showed only a weak association between organizational culture and organizational commitment.

It is noted that organizational culture influences employee's level of commitment. However, cultural typology should be taken into account when ascertaining the relationship between organizational culture and organizational commitment since some cultures may not positively influence the employee's level of commitment.

Job Satisfaction and Organizational Commitment

Job satisfaction and employee commitment have been seen as one thing by many people and still separated by a number of researchers. Some of the early researchers like Mowday et al (1982), treated job satisfaction as an independent and organizational commitment as dependent. However, it's important to note that the level of job satisfaction that an employee has may influence their commitment to a given organization.

According to Eslami and Gharakhani (2012), in their study, they found out that the job satisfaction influences an employee's commitment to the organization. Their findings highlight the critical roles of Components of job satisfaction in organizational commitment.

The practical implication of the results is that managers need to actively improve their firm's job satisfaction for employees to achieve a higher level of organizational commitment. Other scholars like Malik et al (2010) found out that satisfaction on job influences the level of

commitment the employee has towards the organization. They went ahead and discovered that work-itself, quality of supervision, coworker relationship, opportunity for promotion and pay satisfaction had significant positive influence on organizational commitment.

In their study, Aydogdu & Asikgil (2011) also found a positive relationship between job satisfaction and all the three dimensions of organizational commitment. Results from their study show that if factors that generate job satisfaction increase, affective organizational commitment increases. If it is compared, it can be seen that there is a stronger relationship between affective commitment and internal job satisfaction than the relationship between affective commitment and external job satisfaction.

It has been noted further that there is a positive relationship between organizational commitment and job satisfaction (Gunlu, Aksarayli & Percin. 2010). Employees who are both internally and externally satisfied are more committed to their jobs/ organizations where as those who are dissatisfied may seem uncommitted and the feelings of commitment are likely to result into turnover. The affective bond of the employee with the dimensions of job satisfaction may also generate positive results to the organization.

Results from Tarigan & Ariani (2015) show that job satisfaction and employee commitment are positively related. They continued to put it clear that satisfied employees are expected to be committed to the organization and have a strong belief in achieving the organization's goals. In addition, organizational commitment is said to arise from positive experiences at work, trust in management and an attractive remuneration and rewards.

Anari (2012) also found out the positive relationship between job satisfaction and organizational commitment. The study showed that various dimensions of job satisfaction such as satisfaction with pay, coworker and supervision contributed to the level of employee

commitment to the organization. It was further noted when teachers' basic needs are met, there is likelihood that the level of organizational commitment is high.

According to a study by Adio and Popoola (2009), job satisfaction and organizational commitment have a positive relationship. Employees who are satisfied with their jobs, their co-workers, their supervisors and their pay are said to have affective commitment. Employees who are satisfied with the form of promotion at a later time during their stay in an organization are said to have continuance commitment as they expect to be promoted at a given time. It is seen that any employee who has a sense of attachment to an organization, feels the sense of connection and commitment to their organization.

Gaertner (1999) also analyzed the determinants (pay workload, distributive justice, promotional chances, supervisory support, etc.) of job satisfaction and organizational commitment. The findings showed that job satisfaction influences organizational commitment. Those who are satisfied with the determinants of job satisfaction are said to be committed to their jobs and vice versa. Also Jernigan et al. (2002) examined the role that specific aspects of work satisfaction play as predictors of organizational commitment type.

The researcher found out that affective commitment varied with one's satisfaction with aspects of the work context. Maxwell and Steele (2003) also found out that the determinants of job satisfaction for example; high levels of equal pay, employer's interest in them, co-operation and trust between the employees as well as between the other managers in the hotel and opportunities to engage in social activities led to employee commitment.

Studies conducted by Okpara (2004) and Samad and Hassan (2007) concluded that if the workforce is satisfied with their jobs, it becomes committed to their organization as compared to when they are not satisfied. This is true as being satisfied with the job and/ or organization one

works for creates a sense of affection and attachment to it which finally results into employee commitment. Ocen et al (2017) in their study found out that job satisfaction influences the level of commitment among employees.

Fabi et al. (2015) found out that job satisfaction influences the level of employee commitment and the eventual intent to turnover. A positive correlation between job satisfaction and employee commitment has been also found by De Menezes (2012), who examined HR practices designed to enrich the employee experience in the western context of the UK. Similarly, in the eastern context of China, Fu and Deshpande (2014) found that a supportive environment significantly impacted employee commitment to the organization through the mediating variable of job satisfaction.

However, according to Hackett et al. (1994), job satisfaction has a negative impact on continuance commitment. This may be due to the fact that employees who have continuance commitment are only committed to their jobs based on the accumulation of costs such as pension, skill transferability, relocation, and self-investment that co-vary with the organizational membership unlike affective commitment which includes the emotional attachment to the job.

It's also noted in a study by (Reed and Kratchman, 1994) that some employees may be temporarily dissatisfied with their jobs but remain committed to their organizations. This shows that it's not a must that dissatisfied employees are not committed to their jobs. For example an employee may be dissatisfied with their pay but stay committed to their jobs due to the benefits they expect to get like retirement benefits in the future.

It has been found that job satisfaction to a greater extent influences organizational commitment. However, the different components of organizational commitment should be looked at in the verification of the relationship between job satisfaction and organizational

commitment. For example continuance commitment may not necessarily be influenced by job satisfaction of an employee.

Organizational Commitment and Turnover Intentions.

Work attitudes are considered important determinants of organizational behaviour. Many studies have been carried out in search for the relationship between commitment and intent to turn over. Whereas job satisfaction is seen as the main cause of absenteeism, employee commitment is among the biggest predictors of turnover in many organizations.

The relationship between organizational commitment and employee turnover intentions has been widely studied and it has been proposed that commitment is a particularly powerful predictor in the turnover process because of its presumed sensitivity to the characteristics of the work environment (Aydogdu and Asikgil, 2011; Tarigan and Ariani, 2015). Turnover Intention develops gradually when workers are not satisfied with their works or attached to their association, foremost the workers to seek for other job chances and actual turnover will be unavoidable if they find a healthier chance (Bufquin et al., 2017).

Past investigations have shown that job satisfaction and organizational commitment are the antecedents of turnover intent (Horn and Griffeth, 1995). A meta-analysis on turnover research indicates that organizational commitment predicts turnover better than job satisfaction (Griffeth et al., 2000). These findings suggest that job satisfaction may be a more distal variable of turnover intent than organizational commitment.

Sarminah and Salma (2012), demonstrate when employees perceive their organization as having greater concern over personal development, improvement and welfare by providing support, the emotion and attachment of employee to the organization will improve which in turn will reduce turnover intentions. They further suggest that positive emotions, feeling of

attachment, engagement to the organization positive attitude towards the organization may be crafted if the employee perceived as being taken care of and are treated fairly by the management with regard to their intrinsic and extrinsic satisfaction.

According to Hussain & Asif (2012), organizational commitment is one of the major predictors of employee turnover. The study explored that strong organizational commitment drives and shapes organizational culture that promotes a sense of belonging and ownership among employees; essential for being satisfied, productive, and loyal employees. When employees are satisfied and committed to their organizations, there tends to be low level of turnover. In their recommendations, the above cautioned managers to plan procedures that motivate employees. Employees that are committed to their organization have been found to be less likely to leave than those who are uncommitted or less committed towards their organizations (Baotham, Hongkhuntod, & Rattanajun, 2010).

Affective commitment is found to be a strong predictor of intention to quit as well. (Yukongdi & Shrestha, 2020). The finding from their study confirms that there is a significant but negative correlation between affective commitment and turnover intentions. This implies that the higher the affective commitment an employee has, the lesser the intent to turnover and the reverse is indeed true. (Gieter, Hofmans & Pepermans, 2011), also found out that organizational commitment is a strong predictor of turnover intentions, they however added that commitment together with job satisfaction can more predict the level of employee turnover intentions.

Nshaho (2012) in her study found a significant relationship between organizational commitment and turnover intentions. Results of her study show that the different components of organizational commitment show different relationship with turnover intentions. Looking at these components, affective commitment was found to be significantly and positively related to

turnover intentions while continuance commitment was found to be significantly but negatively related to turnover intentions and normative commitment was found to be negatively but not significantly related to turnover intentions.

In their study, Labrague et al (2018) found a significant but negative relationship between organizational commitment and turnover intentions. This showed that when commitment of an employee increases, there is lesser thoughts of quitting the job and when an employee has low commitment to their jobs, there intention to quit is mostly said to be high. However these also found out that commitment was higher and turnover intentions were lesser among the more educated usually because they occupied positions of higher status and were more involved in decision-making in the organization.

According to Meyer *et al.*, (1993), a number of studies have definite that the essential role of organizational commitment as the main antecedent of turnover intentions.

Meyer and Allen, (1997) note that committed employees have higher tendency to stay on their jobs. Employees that are highly loyal are less likely to leave the organization (Meyer *et al.*, 2002). Studies have consistently supported that increased organizational commitment has been positively associated with individual actions such as decreased intention to search for new jobs and reduced turnover (Meyer & Allen, 1997; Bergmann et al, 2000; James et al, 2007).

According to Tett and Meyer (1993), organizational commitment contributes exclusively towards the turnover intention cognitions.

Griffeth, Horn and Gaertner (2000) pointed out that to predict turnover among employees, the organizational commitment would be a better indicator to suppress the findings of turnover intentions. The findings by Kanwar, Singh and Kodwani (2012) prove that a fulfilled employee will demonstrate greater responsibility towards the organization. More specifically, it relates to

employees' feelings which they are more likely to become committed to an organization when they sense that the organizations is faithful to them too (Fuller, et al, 2003).

Previous studies have found a strong negative correlation between affective organizational commitment and turnover intention (Ali & Baloch, 2009; Ahmad & Omar, 2010), which indicates that the employees may leave their organization when they lack a sense of commitment to it. This means that as affective commitment increases the employee's intention to leave the organization decreases

A study by Susskind et al., (2000) showed a great effect on turnover intention due to organizational commitment and there is a negative relation between them.

If employee commitment with organization is high and employees are fully involved to achieve the goals then they are motivated and keep their entity in the organization. If commitment with organization is low and employees have no special interest toward organizational goals then they are discouraged and fired or may leave the organization.

However, in a study conducted by Tnay, et al (2013) it was found that there was no significant relationship between organizational commitment and turnover intentions. This contradicted with most of the past research findings that suggested a significant relationship between the two. Additionally, Luz, Paula and Oliviera (2018), 58% of respondents who had intention to leave the organization demonstrated some level of affective commitment.

This unexpected finding illustrates that there are other variables beyond commitment that influence employee's intent to turnover.

It can clearly be noted that to a greater view, organizational commitment is an influencer of intent to turnover and actual turnover. Many studies point out that a committed employee will have less thoughts about leaving the organization. However, on the other hand, a few researchers

like Tnay, et al (2013) found out that there is no relationship between the two variables. This calls for more research to investigate this finding.

The Mediating Role of Organizational Commitment

Many researchers have carried out studies to find out the relationships between the variables above, however, little research has been done to find out the mediating role of organizational commitment in the relationship between organizational culture, job satisfaction and turnover intentions.

In a study conducted by Samad (2012), job satisfaction variables have only indirect effect on turnover intention through organizational commitment. The statistical data obtained in this study indicated that employees' perception towards general satisfaction as well as intrinsic and extrinsic satisfaction are related to organizational commitment and have a significant and positive effect on organizational commitment which in turn influence the intention to stay or quit the organization. This finding implies that organizational commitment mediates the relationship between job satisfaction and turnover intentions.

Prior research by Sager et al. (1998) also came up with positive results in support of organizational commitment as a mediator in the relationship between job satisfaction and turnover intentions.

The findings suggest that when employees perceive their organizations as having greater concern on their personal development, improvement and welfare by providing support in extrinsic satisfaction (pay and security) and intrinsic satisfaction (freedom, feedback, identity, variety, interaction and friendship) the emotion and attachment of employees to organization will be more positive. The study also revealed that there was negative and significant relationship between organizational commitment and turnover intention. This implies that the higher the level

of employee commitment tends to reduce turnover intention among doctors in Malaysian public hospital.

Vandenberghe and Tremblay (2008) suggested that organizational commitment is a mediator in the relationship between job satisfaction and turnover intentions. They stress that commitment is another form of work attitudes just like job satisfaction and commitment can mediate job satisfaction and turnover intentions. Previous research by (Netemeyer, Burton, and Johnson, 1995) also concluded that affective commitment mediates the relationship between job satisfaction and turnover intentions.

From the above literature, it can be concluded that organizational commitment is a mediator between organizational culture, job satisfaction and turnover intentions.

Hypotheses

To guide the study, the following hypotheses were developed;

1. There is no significant relationship between organizational culture and job satisfaction.
2. There is no significant relationship between organizational culture and organizational commitment.
3. There is no significant relationship between job satisfaction and organizational commitment.
4. There is no significant relationship between organizational commitment and turnover intentions.
5. Organizational commitment will not significantly mediate the relationship between organizational culture and turnover intentions as well as the relationship between job satisfaction and turnover intentions.

Chapter Three

Methodology

Introduction

This chapter presented the research design, population, sample, instruments, measures, procedure, data management and data analysis to be used in the study.

Research Design

The study used a descriptive and correlational research design. Descriptive design was used to describe the characteristics of the respondents while the correlational design was used to describe if and to what extent a relationship existed between the variables. It clearly determines whether and to what extent a relationship exists between variables (Amin, 2005).

Population

The population in this study included 1,413 Makerere university lecturers from all the nine colleges.

Sample

A total sample of 158 respondents was used in the study. Convenience non random sampling was used to select physical respondents while volunteer opt-in panel online sampling was used for online respondents.

Instruments and Measures.

A self-administered questionnaire with previously validated scales was used focusing on the variables organizational culture, job satisfaction, organizational commitment and turnover intentions. The questionnaire was online owing to the times when the university was closed.

Organizational culture was measured using the focus questionnaire developed by Jaap, et. Al (1999) with developer's alpha coefficient = 0.92.

This included sample statements such as; those with problems are helped, those who wish to advance in their career are supported, constructive criticism is accepted, among others.

Job satisfaction was measured using the Generic Job Satisfaction Scale developed by Macdonald & MacIntyre (1997) was used with developer's alpha coefficient= 0.77. This included statements to measure both intrinsic and extrinsic job satisfaction such as; I receive recognition for a job well done, I feel close to the people I work with, my salary is good, among others.

Organizational commitment, was measured using the measurement and antecedents of affective, continuance and normative commitment to the organization by Allen & Meyer (1990) with developer's alpha coefficient = 0.82. This included items such as; I would be very happy to spend the rest of my career with this university, I really feel as if this university's problems are my own, this university has a great deal of personal meaning for me, among others. However some items in organizational commitment were reversed, these included; I don't feel like part of the family at my university, I don't feel emotionally attached to this university, I don't feel a strong belonging to this university and I don't feel any obligation to remain with my current employer.

While turnover intentions was measured using the validation of the turnover intension scale by Bothma, & Roodt, (2013), with an indicative alpha coefficient by the developer =0.80. Sample items included; I intend to leave this organization, I intend to make a genuine effort to join another job over the next few months, I often think about quitting.

The questionnaire was divided into five sections. Section A included respondents' bio data i.e.; age, sex, marital status, educational level and years worked at the university, Section B measured organizational culture, and section C measured job satisfaction, section D measured organizational commitment while section E measured turnover intentions.

Procedure

The researcher had a meeting with the supervisor to prepare the tools for data collection which included testing for validity and reliability. An introductory letter was then be obtained from the School of Psychology, Makerere University by the researcher and was presented it to the Administration and Human Resource Department of Makerere University and college principals to seek permission to conduct the study. The researcher briefed respondents about the study and assured them of confidentiality. The researcher also shared the online tool on different platforms and data was collected which was later analyzed.

Quality Control

Reliability

Reliability analysis was carried out for all the variables and the following results were obtained.

| Construct | Cronbach's alpha |
|---------------------------|-------------------------|
| Culture | 0.759 |
| Job satisfaction | 0.773 |
| Organizational commitment | 0.800 |
| Turnover intentions | 0.822 |

Content validity

For this study, the researcher used standardized questionnaires that have already been validated. The draft instrument was given to experts to comment on question wording, sentence construction and this improved the validity of the tools.

Ethical Issues.

Putting into consideration ethical issues, the researcher ensured the following; the researcher explained to the participants what the research was all about and the respondent had to make an informed decision to or not to take part in the research. To follow SOPs provided by the Ministry of Health regarding social distancing, the researcher adopted the online collection of data where questionnaires were distributed using what's App.

Data Management

Data was coded as follow; gender was termed as male = 1 and female = 2, age was termed as, 25-35=1, 36-45=2, 46-55=3, 56 and above=4. Marital status was coded as, single =1, married=2, divorced =3 and others =4. Education level was coded as, Bachelor's degree =1, Master's degree =2, PhD =3 and Professor= 4. Years working at the university was coded as 1=0-3years, 2=4-6years, 3=7-9years and 4= 10 years and above.

Culture was scored on a 5-point likert scale ranging from strongly disagree coded as 1 to strongly agree coded as 5.

Organizational commitment was scored on a 5-point likert scale ranging from strongly disagree coded as 1 to strongly agree coded as 5.

Job satisfaction was scored ranging from strongly dissatisfied coded as 1 to strongly satisfied coded as 5.

Turnover intentions was scored on a 5 point likert scale ranging from never coded as 1 to always coded as 5.

Data Analysis

Data was sorted, edited, analyzed and summarized using the Statistical Package for Social Sciences (SPSS). Data including bio data was tabulated into frequencies and percentages and Person product moment correlation coefficient (r) was used to test the relationship between the variables. Mediation was tested using regression as established by Baron & Kenny (1986).

Problems Met

Unavailability of respondents as data collection was done during time when education institutions were closed. This made it difficult for the researcher to get lecturers since a few were found at the university on a given day. The researcher decided to use the online questionnaire but it was still hard for her since she was not part of the media plat forms used i.e. MUASA what'sApp groups.

Incomplete responses from some respondents. Partial filling of the questionnaires made some of them invalid for the study.

Chapter Four

Presentation and Interpretation of Findings

Introduction

This chapter presents the findings of the study. The study aimed at examining the relationship between Organizational culture, Organizational commitment, Job satisfaction and Turnover intentions among lecturers at Makerere University.

Demographic Characteristics of the Respondents

Respondents were asked to indicate their sex category and results are shown in Table 1.

Table 1: Sex of Respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Female | 45 | 28.5 | 28.5 | 28.5 |
| | Male | 113 | 71.5 | 71.5 | 100.0 |
| | Total | 158 | 100.0 | 100.0 | |

Findings from Table 1 indicate that majority of the respondents were males (71.5%), whereas (28.5%) were females.

Age of the Respondents

Respondents were asked to indicate their age category and results are shown in Table 2.

Table 2: Age of Respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | 25 - 35 | 24 | 15.2 | 15.2 | 15.2 |
| | 36 - 45 years | 95 | 60.1 | 60.1 | 75.3 |
| | 46 - 55 years | 28 | 17.7 | 17.7 | 93.0 |
| | 56 and above | 11 | 7.0 | 7.0 | 100.0 |
| | Total | 158 | 100.0 | 100.0 | |

Findings from Table 2 reveal that majority of the respondents (60.1%) were between the ages 36-45years old, whereas (15.2%) of the respondents were between the ages 25-35years old, (17.7%) of the respondents were between the ages 46-55years old and (7.0%) were 56 years old and above.

Marital Status

Respondents were asked to indicate their marital status and results are shown in Table 3.

Table 3: Marital Status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Married | 144 | 91.1 | 91.1 | 91.1 |
| | Single | 10 | 6.3 | 6.3 | 97.5 |
| | Cohabiting | 4 | 2.5 | 2.5 | 100.0 |
| | Total | 158 | 100.0 | 100.0 | |

Findings from Table 3 reveal that majority of the respondents (91.1%) were married, whereas (6.3%) of the respondents were single and (2.5%) of the respondents were cohabiting.

Highest level of Education for the Respondents

Respondents were asked to indicate their highest level of education and the results are shown in Table 3.

Table 4: Highest level of education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Bachelor's Degree | 10 | 6.3 | 6.3 | 6.3 |
| | Masters | 51 | 32.3 | 32.3 | 38.6 |
| | PhD | 97 | 61.4 | 61.4 | 100.0 |
| | Total | 158 | 100.0 | 100.0 | |

Findings from Table 3 indicate that majority of the respondents (61.4%) were PhD holders, whereas (32.3%) of the respondents had a master's degree and (6.3%) of the respondents were bachelor degree holders.

Organizational Culture.

Respondents were asked to rate their university with regard to organizational culture items and results are shown in Table 5.

Table 5: descriptive statistics for organizational culture.

| Items | Disagree N (%) | Not sure N (%) | Agree N (%) | Mean | Standard Deviation |
|--|-------------------|-------------------|----------------|--------|-----------------------|
| Supportive | 41 (25.9%) | 41 (25.9%) | 76(48.1%) | 3.1962 | .92701 |
| 1. Those with problems are helped | | | | | |
| 2. Those who wish to advance in their career are supported | 14 (8.9%) | 17 (10.8%) | 127 (80.4%) | 3.9684 | .84778 |
| 3. Constructive criticism is accepted | 47 (29.8%) | 47 (29.8%) | 64(40.5%) | 3.1203 | .96008 |
| Innovative | | | | | |
| 4. New ideas about work are accepted | 27(17.1%) | 29(18.4%) | 102(64.6%) | 3.4937 | .94933 |
| 5. Management practices allow freedom in work | 34 (21.5%) | 24 (15.2%) | 100 (63.3%) | 3.4430 | .94089 |
| Bureaucratic | | | | | |
| 6. All instructions are written down | 43 (27.2%) | 27 (17.1%) | 88 (55.7%) | 3.3734 | 1.07362 |
| 7. Jobs are performed according to defined procedures | 28 (17.7%) | 23 (14.6%) | 107 (67.7%) | 3.5506 | .96794 |
| 8. Performance is clearly measured | 50 (31.6%) | 36 (22.8%) | 72 (45.6%) | 3.1266 | 1.06916 |

From the table above, majority of the respondents believe those who wish to advance in their career are supported (80.4%), while majority still agreed that new ideas about work are accepted (64.6%). Furthermore majority indicated that management practices allow freedom in work (63.1%) while majority of the respondents said jobs are performed according to defined procedures (67.7%). According to these findings, it can be noted that the most dominant culture component in Makerere University is the supportive culture.

Job Satisfaction.

Respondents were asked to indicate their level of job satisfaction in their university and results are shown in Table 5.

Table 6: Descriptive Statistics for Job satisfaction by the respondents

| Items | Disagree N (%) | Not sure N (%) | Agree N (%) | Mean | Standard Deviation |
|---|----------------|----------------|-------------|--------|--------------------|
| 1. I receive recognition for a job well-done | 53 (33.5%) | 45 (28.5%) | 60 (38%) | 3.0000 | 1.05878 |
| 2. I feel close to the people at work | 11 (7%) | 34 (21.5%) | 113 (71.5%) | 3.7405 | .72429 |
| 3. I feel good working at this university | 9 (5.7%) | 20 (12.7%) | 129 (81.7%) | 4.0000 | .77377 |
| 4. I feel secure about my job | 18 (11.4%) | 22 (13.9%) | 118 (74.7%) | 3.8418 | .98732 |
| 5. I believe management is concerned about me | 51 (32.3%) | 49 (31%) | 58 (36.7%) | 3.0316 | 1.05529 |
| 6. On the whole, I feel work is good for my physical health | 20 (12.7%) | 31 (19.6%) | 107 (67.7%) | 3.6582 | .94277 |
| 7. My salary is good | 67 (42.4%) | 29 (18.4%) | 62 (39.2%) | 2.9873 | 1.07067 |
| 8. All my talents and skills are used at work | 74 (46.8%) | 35 (22.2%) | 49 (31%) | 2.8608 | 1.06160 |
| 9. I get along with my supervisors | 11 (6.7%) | 19 (12%) | 128 (81%) | 3.8544 | .70328 |
| 10. I feel good about my job | 11 (6.7%) | 20 (12.7%) | 127 (80.3%) | 3.8924 | .74514 |

Findings from Table 5 above indicate that majority of the respondents feel close to the people they work with (71.5%) and feel good working at the university (81.7%). Furthermore majority feel secure about their jobs (74.7%) they get along with their supervisors (81%). Also majority agreed they feel good about their jobs (80.3%). With the findings above, it can be clearly noted that the lecturers at Makerere University have high level of job satisfaction.

Organizational Commitment.

Respondents were asked to indicate their level of agreement with items in regard to organizational commitment and results are shown in Table 6.

Table 7: Descriptive Statistics for Organizational Commitment

| Items | Disagree N (%) | Not sure N (%) | Agree N (%) | Mean | Standard Deviation |
|--|-------------------|-------------------|----------------|--------|-----------------------|
| 1. I would be very happy to spend the rest of my career in this University | 37 (23.4%) | 19 (12%) | 102 (64.6%) | 3.6266 | 1.17014 |
| 2. I really feel as if this university's problems are my own. | 61 (38.6%) | 44 (27.8%) | 53 (33.5%) | 2.8924 | 1.12632 |
| 3. I do not feel like part of the family at my university | 99 (62.7%) | 28 (17.7%) | 31 (19.6%) | 2.5063 | .92211 |
| 4. I do not feel emotionally attached to this university | 114 (72%) | 27 (17.1%) | 17 (10.8%) | 2.2722 | .87170 |
| 5. This university has a great deal of personal meaning for me | 28 (17.7%) | 20 (12.7%) | 110 (69.6%) | 3.6646 | 1.01336 |
| 6. I do not feel a strong sense of belonging to my university. | 108 (68.4%) | 27 (17.1%) | 23 (18.4%) | 2.3481 | .93022 |
| 7. It would be very hard for me to leave my university right now, even if I wanted to | 64 (40.5%) | 30 (19%) | 64 (40.5%) | 2.9873 | 1.07660 |
| 8. Too much of my life would be disrupted if I decided I wanted to leave my university right now | 58 (36.7%) | 35 (22.2%) | 65 (41.1%) | 3.0316 | 1.13104 |
| 9. Right now, staying with my university is a matter of necessity as much desire | 57 (36.1%) | 42 (26.6%) | 59 (37.3%) | 2.9873 | 1.09421 |
| 10. I feel that I have too few options to consider leaving this university | 72 (45.6%) | 43 (27.2%) | 43 (27.2%) | 2.7152 | 1.10639 |
| 11. One of the few negative consequences of leaving this university would be the scarcity of available alternatives. | 76 (48.1%) | 42 (26.6%) | 40 (25.3%) | 2.6835 | 1.10060 |
| 12. One of the major reasons I continue to work for this university is that leaving would require considerable personal sacrifice. | 72 (45.6%) | 28 (17.7%) | 58 (36.7%) | 2.8481 | 1.03553 |
| 13. I do not feel any obligation to remain with my current employer. | 86 (54.4%) | 42 (26.6%) | 30 (19%) | 2.5886 | .98479 |
| 14. Even if it were to my advantage, I do not feel it would be right to leave my university now | 53 (33.5%) | 42 (26.6%) | 63 (39.9%) | 3.0506 | 1.02079 |
| 15. I would feel guilty if I left my university now. | 60 (38%) | 35 (22.2%) | 63 (39.9%) | 3.0253 | 1.12272 |
| 16. This university deserves my loyalty. | 18 (11.4%) | 39 (24.7%) | 101 (64%) | 3.6266 | .90634 |
| 17. I would not leave my university right now because I have a sense of obligation to the people in it | 29 (18.4%) | 37 (23.4%) | 92 (58%) | 3.4114 | .88964 |
| 18. I owe a great deal to my university. | 19 (12%) | 33 (20.9%) | 106 (67.1%) | 3.6709 | .92690 |

Findings from table 6 above indicate that majority of the respondents would feel happy to spend the rest of their career with the university (64.6%) and also disagreed to not feeling like part of the family at the university (62.7%) they also disagreed to not feeling emotionally attached to the university (72%). Furthermore, majority agreed that the university has a great deal of personal meaning for them (69.6%) and disagreed about not feeling a strong sense of belonging to the university (68.4%). Majority still believed the university deserved their loyalty (64%) and they accepted that they owe a great deal to the university (67.1%). This indicates that they to a greater extent, lecturers at Makerere University have relatively high levels of commitment.

Turnover Intentions of the Respondents

Respondents were asked to indicate their feeling about their intentions to leave their university and the results are shown in Table 7.

Table 8: Turnover intentions

| Items | Never | Sometimes | Always | Mean | standard deviation |
|---|---------------|----------------|---------------|------|--------------------|
| 1. I intend to leave this organization | 28 (17.7%) | 117 (74.1%) | 13 (8.2%) | 2.43 | 0.93 |
| 2. I intend to make a genuine effort to join another job over the next few months | 43 (27%) | 94 (59.5%) | 21 (13.3%) | 2.23 | 1.02 |
| 3. I often think about quitting | 46 (29.1%) | 97 (61.3%) | 15 (9.5%) | 2.25 | 1.06 |

From the table above, minority of the respondents always intend to leave the organization (8.2%) and also very few always intend to make a genuine effort to join another job over the next few months (13.3%). Finally minority of the respondents indicated that sometimes they often think about quitting (9.5%). With these findings, it's clear that lecturers at Makerere University have low levels of turnover intention.

Organizational Culture and Job Satisfaction

The first hypothesis stated that there is no significant relationship between organizational culture and job satisfaction. To examine the relationship between organizational culture and job satisfaction, correlations were run and results shown in Table 8.

Table 9: Correlation results for Organizational Culture and Job Satisfaction.

| | | Job satisfaction | Supportive culture | Innovative culture | Bureaucratic culture | Overall organizational culture |
|-----------------------------------|---------------------|------------------|--------------------|--------------------|----------------------|--------------------------------|
| 1. Job satisfaction | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | 158 | | | | |
| 2. Supportive culture | Pearson Correlation | .446** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| | N | 158 | 158 | | | |
| 3. Innovative culture | Pearson Correlation | .612** | .481** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| | N | 158 | 158 | 158 | | |
| 4. Bureaucratic culture | Pearson Correlation | .503** | .438** | .382** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |
| | N | 158 | 158 | 158 | 158 | |
| 5. Overall organizational culture | Pearson Correlation | .647** | .802** | .725** | .826** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 158 | 158 | 158 | 158 | 158 |

** . Correlation is significant at the 0.01 level (2-tailed).

Results from Table 8 indicate that over all organizational culture had a positive and significant relationship with job satisfaction ($r=0.647$, $p < 0.01$). Supportive culture component had a positive and significant relationship with job satisfaction ($r=0.446$, $p<0.01$), innovative culture was also positively and significantly related to job satisfaction ($r= 0.612$, $p<0.01$) while bureaucratic culture component also had a positive and significant relationship with job satisfaction ($r=0.503$, $p<0.01$).

Organizational Culture and Organizational Commitment

The second hypothesis stated that there is no significant relationship between organizational culture and organizational commitment. To assess the relationship between organizational culture and organizational commitment, correlations were run and results shown in Table 9

Table 10: Correlation results for Organizational Culture and Organizational Commitment.

| | | Organizational Commitment | Supportive Culture | Innovative Culture | Bureaucratic Culture | Overall Organizational Culture |
|---|---------------------|------------------------------|-----------------------|-----------------------|-------------------------|--------------------------------------|
| 1. Organizational Commitment | Pearson Correlation | 1 | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | 158 | | | | |
| 2. Supportive Culture | Pearson Correlation | .303** | 1 | | | |
| | Sig. (2-tailed) | .000 | | | | |
| | N | 158 | 158 | | | |
| 3. Innovative Culture | Pearson Correlation | .278** | .481** | 1 | | |
| | Sig. (2-tailed) | .000 | .000 | | | |
| | N | 158 | 158 | 158 | | |
| 4. Bureaucratic Culture | Pearson Correlation | .185* | .438** | .382** | 1 | |
| | Sig. (2-tailed) | .020 | .000 | .000 | | |
| | N | 158 | 158 | 158 | 158 | |
| 5. Overall Organizational Culture | Pearson Correlation | .314** | .802** | .725** | .826** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 158 | 158 | 158 | 158 | 158 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Results from Table 9 indicate that overall organizational culture had a positive and significant relationship with organizational commitment ($r=0.314$, $p < .01$). Supportive culture component had a positive and significant relationship with organizational commitment ($r=0.303$, $p<0.01$), innovative culture also had a positive and significant relationship with organizational commitment ($r=0.278$, $p<0.01$). Bureaucratic culture component also had a positive and significant relationship with organizational commitment. ($r= 0.185$, $p<0.05$).

Job Satisfaction and Organizational Commitment

The third hypothesis stated that there is no significant relationship between job satisfaction and organizational commitment. To establish the relationship between job satisfaction and organizational commitment, correlations were run and results shown in Table 10.

Table 11: Correlation results for Job Satisfaction and Organizational Commitment

| | | Job satisfaction | Organizational commitm |
|------------------------------|---------------------|------------------|------------------------|
| 1. Job satisfaction | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| | N | 158 | |
| 2. Organizational commitment | Pearson Correlation | .541** | |
| | Sig. (2-tailed) | .000 | |
| | N | 158 | |

** . Correlation is significant at the 0.01 level (2-tailed).

Results from Table 10 indicate that there is a positive significant relationship between job satisfaction and organizational commitment ($r = 0.541$, $p < .01$).

Organizational Commitment and Turnover Intentions

The forth hypothesis stated that there is no significant relationship between organizational commitment and turnover intentions. To establish the relationship between organizational commitment and turnover intentions, correlations were run and results shown in Table 11.

Table 12: Correlation results for Organizational Commitment and Turnover intentions.

| | | Organizational commitment | Turnover intentions |
|------------------------------|---------------------|---------------------------|---------------------|
| 1. Organizational commitment | Pearson Correlation | 1 | |
| | Sig. (2-tailed) | | |
| | N | 158 | |
| 2. Turnover intentions | Pearson Correlation | -.581** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 158 | 158 |

** . Correlation is significant at the 0.01 level (2-tailed).

Results from Table 11 indicate that there is a negative significant relationship between Organizational Commitment and Turnover Intentions ($r = -.581, p < .01$).

Mediating role of Organizational Commitment.

The fifth hypothesis stated that Organizational commitment will not significantly mediate the relationship between organizational culture and turnover intentions as well as the relationship between job satisfaction and turnover intentions. To establish the mediating role of organizational commitment in the relationship between organizational culture and turnover intentions as well as job satisfaction and turnover intentions, regression was run following the Baron and Kenny (1986) three step model for mediation analysis as in table 12 and 13 below

Table 13: Partial correlations of major variables

| Control/mediating variable | Independent variable | Dependent variable | r |
|-----------------------------------|-----------------------------|---------------------------|----------|
| -- | Organizational Culture | Turnover Intentions | -0.440 |
| Organizational Commitment | Organizational Culture | Turnover Intentions | -0.286 |
| -- | Job Satisfaction | Turnover Intentions | -0.505 |
| Organizational Commitment | Job Satisfaction | Turnover Intentions | -0.269 |

**** Correlation coefficients are significant at the 0.01 level (2-tailed).**

From table 12 above, it's observed that when organizational culture was correlated with turnover intentions without controlling for organizational commitment (mediator), the coefficient was significant ($r=-0.440, p<0.01$). When organizational commitment was controlled in the organizational culture, turnover intention relationship, correlation coefficient reduced in magnitude but remained significant ($r=-0.286, p<0.01$).

It's also observed that when job satisfaction was correlated with turnover intentions without controlling for organizational commitment (mediator), the coefficient was significant ($r=-0.505, p<0.01$).

When organizational commitment was controlled in the job satisfaction, turnover relationship, correlation coefficient reduced in magnitude but remained significant ($r=-0.269$, $p<0.01$). This decrease in the magnitude of the correlations after controlling for organizational commitment (mediator) means that it has some potential to mediate the relationship between organizational culture and turnover intentions as well as job satisfaction and turn over intentions. The three-step process recommended by Baron and Kenny (1986) was then used to confirm the mediating role of organizational commitment as below.

Table 14: Mediating role of organizational commitment

| On Organizational Culture and Turnover Intentions | | | | | | | | |
|--|---------------------------|---------------------------|--------|---------|-----------|---------|-----------|-------------------|
| Steps | Dependent variable | Independent variable | Beta | t-value | Sig. of t | F value | Sig. of F | Adjusted R square |
| 1 | Organizational Commitment | Organizational Culture | 0.314 | 4.124 | 0.000 | 17.004 | 0.000 | 0.093 |
| 2 | Turnover Intentions | Organizational Culture | -0.440 | -6.118 | 0.000 | 37.424 | 0.000 | 0.188 |
| 3 | Turnover Intentions | Organizational Culture | -0.286 | -4.404 | 0.000 | 54.122 | 0.000 | 0.404 |
| | | Organizational Commitment | -0.491 | -7.570 | 0.000 | | | |
| On Job Satisfaction and Turnover Intentions | | | | | | | | |
| Steps | Dependent variable | Independent variable | Beta | t-value | Sig. of t | F value | Sig. of F | Adjusted R square |
| 1 | Organizational Commitment | Job Satisfaction | -0.269 | -3.607 | 0.000 | 49.304 | 0.000 | 0.381 |
| 2 | Turnover Intentions | Job Satisfaction | 0.541 | 8.033 | 0.000 | 64.524 | 0.000 | 0.288 |
| 3 | Turnover Intentions | Job Satisfaction | -0.505 | -7.303 | 0.000 | 53.331 | 0.000 | 0.250 |
| | | Organizational Commitment | -0.435 | -5.831 | 0.000 | | | |

From table 13 above, organizational commitment partially mediated organizational culture and turnover intentions. Organizational culture's effect on turnover intentions was reduced in magnitude but was still significant when the mediator was controlled. That is when step 2 and 3 were compared for turnover intentions. Beta and t reduced from -0.440 and -6.118 to -0.286 and -4.404 respectively.

It's also observed that organizational commitment partially mediated the relationship between job satisfaction and turn over intentions. Job satisfaction's effect on turnover intentions was reduced in magnitude but was still significant when the mediator was controlled. That is when step 2 and 3 were compared for turnover intentions, beta and t reduced from 0.541 and 8.033 to -0.505 and -7.303 respectively.

This reduction in magnitude after controlling the mediator indicates that it has a partial mediational role in the relationship between organizational culture and turnover intentions as well as job satisfaction and turnover intentions.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter consists of three parts, i.e.; discussions, conclusions and recommendations from the results obtained in the study.

Discussion

Organizational Culture and Job Satisfaction.

The first hypothesis states that: there is no significant relationship between organizational culture and job satisfaction.

From the findings of this study, overall organizational culture was positively and significantly related to job satisfaction. All three components of organizational culture that were focused on (supportive, innovative and bureaucratic) had a positive and significant relationship with job satisfaction of employees.

If employees appreciate the organizational culture of the institution they are working in, for example those with problems are helped, and they feel a sense of togetherness (supportiveness), their job satisfaction increases. This means favorable organizational culture leads to high job satisfaction.

The findings of the study are in line with the findings of Lund, (2003), McKinnon, et al, (2003), Silverthorne, (2004) who found out that people are more and more interested in working in companies with a flexible organizational culture, in which it has been found that employees show higher levels of job satisfaction. It is human that individuals would wish to work in an environment that supports them and gives them a sense of belonging.

This will automatically make them feel more attracted to and satisfied with their organizations. Also, Silverthorne (2004) found that job satisfaction is more likely when culture is supportive, then when it is innovative and finally when it is bureaucratic. In the same way, McKinnon et al. (2003) suggested that respect for people, innovation, and stability had a positive effect on job satisfaction. Supportive culture includes a sense of togetherness and call for a “family” setup that makes people feel as one. This makes them feel the urge and sense of belonging to one another. In this way, employees will feel good about working with their “family” and will be satisfied about their jobs, their co-workers, their supervisors and the entire organization at large. Gifford et al (2002) also found that human relations culture that emphasizes team work, trust and leadership and frequently uses terms such as “family”, “empowered” is positively related to job satisfaction.

The findings are also in line with the findings of Chen et al, (2005) who reported a significant relationship between organizational culture and job satisfaction. They found out that organizational culture being a social construct consisting of norms, beliefs and behavior patterns not only conveys a sense of identity to its members but is also shared by the members and it influences their satisfaction based on aspects such as responsibility attached to the job and recognition that comes with their performance.

The findings are also in line with the findings of Sabri et al (2011) who conducted a study to determine the effect of culture on job satisfaction of teachers of private and public sector higher education institutions and universities in Lahore. They found out that supportive culture may raise the level of job satisfaction of teachers which in return produces health, creative minds.

Findings from Bellou, (2010) also indicate that certain components of organizational culture such as supportiveness, being people oriented and being fair with employees resulted into high satisfaction. This can be attributed to the fact that supportiveness creates a sense of togetherness which results into satisfaction. This shows that employees who work in organizations that value and support them are always said to be satisfied about their jobs in the long run. They feel a sense of togetherness and belongingness to the given organization forming a great culture.

However, the findings of the study are not in line with the findings of Barbra et al (2012) who found out that bureaucratic organizational culture has a negative influence on knowledge workers' satisfaction. This was a surprise finding since bureaucratic culture involves having power concentrated at the top and leaving the ones at the bottom. It also involves a lot of drawn procedures and strict lines which are to be followed by employees which may result in dissatisfaction. The current research found a positive relationship between bureaucratic culture and job satisfaction. This could be due to the fact that some lecturers may prefer having detailed rules and lines of managing work so that they do not fall prey of poor performance.

Also the results are not in line with the findings of Park and Kim, (2009), who found out that hierarchical culture that they termed full of bureaucracy has a negative impact on job satisfaction of the employees. The study shows that hierarchical culture stresses work and process rules. In hierarchical culture, co-ordination and problem solving is assigned to the higher levels of staff in the hierarchy which leaves the lower level workers dissatisfied.

The null hypothesis is therefore rejected and it's concluded that there is a positive significant relationship between organizational culture and job satisfaction.

Organizational Culture and Organizational Commitment.

The second hypothesis states that; there is no significant relationship between organizational culture and organizational commitment.

Findings of the study indicate a positive and significant relationship between overall organizational culture and organizational commitment. The two components of organizational culture (supportive and bureaucratic) had a positive and significant relationship with the overall organizational commitment of employees.

If employees appreciate the organizational culture, they feel as part of the family in the organization. This makes them feel emotional attachment (commitment) and the urge to continue membership. This implies that favorable organizational culture leads to high organizational commitment.

The findings of my study are in line with those of Rashid et al. (2003) who observed a significant relationship between organizational culture and organizational commitment and also highlighted the effects of the two on performance. This is also in line with the findings by Clugston (2000) who stressed the positive relation culture and commitment. Huang and Wu (2000) also found that organizational culture of public business agencies cause significant effect on their organizational commitment together with job satisfaction. Supportive culture is considered to be the best culture most individuals would wish to have in their organizations due to the sense of togetherness that it calls for. If employees regard themselves as family, they get an emotional feeling of commitment to stay together and develop the organization together.

The findings of this study are also in line with the findings of Meyer et al. (2012), who found out that the level of affective commitment is significantly higher in organizational settings of nations deemed to be collectivist. This shows that the supportive or clan type of organizational culture will lead to affective commitment of employees. It's seen that employees who work in collectivist or rather clan type of settings feel a sense of togetherness that they wouldn't want to break and feel connected to one another and also connected and affectionate about the organization they belong to. Acar, (2012) found out that clan culture has positive effects on affective and normative commitment. In clan cultures typed organizations, employees operate more like families, thus the emotional attachment to the organization is one of the basic characteristics of that kind of organizations, as mentioned in characteristics of affective commitment. In the current study, the researcher suggests that organizational values are essential if employees are to be committed to their jobs. Employees are more likely to be committed when organizational processes and evaluations are considered to be fair and the reverse is true.

My findings are also in line with O'Reilly et al. (1991) who found that newcomers who hold a related profile of values to that of the organization develop a higher commitment to the organization. This can be attributed to the fact that when the culture of an organization is conducive, employees feel proud to identify with it and are always seeking to improve their service delivery leading to strong sense of belonging and loyalty (affective commitment) to the organization. In organizations with supportive culture, new comers are given a warm welcome, they are advised on the procedures of the organizations and fellow employees and supervisors are always there to offer support to them. In return such employees feel a sense of belonging and an emotional attachment to the organization.

The findings of the study are in line with the findings of (Clugston, 2000 & Wasti, 2003) who found out that corporate culture exerts a considerable influence on organizational behaviour, especially in the areas of efficiency, effectiveness, and commitment. Shared values which are an aspect of organizational culture enhance employees' identification and attachment to the organization. This clearly shows that employees elect to be committed to organizations whose values they share. Symbols are important in achieving organizational commitment. Having a symbol to identify the organization as a team creates a sense of belongingness and togetherness.

However, the findings of my study are not in line with Wolfgang (2013) found out that there is no significant correlation between the organizational culture dimensions of assertiveness, future orientation, and gender egalitarianism with employee commitment. Also research by Lahiry (1994) showed only a weak association between organizational culture and organizational commitment. This can be seen in normative and continuance commitment where an employee is attached to the organization as a form of conforming to social standards and also as a matter of securing the future benefits that come at a later stage not necessarily emotional attachment. Such employees may not mind so much about the culture of the organization since they have their reasons to stay rather than emotional attachment.

The null hypothesis is therefore rejected and it's concluded that there is a positive significant relationship between organizational culture and organizational commitment.

Job Satisfaction and Organizational Commitment

The third hypothesis stated that there is no significant relationship between job satisfaction and organizational commitment.

The findings of the study show that there is a positive and significant relationship between job satisfaction and organizational commitment.

If employees are satisfied with their job for example given a good salary and good working conditions, there will be high affective, normative and continuance commitment of employees to their organization. Employees who are satisfied are highly committed to their jobs, meaning job satisfaction enhances organizational commitment.

The findings of the study are in line with the findings of Clugston (2000) who suggested that job satisfaction is a predictor of organizational commitment. This implies that when an employee's satisfaction increases, their commitment to the job also increases. This could be due to the fact that since job satisfaction is described by different components like the job itself, fellow workers, supervision, company policy and support, pay, promotion and advancement, satisfaction with one or more components will increase the emotional attachment of an employee. For example, having a supervisor that an employee regards as warm and understanding and also having understanding co-workers will make one feel a sense of belonging and togetherness, this in turn will lead to emotional attachment which increases the level of commitment. The findings of my study are also in line with the findings of (Bagozzi, 1980 and Reichers, 1958) who also found out that job satisfaction is positively and significantly related to all components of organizational commitment.

Also Tarigan and Ariani (2015) found out that job satisfaction has a positive, significant relationship with all components of organizational commitment and negative but significant relationship with turnover intentions.

The findings of the study are also in line with the findings of Mathieu & Zajac (1990) who found out that job satisfaction increases commitment of an employee through increasing compensation, pay, policies, working conditions and generally a better working environment.

Ellemers, Gilder & Heuvel (1998) also found out that job satisfaction can lead to commitment of employees, they attributed this to the longer the employee works for an organization and their level of satisfaction. They found out that the more experienced an employee is on their job, the more satisfied they become and the more committed they will become.

Furthermore, the findings of the study are also in line with Yucel (2012) who found out that job satisfaction is positively related to organizational commitment while negatively related to turnover intentions. The study went ahead and discussed that organizations should be aware of organizational commitment and turnover intentions among employees who vary in job satisfaction levels. Effectiveness of employees through selection, training and supervisory programs should be gauged as part of what contributes to employees satisfaction and in turn when an employee is competent through such components that contribute to job satisfaction, they will stay committed to their organizations.

However, the findings of my study are not in line with Hackett et al. (1994), who found out that job satisfaction has a negative impact on continuance commitment.

This may be due to the fact that employees who have continuance commitment are only committed to their jobs based on the accumulation of costs such as pension, skill transferability, relocation, and self-investment that co-vary with the organizational membership unlike affective commitment which includes the emotional attachment to the job.

Also the findings of the study are not in line with (Reed and Kratchman, 1994) who found out that some employees may be temporarily dissatisfied with their jobs but remain committed to their organizations. This shows that it's not a must that dissatisfied employees are not committed to their jobs.

For example an employee may be dissatisfied with their pay but stay committed to their jobs due to the benefits they expect to get like retirement benefits in the future.

From the above findings and discussions, the null hypothesis is therefore rejected and it's concluded that job satisfaction is positively and significantly related to organizational commitment.

Organizational Commitment and Turnover Intentions.

The fourth hypothesis stated that there is no significant relationship between organizational commitment and turnover intentions.

The findings of the study indicate that there is a negative but significant relationship between organizational commitment and turnover intentions. This implies that when commitment of the employees increase, turnover intentions reduce.

If employees feel that emotional attachment to an organization for example feel like the organization's problems are their own and would wish to go an extra mile sole them, there will be low or now feelings of wanting to quit. This means that if organizational commitment is high, turnover intentions are low.

The findings of the study are in line with the findings of Eisenberger et al (1990) who argued that employees who feel that they are being appreciated by their managers, they not only have a higher level of commitment, they are also more conscious of their responsibilities, have better involvement in the organization, and are more innovative. Hence, such appreciation showed by managers has lower turnover intention. Apart from that, earlier researchers like Blau and Boal (1987) studied a group of insurance workers and had identified that employees who had a higher level of commitment, will have lower absenteeism and turnover rate.

Affective commitment for example involves an employee's emotional attachment to the organization and this shows that if an employee feels emotionally attached to the organization, there is a lower chance of such an employee having intentions to quit such an organization that they would rather refer to as their second home.

The findings of the study are in line with the findings of Sarminah and Salma (2012) who demonstrated that when employees perceive their organization as having greater concern over personal development, improvement and welfare by providing support, the emotion and attachment of employee to the organization will improve which in turn will reduce turnover intentions. They further suggest that positive emotions, feeling of attachment, engagement to the organization positive attitude towards the organization may be crafted if the employee perceived as being taken care of and are treated fairly by the management with regard to their intrinsic and extrinsic satisfaction.

The findings of the study are also in line with Guy et al. (2001) who found that organizations which set up non-monetary rewards system to recognize individual, encourage greater participation in decision making and promote flexibility in conduct of work has consequently committed and satisfied workforce, which in turn undermine turnover intentions. Organizational work pressure, having work schedule that meet one's need, feeling physically safe at work, receiving feedback and organizational quality environment indirectly affects future organizational membership through employee satisfaction with their jobs and organizational commitment which in turn reduces the rate of intention to turnover.

The findings of the study are also in line with Wang et al (2016) who carried out a research and found out that both job satisfaction and organizational commitment predicted turnover intentions.

However the findings of the study are not in line with Tnay et al (2013) who found that there was no significant relationship between organizational commitment and turnover intentions. Additionally, Luz, Paula and Oliviera (2018) also found out in their study that majority of employees who had intention to leave the organization demonstrated some level of affective commitment. This unexpected finding illustrates that there are other variables beyond commitment that influence employee's intent to turnover. Furthermore, Nshaho (2012) in her study found that affective commitment was positively and significantly related to turnover intentions.

The fourth hypothesis is therefore rejected and we conclude that organizational commitment has a negative but significant relationship with turnover intentions.

Mediating role of Organizational Commitment

The fifth hypothesis stated that organizational commitment will not mediate the relationship between organizational culture and turnover intentions and will not mediate the relationship between job satisfaction and turnover intentions.

The findings of the study indicate that organizational commitment partially mediates the relationship between organizational culture and turnover over intentions and that of job satisfaction and turnover intentions, respectively.

This implies that organizational culture and job satisfaction have an indirect impact on turnover intentions through organizational commitment,

The findings of the study are in line with the findings of Alkhateri et al (2018) who also concluded that school's management should also pay attention to all antecedents of higher job satisfaction and higher affective organizational commitment in order to reduce turnover.

This shows that organizational commitment mediates the relationship between perceived supervisor support and turnover intentions among teachers in schools.

The findings of the study are also in line with Samad (2012) who found out that job satisfaction variables have only indirect effect on turnover intention through organizational commitment. The statistical data obtained in this study indicated that employees' perception towards general satisfaction as well as intrinsic and extrinsic satisfaction are related to organizational commitment and have a significant and positive effect on organizational commitment which in turn influence the intention to stay or quit the organization. This finding implies that organizational commitment mediates the relationship between job satisfaction and turnover intentions.

The findings of the study also correspond with those of Vandenberghe and Tremblay (2008) suggested that organizational commitment is a mediator in the relationship between job satisfaction and turnover intentions. They stress that commitment is another form of work attitudes just like job satisfaction and commitment can mediate job satisfaction and turnover intentions. Previous research by (Netemeyer, Burton, and Johnson, 1995) also concluded that affective commitment mediates the relationship between job satisfaction and turnover intentions

The findings of the study are also in line with Raj and Srivastava (2013) who argue that organizational commitment has a mediating effect on the interrelationships between organizational culture and human resource management that will shape employee loyalty. This is because organizational commitment will increase the trust and linkage of employees with the organization, which is reflected in the form of loyalty (Mehta, Singh, Bhakar & Sinha, 2010). Also, Singh and Das (1978) concluded that level of commitment can be raised considerably by designing a better organizational culture.

The results of my study are also in line with the results of Jang & Kandampully (2018) who found that affective organizational commitment was a full mediator between servant leadership and turnover intention. In other words, servant leadership did positively influences employee affective organizational commitment, thus indirectly decreasing employee turnover intention.

Furthermore, the findings of my study correspond with the findings of Kebriaei, (2016) who also found out that the relationship between nurses' empowerment and turnover intention was mediated by organizational commitment. In other words, Psychological empowerment also includes an indirect effect on turnover intention via the mediating role of organizational commitment. This provides another tool by which nursing management can work to minimize turnover intention through enhancing the commitment level of nurses.

The null hypothesis is therefore rejected and it's concluded that organizational commitment mediates the relationship between organizational culture and turnover intentions as well as job satisfaction and turnover intentions.

Conclusion.

The study helped in getting answers to the research question about why lecturers lay down their tools at work.

Poor administration and management system by the university have taken on the higher learning institution rendering power to the top most officials. While lecturers at Makerere University are relatively satisfied with co-worker behavior and supervision, they are dissatisfied with remuneration and lack of promotion which calls for their need to search for better opportunities.

The results of this study however discredit the basic assumption underlying this study (null hypotheses). The results show that when organizational culture is favorable, employees are satisfied and committed to their jobs and this in turn reduces the level of turnover intentions in the organization. It was also found out that organizational culture and job satisfaction, mediated by organizational commitment have a relationship with turnover intentions.

These results lead to a conclusion that research on the mentioned variables has increased and continues to become increasingly important for researchers. From this study, it can further be concluded that organizational culture is a great determinant of employee satisfaction and organizational commitment which when mediated by organizational commitment has the potential to reduce turnover intentions.

Recommendations.

From the findings of the study, several recommendations were made by the researcher.

First, in order to understand employees' perception of their working environment, it is recommended that employee opinion surveys as well as organizational culture surveys be distributed routinely and the data thus gathered be used as a basis for future corporate policy making. This will help employers find out about the perceived organizational culture by employees and how they feel about it and also will help in adjusting to the right organizational culture that will suit the employee need and goals of the organization at large.

Employers should promote their employees by improving supervision styles, allowing them participate in decision making, providing better working conditions, providing a fair pay

and encouraging them use their own skills and abilities to help them have a sense of confidence. This will increase their job satisfaction together with their commitment to the organization.

The results of the study also provide some recommendations for managers. Managers and generally human resource managers' cultural awareness in the workplace will too pay off. Understanding the prevalent culture and changing it where necessary can make a big difference in employees' satisfaction, commitment and turnover intentions. From the current study, it is evident that supportive culture is the greatest predictor of job satisfaction and organizational commitment among employees. This leads to a recommendation to managers to make it priority so as to avoid intentions to turnover.

Managers and policy makers should review organizational culture, job satisfaction, organizational commitment and turnover intentions in the organization on a regular basis.

They can carry out a SWOT analysis to determine whether the culture is still relevant to the development of an organization and also to find out how satisfied and commuted the employees are towards the organization. Revisions should be done after analysis to make sure that employees are given the best so as to reduce turnover.

Further research is recommended for some other antecedents to be included in the relationship between the variables mentioned in this study. Additionally the next researchers can also try to examine more about the mediating role of organizational commitment.

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Appendices

Appendix I: Questionnaire

ORGANIZATIONAL CULTURE QUESTIONNAIRE

Dear respondent, I am required to carry out research on a topic entitled; "Organizational culture, job satisfaction, organizational commitment and turnover intentions among Lecturers of Makerere." The study is purely for research purposes and your responses will be treated with utmost clinical confidentiality. I kindly request you to spare some time and respond as honestly as possible, by simply ticking or circling the appropriate alternative.

SECTION A: PERSONAL INFORMATION (Tick or circle what applies to you)

1. Sex of respondent: 1) Male 2) Female
2. Age: 1) 25-35 years 2) 36-45 years 3) 46-55 years 4) 56 years & above
3. Marital status: 1) Married 2) Single 3) Divorced 4) Cohabiting 5) Other.....
4. Highest Level of education: 1)Certificate/Diploma 2) Degree 3) Masters 4) PhD D
5. Number of years at present job: 1) Less than 6 2) 6-10 3) 11-15 4) 16-20 5) Above 20

SECTION B: PERCEIVED ORGANIZATIONAL CULTURE SCALE

Please, tick or circle the best alternative as it applies to you (your extent of *agreement or disagreement*).

| Strongly Disagree | Disagree | Not Sure (50/50) | Agree | Strongly Agree |
|-------------------|----------|------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| SN | According to you, rate MAKERERE UNIVERSITY using the following statements: | YOUR RATING | | | | |
|----|--|-------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Those with problems are helped | 1 | 2 | 3 | 4 | 5 |
| 2. | Those who wish to advance in their career are supported | 1 | 2 | 3 | 4 | 5 |
| 3. | Constructive criticism is accepted | 1 | 2 | 3 | 4 | 5 |
| 4. | New ideas about work are accepted | 1 | 2 | 3 | 4 | 5 |
| 5. | Management practices allow freedom in work | 1 | 2 | 3 | 4 | 5 |
| 6. | All instructions are written down | 1 | 2 | 3 | 4 | 5 |
| 7. | Jobs are performed according to defined procedures | 1 | 2 | 3 | 4 | 5 |
| 8. | Performance is clearly measured | 1 | 2 | 3 | 4 | 5 |

SECTION C: JOB SATISFACTION

Please respond by ticking or circling to the following statement using the scale below/

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|-------------------|----------|---------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| SN | <u>IN MY UNIVERSITY:</u> | <u>YOUR RATING</u> | | | | |
|-----|--|--------------------|---|---|---|---|
| 1. | I receive recognition for a job well-done | 1 | 2 | 3 | 4 | 5 |
| 2. | I feel close to the people at work | 1 | 2 | 3 | 4 | 5 |
| 3. | I feel good working at this university | 1 | 2 | 3 | 4 | 5 |
| 4. | I feel secure about my job | 1 | 2 | 3 | 4 | 5 |
| 5. | I believe management is concerned about me | 1 | 2 | 3 | 4 | 5 |
| 6. | On the whole, I feel work is good for my physical health | 1 | 2 | 3 | 4 | 5 |
| 7. | My salary is good | 1 | 2 | 3 | 4 | 5 |
| 8. | All my talents and skills are used at work | 1 | 2 | 3 | 4 | 5 |
| 9. | I get along with my supervisors | 1 | 2 | 3 | 4 | 5 |
| 10. | I feel good about my job | 1 | 2 | 3 | 4 | 5 |

SECTION D: ORGANISATIONAL COMMITMENT

Please respond by ticking or circling the best alternative as it applies below.

| Strongly Disagree | Disagree | Not Sure (50/50) | Agree | Strongly Agree |
|-------------------|----------|------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |

| SN | <u>Show your degree of agreement or disagreement with the following:-</u> | <u>YOUR RATING</u> | | | | |
|----|---|--------------------|---|---|---|---|
| 1. | I would be very happy to spend the rest of my career in this University | 1 | 2 | 3 | 4 | 5 |
| 2. | I really feel as if this university's problems are my own. | 1 | 2 | 3 | 4 | 5 |
| 3. | I do not feel like part of the family at my university | 1 | 2 | 3 | 4 | 5 |
| 4. | I do not feel emotionally attached to this university | 1 | 2 | 3 | 4 | 5 |
| 5. | This university has a great deal of personal meaning for me | 1 | 2 | 3 | 4 | 5 |
| 6. | I do not feel a strong sense of belonging to my university. | 1 | 2 | 3 | 4 | 5 |
| 7. | It would be very hard for me to leave my university right now, even if I wanted to | 1 | 2 | 3 | 4 | 5 |
| 8. | Too much of my life would be disrupted if I decided I wanted to leave my university right now | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 9. | Right now, staying with my university is a matter of necessity as much as desire. | 1 | 2 | 3 | 4 | 5 |
| 10. | I feel that I have too few options to consider leaving this university | 1 | 2 | 3 | 4 | 5 |
| 11. | One of the few negative consequences of leaving this university would be the scarcity of available alternatives. | 1 | 2 | 3 | 4 | 5 |
| 12. | One of the major reasons I continue to work for this university is that leaving would require considerable personal sacrifice. | 1 | 2 | 3 | 4 | 5 |
| 13. | I do not feel any obligation to remain with my current employer. | 1 | 2 | 3 | 4 | 5 |
| 14. | Even if it were to my advantage, I do not feel it would be right to leave my university now | 1 | 2 | 3 | 4 | 5 |
| 15. | I would feel guilty if I left my university now. | 1 | 2 | 3 | 4 | 5 |
| 16. | This university deserves my loyalty. | 1 | 2 | 3 | 4 | 5 |
| 17. | I would not leave my university right now because I have a sense of obligation to the people in it. | 1 | 2 | 3 | 4 | 5 |
| 18. | I owe a great deal to my university. | 1 | 2 | 3 | 4 | 5 |

SECTION E: TURNOVER INTENTIONS

Rate yourself by ticking on how often you do the following using the scale below.

| Never | Rarely | Sometimes | Frequently | Always |
|-------|--------|-----------|------------|--------|
| 1 | 2 | 3 | 4 | 5 |

| SN | HOW OFTEN DO YOU <u>FEEL</u> OR <u>THINK</u> ABOUT THE FOLLOWING:- | YOUR RATING | | | | |
|----|--|-------------|---|---|---|---|
| 1. | I intend to leave this organization | 1 | 2 | 3 | 4 | 5 |
| 2. | I intend to make a genuine effort to join another job over the next few months | 1 | 2 | 3 | 4 | 5 |
| 3. | I often think about quitting | 1 | 2 | 3 | 4 | 5 |

E 4. List TWO MAJOR REASONS why some employees of the University have resigned from their jobs.

.....

END

Appendix II: Budget

| SN | ITEM | UNIT COST | TOTAL COST |
|-----------|---|------------------|-------------------|
| 01 | Typing | 500 | 200,000 |
| 02 | Printing | 100 | 50,000 |
| 03 | Transport to distribute and return questionnaires | - | 150,000 |
| 04 | Airtime | - | 50,000 |

Appendix III: Time Schedule

| ACTIVITY | FROM | TO |
|------------------------------|----------------|---------------|
| Proposal writing | January 2021 | June 2021 |
| Development of questionnaire | June 2021 | July 2021 |
| Data collection and analysis | September 2021 | November 2021 |
| Report writing | November 2021 | December 2021 |

APENDIX IV

Causes of resignations among Makerere university lecturers.

| Items | N | % |
|---|----|------|
| 1. Low salary | 42 | 27.1 |
| 2. Low benefits | 6 | 3.9 |
| 3. Poor management practices | 15 | 9.7 |
| 4. In-fighting | 17 | 11 |
| 5. Better employment | 44 | 28.1 |
| 6. Skills not recognized | 1 | 0.6 |
| 7. Need to do personal business/ personal sentiments/ self-employment/personal decisions. | 6 | 3.9 |
| 8. Career advancement | 12 | 7.7 |
| 9. Retirement | 2 | 1.3 |
| 10. Lack of promotion | 17 | 11 |
| 11. Hostility in work environment | 1 | 0.6 |
| 12. Search for diversity | 1 | 0.6 |
| 13. Delayed payment | 4 | 2.6 |
| 14. Health issues | 7 | 4.5 |
| 15. Unmet expectations | 1 | 0.6 |
| 16. Pressure from employer | 1 | 0.6 |
| 17. Some are just target workers | 1 | 0.6 |
| 18. Uncertainty of retirement benefits | 1 | 0.6 |
| 19. Poor working conditions | 6 | 3.9 |
| 20. Limited support for career aspirations | 3 | 1.9 |
| 21. Poor performance/ lack of professionalism | 2 | 1.3 |
| 22. Alternative employment | 3 | 1.9 |
| 23. Social issues | 1 | 0.6 |
| 24. Poor treatment | 1 | 0.6 |
| 25. Dissatisfaction | 1 | 0.6 |
| 26. They feel their personal problems don't concern the university | 1 | 0.6 |
| 27. Indiscipline | 1 | 0.6 |
| 28. Disrupted salary flows due to the pandemic | 1 | 0.6 |
| 29. Lack of professional support | 1 | 0.6 |
| 30. Poor infrastructure | 1 | 0.6 |
| 31. Lack of resilience | 1 | 0.6 |
| 32. Failure to access government payroll | 1 | 0.6 |
| 33. Uncertainty in getting permanent career for part timers | 1 | 0.6 |
| 34. Job uncertainty due to the pandemic | 1 | 0.6 |
| 35. Lack of appreciation | 1 | 0.6 |
| 36. Unfair policies | 1 | 0.6 |
| 37. Personal witch hunt | 1 | 0.6 |
| 38. Sectarian tendencies | 1 | 0.6 |
| 39. Pressure from supervisors | 1 | 0.6 |
| 40. Age | 1 | 0.6 |
| 41. Limited support in doing research | 1 | 0.6 |
| 42. Inadequate commitment to academic life | 1 | 0.6 |