



INFLUENCE OF PSYCHOLOGICAL CONTRACT ON COMMITMENT OF TEMPORARY EMPLOYEES IN KISII UNIVERSITY, KENYA

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Accepted: September 21, 2020

ABSTRACT

The purpose of this study was to investigate the influence of psychological contract on organizational commitment of temporary employees at Kisii University, Kenya. The specific objectives of the study were to determine the influence of variables such as; mutual obligation, work environment and organisational commitment of temporary employees at Kisii University. The research utilized a descriptive survey design to achieve the research objectives. The target population were temporary staff working in Kisii University from which a sample was drawn for purposes of data collection. Primary data from respondents was collected through questionnaires. The questionnaires were used to gather data about variables related to organizational commitment of participants. It consisted of short version items rated on 5-point Likert scale. Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ). Based on the data collection instruments, data was analyzed both quantitatively and qualitatively. Open ended questions were analyzed through coding themes and quotas that emerged. The themes emerging from secondary data were identified to augment the primary data. Qualitative data was transcribed and organized into themes in order to check on their frequencies based on the research questions. The Statistical Package for Social Sciences (SPSS) was used to test the relationships between the variables. A regression model was used to determine the degree to which the predictors which were, Mutual Obligation and Work Environment could explain the dependent variable i.e., Organizational commitment. The study established that there is a significant relationship between psychological contract factors and organizational commitment.

Key Words: *Mutual Obligation, Work Environment, Organisational Commitment*

CITATION: Mongare, M. E. D., & Wekesa, S. (2020). Influence of psychological contract on commitment of temporary employees in Kisii University, Kenya. The Strategic Journal of Business & Change Management, 7(3), 1600 – 1617.

INTRODUCTION

Since the beginning of the 21st century the most valuable asset of a company has become its workforce, whereas just a few decades ago it has been its production facilities. Because employees are the most important asset of any organization, the long-term competitiveness of a company can be greatly determined by the relationship between the employer and employee. Among others, a company's key to success has thus become a healthy relationship between the organization and its staff. Employees make, consciously and unconsciously, decisions about their level of commitment to the company on the basis of the way they are treated by their managers. The better they are treated the more they are committed (Abu-Doleh & DaddiHammou, 2015).

The value of the people asset in an organization has been a key thematic concern in most research. Whereas researchers such as Abu-Doleh & Daddi Hammou (2015) have demonstrated the importance of an organization's production facilities, the place of the employee in the social exchange relationship cannot be overemphasized (Oreg et al., 2011). Among others, a company's key to success has thus become a healthy relationship between the organization and its employees. According to Chaubey, (2016) the psychological contract first emerges during pre-employment negotiation and is refined during the initial period of employment. Potential employees and organisational agents enter the employment relationship with a set of expectations about the potential relationships (Opayemi, 2004). These expectations may be transactional (monetary) and/or relational (non-monetary), and will influence the development of the psychological contract (Robinson and Rousseau, 1994).

The implications of globalisation, organizational restructuring and downsizing on employment relations have renewed the interest in the concept of the psychological contract. It has therefore captured the attention of policy-makers in their effort to "change the deal" in response to

increasing pressures to adapt to changing circumstances. For researchers such as Freese, 2000; Guest, 2004 and Stone, 2001; the psychological contract presents another opportunity to re-examine the fundamental aspect of organizational life, the employee – employer relationship. These pressures facing the organisation have heightened challenges in managing the employment relationship (Martin and Staines, 2000).

Psychological contract emphasises the organization and the individual worker's cognition of their mutuality in fulfilling responsibilities and obligations. This cognition may come from the formal employment contract or hidden in multiple expectations. Rousseau (1991) opines that, psychological contract reflects the collection of employee beliefs about the responsibilities and obligations of both sides based on perception, commitment and trust in the employment relationship.

The concept of psychological contract is the basis for any relationship between employees and employers is a contract. A contract is a promise between two parties to deliver work in exchange of compensation (Rousseau, 1989). On the one side there are the written labour contracts which form the fundamentals for employment. Labour contracts contain specifications for the wage to be paid, the hours to be worked and other economical agreements. Next to these formal agreements there are unwritten contracts which are equally as important; one of them is the psychological contract.

A key issue in psychological contract is the belief that some kind of promise is made and a consideration is offered in exchange for it, binding the parties to some set of reciprocal obligations (Rousseau, 2011). Guest, (2004) notes that the concept of psychological contract (PC) has the potential to advance understanding of how increasingly individualised employment relationships function in contemporary work life. Wei Feng, Zhang & Wenxian (2004) opine that

psychological contract exists in two aspects of employee's individual and the enterprise. They refer it to the invisible common cognition of responsibility and obligations between the employees and corporate, which is not completely realised by corporate leaders. This similar view is shared by Coyle-Shapiro & Kessler (2000) who point out that this common perception embodies employees to believe that organisations will give them a reasonable salary; promotion opportunity, stable job security because of their work ability, emotion and attitude and working maintenance for the enterprise. It is believed that organisational effectiveness can be achieved by developing a working environment where employees identify with their organisation's goal, values and objectives, develop a positive attitude towards their jobs, identify with superiors and identify with their occupation or professional group (Boshoff and Miels, 2000).

The psychological contract is viewed and judged by two perspectives, the employer's and the employees. Whereas it seems quite logical who represents the employee's perspective, the embodiment of the employer's side is more debatable (Alcover et. al., 2017; Coyle-Shapiro & Kessler, 2000). Although the organisation in general is the actual counterpart in the psychological contract, they are represented by agents; the managers and supervisors, who are dealing with employee's expectations (Coyle-Shapiro & Kessler, 2000).

Past research has proven that the division of work and more specifically changes to job characteristics affect employee outcomes (Holman & Axtell, 2016). On the one side it has been proven that there is a positive association of job characteristics with the outcome psychological contract fulfilment (Holman & Axtell, 2016). Further research has proven that there is a connection between psychological contract fulfilment and attitudinal employee outcomes such as job satisfaction, performance and commitment of employees (Coyle-Shapiro & Kessler, 2000).

The use of temporary workers is increasingly becoming a permanent feature of the modern workplace. In America, roughly one person out of four in the workforce is employed as a temporary worker. According to the US bureau of labour statistics (2012), the temporary workers currently represent a substantial portion of the US workforce, and nearly four out of five employers, in establishments of all sizes and industries use some form of non-traditional staff. This accounts for about 20% of all new jobs in the United States (Dessler 2008). According to the US Bureau of Labour Statistics (2012), many employees have seen their hours of work decline, with a growing share of part-time workers in several developed economies, often in involuntary part-time employment. For instance, in the European Union (EU) the share of part-time workers in total employment rose by 1.7 percentage between 2007 and 2012.

The Kenyan University sector has undergone transformation and continues to undergo changes. These have been occasioned by the changing government policy (double intake, Universities ACT (2012), Constitution of Kenya (2010) among other legislations) and the globalization of the higher education sector leading to increased competition between universities amidst rising stakeholders' expectations. The economic downturn has led to tighter funding for universities as financial prudence continues to be on the management's lips. These changes affect the context in which the employee's psychological contracts are formed and enacted (Turnley & Feldman, 1998) which in turn increases the probability of psychological contract breaches. A report by the Public Universities Inspection Board (2006) pointed out to the deplorable working environment that employees in universities have to contend with, environments that lack basic facilities and equipment's, heavy workloads, poor remuneration among other myriad challenges. These have led to strained work relationships with University management that have led to industrial action. Due to the financial crisis facing universities, in various occasions, the government has made

proposals for hiring staff on contractual terms. This, for instance, came amidst lecturers strike in 2017 pushing for the payment of the 2013-2017 CBA.

Statement of the problem

In today's organisations, managers whether consciously or not, are turning to the psychological contract as a way of retaining and motivating staff. Raising motivation levels, ensuring commitment, first organisational citizenship behaviour, job satisfaction, work life balance among others are key success factors when managing people at work (Conway & Briner, 2005). Guest (2004) articulates the view that work places have become increasingly fragmented because of newer and more flexible forms of employment. At the same time, managers have become increasingly intolerant of time-consuming and sluggish processes of negotiation under conventional employment relations systems. In Kenya today, the public sector has been subject to a range of pressures over the last decade that have arguably placed issues of organisational survival and feasibility as the driving force behind the recruitment of employees. This changing nature of the Kenyan economy over the period from the mid-1990s to date has been documented and reflects the changing forces of politics, technology, product markets and increased competitive pressure linked to the increasingly global nature of markets (Osoro, 2005). Shapiro and Kessler (2000) opine that a progressive tightening of financial regimes, introduction of competitive market forces and a closer monitoring of organisational performance through the use of a battery of measures and targets have challenged the traditional features of employment in the public sector. This has threatened old certainties such as job security, pay levels based on "fair" comparisons, pay increases, maintaining living standards and career opportunities founded on clear and stable paths. Munjiri (2011) argues that higher education institutions pursue multiple goals namely: Human capital development, most notably through classroom instruction for students; providing additional services to aid students in their

development of human capital – through such mechanisms as tutoring, mentoring, child care, thoughtful scheduling; pension of services to the local community and knowledge production goals through faculty research programs. The report by World Bank (2004) points out that institutions of higher education such as universities, colleges and polytechnics, are labour intensive organisations; they depend on people for delivery of their services. The reports confirm that the quality of the staff in the tertiary institutions is thus central to their effectiveness, in the same way that it is to all people – centred organisations (Munjiri, 2011). The foregoing discussion therefore points to the fact that universities must, in the face of challenges from national and international competitors, invest more resources in the continual training and retaining employees at all levels. They focus not only on the competences of their staff, but also give time to stressing the need for commitment to the organisation's goals and to promoting a capacity to change. The Kenyan universities are not immune to these forces and have therefore had to re-evaluate the working relationship with their employees. Wanyisa (2010) researched on new employee's perceptions of psychological contract at Kenya Bureau of standards, head office, Nairobi and found out that depending on the HR system an organisation adopts, the perception of breach of psychological contract gets affected. The findings indicated, among other things, that the fulfilment of organizational obligations towards its employees is important in explaining the willingness of the employees to engage in organizational citizenship behaviour (OCBB). As observed above, the studies conducted on psychological contract had not considered the influence of psychological contract on organisational commitment of temporary employees in public Universities.

Objectives of the study

The study anchored on the following objectives

- To determine the influence of mutual obligation on the organizational commitment of temporary employees of Kisii University Kenya.

- To examine the influence of work environment on temporary employees' commitment at Kisii University Kenya.
- To determine the relationship between leadership style and temporary employees' commitment at Kisii University.

LITERATURE REVIEW

Social Exchange Theory

Blan (1964), defined social exchange relationship as involving unspecified obligations. According to the social exchange theory, workers respond to the actions of the organization in accordance to the established psychological contract (Rousseau, 1995). A psychological contract describes the implicit rather than explicit, exchange relationships between employers and those whom they employ. It is concerned with unwritten, unrecorded expectations and perceptions.

Cropanzano, Rupp and Bryne (2003), note that the exchange perspective views the employment relationship as consisting of social or economic exchanges. Economic exchange relationships involve the exchange of economic benefits in return for employee's effort and are often dependent on formal contracts which are legally enforceable on the other hand, Aryee et al (2002) add that social exchanges are "voluntary actions" which may be initiated by an organizations treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organization. The exchange approach view of organizational commitment posts that individuals attach themselves to their organizations in return for certain rewards from the organization. (Farrel and Rusbutt, 1981). Researchers such as Bingham and Simmonds (2008) further observe that in the past, job security in exchange for high quality work could have been perceived to be part of the contract. Now, because of the uncertainty of job security, it is usual for employees to expect employers to provide them with opportunities for development.

Hannah and Iverson (2004) cited in Ominde (2015) opine that workers react to the actions of the organization based on their interpretation of whether they provide them with the inducement that satisfies their needs, and on their interpretations of whether it provides them with the opportunities for fulfilment of the obligations included in the psychological contract. This employee may expect to be treated fairly as human beings, to be provided with work that used their abilities, to be rewarded equitably in accordance with their contribution, to be able to display competence, to have opportunities for further growth, to know what is expected of them and to be given feedback (preferably positive) on how they are doing. Beardwell and Claydon (2007) add that effective performance management and reward structures in organizations must attend to the quality of the relationships employees experience while at work which are an integral aspect of the psychological contract. On the other side, employers may expect employees to do their best on behalf of the organization, to be fully committed for its values, to be complaint and loyal, and to enhance the image of the organization with its customers and suppliers. Armstrong (2009) opines that the degree to which the employee expectations are met influences employee performance and commitment.

In conclusion, a study on attitude and behaviours of temporary employees in a given organisation conducted by Koene and Van Rieimdisk (2005), the researchers found that positive attitudes and behaviours displayed by temporary workers were dependent on recognition, on the part of the organisations, of their specific needs. Employability is considered an important need for them (De Cyper & De Witte, 2008).

Organisational Citizenship Behaviour Theory

Researchers in industrial and organisational psychology such as Organ, (1988); Robbin and Morrison (1995); Podsakoff et.al (2005) and Brown & Mowen, (2004); opine that Organizational Citizenship Behaviour(OCB) is a person's voluntary

commitment within an organization or company that is not part of his or her contractual tasks. Organ (1988:4) defines OCB as “individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization”. Organ(1988)’s assertion is that there are three characteristics of OCBs, first OCBs are fundamentally discretionary in that stakeholders consciously choose to engage in these behaviours without being prompted to do so by the organisation or its formal reward system. Second, OCBs go beyond what is formally required of the job, and finally, OCBs may, in aggregate, contribute to the organization’s overall effectiveness.

This view of discretionary behaviour is shared by George and Brief(1992) and Katz& Kahn(1978) who are of the view that work behaviour that goes beyond the traditional job performance and contractual agreements holds promise for long term organizational success. As this type of behaviour is not formally recognised by the organizational reward system, employees can exercise discretion in terms of engaging or withholding OCB. The decision to engage in or withhold this discretionary behaviour depends on the organisational treatment of the individual (Organ, 1990) cited in Shapiro and Kessler (2006). Therefore, a basic premise of the theory is that employees will engage in OCB to reciprocate the organization for fair treatment and withhold it should the organization fail to provide adequate inducements (Organ, 1990). The concept of OCB is multidimensional (Organ, 1990; Van Dyne, Graham and Dienesch, 1994) and consequently employees may choose to engage in particular categories rather than equally engaging in all forms of citizenship behaviour.

OCBs have been linked to several organizational outcomes including: unit-level organizational effectiveness, employee turnover, compensation, managerial ratings of employee performance, organizational efficiency and customer satisfaction

to OCBs (Allen&Rush, 1998; Donovan, Brown & Mowen, 2004; Koys, 2001; Podsakoff et al., 2009). A number of antecedents of OCB have been put forward in the literature. A consistent finding is that there is a positive association between job satisfaction and OCB (Bateman and Organ, 1983; Organ and Ryan, 1995; Van Dyne, Graham and Dienesch, 1994; Williams and Anderson, 1991). Further antecedents of OCB include commitment (O’Reilly and Chatman, 1986; Organ and Ryan, 1995) and perceived organizational support (Moorman, Blakely and Niehoff, 1998; Randall, Cropanzano, Bormann and Birjulin, 1994; Shore and Wayne, 1993). It has thus been argued that one of the contributions of the psychological contract is that it focuses on the two parties to the exchange process, something neglected by the literature on organizational commitment and citizenship behaviour, (Robinson and Rousseau, 1994) cited in Shapiro and Kessler (2006). Robinson and Morrison (1995) have opined that the psychological contract is an important predictor of OCB. In particular, these views justify the focus on employee job satisfaction and commitment as a premise for focusing on organizational citizenship behaviour which poses the theoretical underpinning for the study.

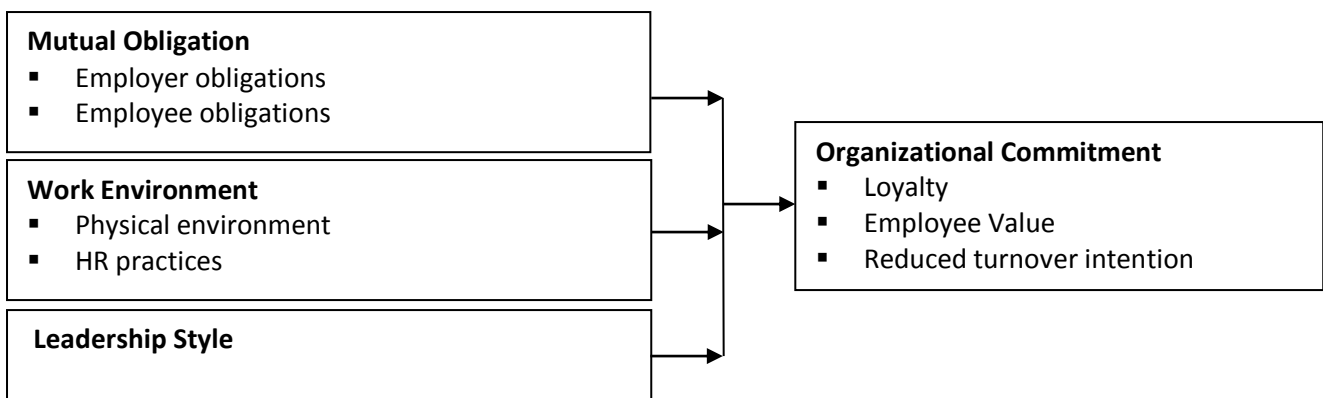
Stacey Adam’s Equity Theory

Stacey Adam’s Equity theory is based on the premise that people want to be treated fairly at work. This theory looks at an organization’s policies and procedures and their fair application, declaring that it influences the employees’ level of motivation (Gupta, 2011). The theorist posits that employees do not work in a vacuum and asserts that employees weigh what they put into a job situation (input) against what they get out of it (outcome) and then compare their input-outcome ration with the input-outcome ration of relevant others with whom they compare themselves. If ratios are equal, a state of equity is said to exist; they feel their situation is fair and that justice prevails. If the ration is unequal, inequity exists. Farh (2012) notes that in this case employees tend to view themselves as

under rewarded and will therefore attempt to correct the inequity. Thus the theory asserts that employees' level of motivation is dependent on the perception of whether they are being fairly treated for tasks related efforts, when compared with others employees. The employee might perceive the existing work environment and culture as hopeless and might choose to quit the current job in pursuit of a better and more equitable work environment.

Humphries(2005) while studying workplace factors impacting on employee commitment draws to the theory and opines that it guides in understanding what may influence temporary employees to leave

or stay in the employ of the university; that they keep comparing what employees earn in other comparable organizations in order to realize a balanced state of the of the input-outcome rations. This in turn contributes to labour mobility inside and outside the equity is viewed as the overall perception of fairness in the workplace by incorporating what the individual employee perceives as fair, the procedure used by the organization to grant the reward or penalty as far as retaining the employee's dignity is concerned. In the context of this study, therefore, reward systems for temporary workers in the university system is a key function that will be of main focus.



Independent Variables

Dependent Variable

Figure1: Conceptual Framework

Empirical Review

Agarawal (2014) notes that mutual obligations are considered as the core of psychological contract which establishes the relationship between the employer and employee as its defined as a belief of an employee or employer that they are indebted to each other through a course of action related to the respective party. Likewise, Pei-ling, Yi-Shyuan & Tung-han (2013), note that employers derive expectations from their employees in terms of loyalty, engagement and willingness to work.

Two content areas are mainly prevalent when looking at the employee obligation of the psychological contract (Frees and Schalk, 2008). The first content area of employee obligation is in role-obligation, which refers to the tasks that are

described in the job dissemination. That is, the duties and activities assigned with a particular job such as providing good services to a client. The second content area is the extra-role obligation which refers to the tasks that do not belong to the activities described in the job description for instance, working extra hours. The content areas of employees also contain a number of obligations that are possible elements of the psychological contract.

Earlier researchers such as Levinson, 1968; Ronssean, (1959) opine that perceived obligations compose the factors of the psychological contract; this may be relational or transactional in nature. Obligations related to the transactional contract involve specific, monetizable exchange between

parties over a finite and often brief period of time such as competitive wage rates and absence of long-term commitments. Obligations related to relational contracts, on the other hand, involve open-ended, less specific agreements that establish and maintain a relationship and include training and development opportunities and a long-term career path within the organization.

Meyer & Allen (1997) opine that work environment factors such as recruitment and selection affect organizational commitment; this is in relation to recruitment and selection, performance appraisal, promotions and management style. Metcalfe & Dick (2001) in their study conclude that the "low level of organizational commitment of constables could be attributed to inappropriate selection and promotion which lead to the perpetration of management style and behavior that has negative effect on organizational commitment of subordinates.

Opperman (2002) cited in Yusuf & Meitoba (2010) define work environment as composition of three major sub-environments which include the technical environment, the human environment and the organizational environment. According to the researchers, technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and managed. Clement (2000) opines that the human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss subordinate relationships that exist within the framework of organizations. These workers' interpersonal relations at the workplace tend to influence their morale (Stanley, 2003).

For the past several years, organisational commitment has been a criterion variable in organizational research (Allen & Meyer, 1990; Dick, 2011; Lok & Crawford, 2004; Somunoglu, Erdem, & Erdem, 2012; Steers, 1997). Uygur and Kilic (2009:

113) defined organisational commitment as "the overall strength of an employee's identification and involvement in an organisation". Several researchers have long recognized three dimensions of organisational commitment – affective commitment, continuance commitment and normative commitment (e.g, Allen & Meyer, 1990; Chang, Chi, & Miao, 2007; Chen & Francesco, 2003; Cheng & Stockdale, 2003; Meyer, Stanley, Herscovitch & Topolnytsky, 2002). Affective commitment refers to the perceived emotional attachment to, identification with, and involvement in the organisation (Meyer & Allen, 1984). Continuance commitment refers to the employee's perception relating to the costs associated with leaving his organisation (Meyer & Allen, 1984). Normative commitment refers to the employee's perception relating to his obligation to remain in his organisation.

Allen & Meyer, et al (2002) found that all three dimensions of commitment (affective commitment, continuance commitment and normative commitment) were negatively related to withdrawal cognition and turnover, and affective commitment was more strongly related to with organisation relevant (i.e attendance, performance, and organisational citizenship behaviour) and employee-relevant (i.e stress and work-family conflict). In a similar study, Khatibi, Asadi, and Hamidi (2009) found a significant negative relationship between job stress and organisational commitment (i.e, affective commitment and normative commitment), but no significant relationship was found between job stress and continuance commitment.

METHODOLOGY

The study adopted qualitative analysis with descriptive survey design. The targeted population for this research was 567 staff members who are employed on contractual terms at the Kisii University, which comprised of among other job holders: graduate assistants, technical staff, administrative officers, secretaries, clerks, accountants, librarians, health-care officers, public

relations officers, security officers, auditors, procurement officers, student counsellors, caterers among other cadres. A sample of 170 respondents were identified to participate in the study. This study used a questionnaire to explore the influence of psychological contract on commitment of temporary employees at Kisii University.

RESULT

The population of study entailed 170 respondents out of which 145 dully filled and returned the questionnaires giving a response rate of 85%. This is also supported by Blumbers, Cooper and Schindler

(2005) who note that a response rate that is over 60 percent is deemed appropriate for social scientific studies.

Mutual Obligation on Commitment of Temporary Employees

Mutual obligation was the first independent variable of this study. The respondents were asked to indicate the extent to which they have made commitment formally or informally to their employer. Likert-scale type questions were used to measure the extent of their agreement with the statements. The results are summarized in Table 1 below.

Table 1: Mutual Obligation on Commitment of Temporary Employees

	N	Mean	Std. Deviation
Support of organizational activities and strategic plan	145	4.07	.742
Loyalty to the organization	145	4.35	.769
Positive work attitude	145	4.30	.748
Adherence to organizational requirements	145	4.32	.807
Demonstration of professional conduct	145	4.28	.918
Maintaining high quality work and productivity	145	4.34	.648
Promotion, Protection of brand image	145	4.23	.905
High level of ethics and integrity	145	4.04	.772
Providing feedback to management on progress of tasks assigned, programmes and activities	145	3.98	.731
Teamwork and group norms	145	4.14	.745
Honouring work hours	145	4.19	.766
Respect for the organization in its entirety	145	4.02	.672
Strive extra hours and effort for expected outcomes and results	145	4.12	.838
Valid N (listwise)	145		

The results on employee obligations indicated that the respondents were obligated to being loyal to the organization (mean 4.35), maintaining high quality work and productivity (mean 4.34). Respondents also indicated that they were obligated to provision of positive work attitude (mean 4.30), adherence to organizational requirements (mean 4.28) and promotion, protection and maintenance of organizational brand image (mean 4.23). Respondents further indicated that to a great extent, they honored work hours (Mean 4.19), high level teamwork and work group norms (mean 4.14), strived extra hours and effort for expected outcomes and results (mean 4.12). Majority of respondents indicated that they

were obligated to a larger extent to support of organizational activities, programmes and strategic plan (mean 4.07) and respect for the organization in its entirety (mean 4.02). The findings indicated that mutual obligations are the core of psychological contract which enables the relationship between employer and employees to thrive. In the context of this study, the responses indicated that employees were fully aware that they were indebted to the University in terms of the sacrifices they make to the achievements of its mission and vision. The findings concur with Agarwal (2014) who opines that employee reciprocity is integral in the formation of the psychological contract. Employees therefore reciprocate psychological contract in the

form of enhancing or reducing organizational commitment, trust, performance and withdrawal of organizational citizenship behavior (Coyle-Shapiro & Kessler, 2000).

Further, the researcher sought to establish whether the employer had fulfilled their obligations. The findings were presented in Table 2 below.

Table 2: Descriptive Statistics on Mutual Obligations (Employer Obligations)

	N	Mean	Std. Deviation
Fair Labour Practices	145	3.15	.638
Fair administration of Justice	145	2.86	.830
Protection of employee rights	145	2.62	.994
Adherence to organizational requirements	145	2.73	.937
Promoting employee power and space	145	2.79	1.100
Frequent communication	145	3.12	1.140
Frequent feedback to employee queries	145	2.69	.932
Fair, uniform and timely grievance handling procedures	145	2.46	.842
Promotion of employee interests	145	2.83	1.027
Trustworthiness and confidentiality	145	2.79	.999
Employee training and development	145	3.25	.968
Clear succession planning strategies	145	3.19	.900
Guided career development policies	145	2.87	.884
Occupational health and safety assistance	145	3.23	.872
Provision of member benefits	145	2.87	.930
Involvement in decision making	145	2.32	.857
Commitment to employee well being	145	2.56	.781
Valid N (listwise)	145		

Source: Researcher 2019

The results on employer obligations indicate that the respondents were indifferent on the level of commitment to the employees' affairs. Most respondents were neutral on employee training and development (mean 3.25), Occupational health and safety assistance (mean 3.23), Clear succession planning strategies (mean 3.19), Fair labour Practices (mean 3.15) and frequent communication (3.12). The findings on training and development as an obligation of the employer support the fact that training and development supports staff to acquire knowledge, tools, resources, skills and competences necessary to perform their duties well besides increasing their prospects for career growth. This assertion concurs with Broek (2008) who assert that training and development enhances employee growth by promoting competence and autonomy at the workplace.

The results at the same time indicated that employees to a lesser extent indicated the employer was not obligated to, Provision of extra services and member benefits; Guided career development policies (mean 2.87), Fair administration of Justice (mean 2.86), Promotion of employee interests (mean 2.83) Promotion of employee power and space; Trustworthiness and confidentiality (mean 2.79), Management commitment to employee well-being was moderately rated (mean 2.56), whereas fair, uniform and timely grievance handling procedures (mean 2.46) and involvement of employees in decision making (mean 2.32). The results of these findings indicate that perceived justice or procedural justice is the individual's perception of fairness of rules and procedure which in turn determines the outcomes. Rosen et al, (2009) established that fairness in decision making

procedure, distribution of power and others enables to eliminate uncertainty and biasness making the outcome beneficial in the long-term since not only the fairness of the outcome is considered but it is of equal importance the fairness of the process through which the outcome was produced. The findings further reveal that temporary employees' perception of fairness at Kisii University influences their relationship with the employer. Sels, Jansens and Brando (2004) support this findings and further note that this relationship as a result of perceived fairness is subjected to

change as employees advance in their employment status.

Influence of Work Environment on Commitment of Temporary Employees

This section presented the findings and discussions on the second objective of the study that sought to elucidate the relationship between work environment and employee commitment. The respondents were asked to indicate the influence of work environment on employee commitment and the results were presented in Table 3

Table 3: Descriptive Statistics on Work Environment

	N	Mean	Std. Deviation
Attractive pay and benefits package	145	2.88	.754
Regular payment of your benefits	145	2.73	1.016
Performance based pay	145	2.62	1.000
A job with Responsibilities	145	2.99	1.044
Opportunity to use your skills, capabilities and show what you can do	145	2.57	.911
Avail the necessary resources for doing the job	145	2.87	1.009
A job where you can make your own decisions	145	2.61	1.298
Opportunity for training and development	145	2.93	1.245
Career progression/promotion opportunities	145	2.40	.931
Career guidance and mentorship	145	2.90	.581
Long term job security	145	2.86	.871
Equal opportunity for all workers/fair treatment	145	2.64	.903
Safe and hospitable work environment free from hazards	145	3.23	1.052
Cooperation and support from co-workers	145	3.48	1.055
Respect for your personal situation such as bereavement and sickness	145	3.37	.848
Flexible working hours/ opportunities depending on your personal needs	145	3.39	.690
WE17:Opportunity to decide when to take your leave/off duty	145	3.34	1.037
WE18:Input is sought during change	145	2.74	.913
WE19:Work tools, materials, equipment are available	145	2.99	.993
Valid N (list-wise)	145		

Source: Researcher 2019

The results in table 3 indicated that temporary employees at Kisii University received cooperation and support from co-workers (mean 3.48) were provided with flexible working hours opportunities depending on your personal needs (mean 3.39) were accorded respect for their personal situations such as bereavement and sickness (3.37) and were provided with an opportunity to decide when to take their leave/off duty (mean 3.34). The

respondents were satisfied with the other factors to a moderate extent that work environment influences employees organizational commitment. These findings are in tandem with Ismail et.al (2010) who opine that physical workplace environment influence the employees' functions and determines the wellbeing of organizations. The responses indicate that employees were happy about the physical work environment since it keeps

them focused on their tasks without a lot of distraction. To enhance employee psychological contract hence their commitment, McCoy & Evans (2015) opine that the elements of physical work environment need to be proper so that the employees would not be stressed while doing their job. Performance based pay (mean= 2.62), attractive pay (Mean=2.88) and benefits package and regular pay of benefits (Mean= 2.73) were highly rated by the respondents as a precursor for employee commitment.

The findings on performance based pay and reward schemes at Kisii University indicate that hardworking staff are recognized and rewarded, hence both financial and non-financial rewards are provided. These findings concur with findings by Oun (2015) and Gong, Chang & Cheung (2010) who found out that employee incentives motivate staff to exert more effort therefore leading to improved employee performance, loyalty and organizational value, hence commitment. The findings further are in tandem with Njanja (2013) and Munga (2012) who reported that an effective reward system

enhances commitment of staff at the Kenya Power and Lightning Company and Kenya Revenue Authority respectively.

The findings indicated that reward package influence employee performance by enhancing employee skills, knowledge and abilities in-order to achieve organizational objectives. These findings concurred with Hang (2012) who established that an efficient reward system can be a good motivator to employees whereas an inefficient reward system can lead to de-motivation of employees in terms of low performance, internal conflicts, absenteeism, high turnover, lack of commitment, loyalty and lateness. The study establishes that strong reward systems at Kisii University enhance employee psychological contract hence their motivation and performance leading to organizational commitment.

The regression model was used to determine the degree to which the predictors which were; mutual obligation, and work environment can explain the dependent variable i.e. employee commitment.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 ^a	.286	.266	.53226

a. Predictors: (Constant), Mutual Obligation, Work Environment

The findings in table 4 showed that the R-squared in this study was 0.286, which meant that, Mutual Obligation and Work Environment (independent variables), combined can explain up to 28.6% of the changes on the organizational commitment of temporary employees (dependent variable) and other factors not subject of this study cumulatively contribute to the remaining 71.4% of the

commitment of temporary employees in Kisii University.

In order to test the appropriateness of the regression model, explaining how the outcome variable Y is caused by the predictor's variables X_1 , X_2 , X_3 and X_4 , regression coefficient table is generated and analyzed. Table 5 represents regression coefficient results.

Table 5: Coefficients^a Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.197	.455		.433	.003
	Mutual Obligation	-.236	.126	-.177	-1.870	.051
	Work Environment	.148	.159	.135	.935	.011

a. Dependent Variable: Organizational commitment

The regression coefficient table 5 indicated that the constant $\alpha=0.197$ is significantly greater than zero. The coefficients of; Work Environment $\beta =0.135$ is significantly different from zero with p-value of less 0.05. Mutual Obligation $\beta = - 0.177$, was insignificant >0.05 However, in order to use the predictor variables to predict the outcome in organizational commitment, the unstandardized coefficients of Mutual Obligation (X_1) and Work Environment (X_2), used. The unstandardized coefficients are used to build the linear regression equation that was used to predict new scores of Y. This meant that a unit increase in the independent variable, yielded - 0.236, 0.148, 0.120, and 0.789 in the dependent variable. A multiple regression analysis was formulated to determine the relationship on influence of psychological contract on commitment of temporary employees in Kisii University, Kenya. The regression equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \epsilon$). Therefore, the proposed regression model was $Y = 0.197 - 0.236X_1 + 0.148W_2 +$ (Where Y = Organizational Commitment, X_1 = Mutual Obligation; X_2 = Work Environment;

CONCLUSIONS

Overall, the purpose of this study was to establish the influence of psychological contract on

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commitment of temporary employees in Kisii University. The results showed that work environment has a positive and significant relationship with organizational commitment whereas mutual obligation has a positive but insignificant relationship with organizational commitment. For the linear regression test, the finding showed that mutual obligation, and work environment has a positive relationship with organizational commitment.

Based on the findings of the study and the empirical research that links psychological contract fulfilment to organizational commitment, the following recommendations were advanced to assist management to clarify and sustain the psychological contract to strengthen organizational commitment. First, the university management should come up with policies which would enable employees on temporary contract to feel part and parcel of the working community. Indeed it is worth noting that management has not been guided by explicit human resource management policies. These findings should inform such policy formulation and implementation.

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