

Effectiveness of Job Responsibility Initiatives for Satisfaction on Commitment of Non-Academic Staff In Universities in Kenya: A Case of University of Eldoret



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ABSTRACT: The level of job commitment by non-academic staff in universities is a critical factor that influences organizational success. By creating a supportive work environment, offering growth opportunities, promoting work-life balance, and recognizing employee contributions, universities can enhance the job commitment of their non-academic staff and ultimately improve overall performance. By balancing workload, providing support, recognition, and growth opportunities, institutions can cultivate a more committed workforce that contributes positively to the overall success of the university. The level of satisfaction obtained from job responsibilities assigned to nonacademic staffs in universities plays a significant role in determining their commitment levels. Incorporating job responsibilities into the management and leadership practices within universities, universities can foster a work environment where non-academic staff feel fulfilled, engaged, and committed to their roles and the mission of the university. However, this is deficient in most universities, including Kenya, which is contrary to a multifaceted role non-teaching staff play in supporting national development goals in many nations. The purpose of this study was to evaluate the extent to which effectiveness of job responsibility influences commitment of non-academic staffs in University of Eldoret in Kenya. The study was based on expectancy theory of motivation. This study adopted on a quantitative research approach. The study utilized a correlational research design to determine the extent of relationship between job responsibility and commitment of non-academic staff in the research site. A sample size of 137 nonacademic staffs was drawn from target population of 208 using Yamane formula. both Stratified random sampling and simple random samplings were used to select units of analysis. Structured self-administered questionnaires were used for primary data collection. Data analysis utilized descriptive statistics as well as inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS) version 25. Analyzed data was presented in using suitable tables and figures. The study's findings revealed a positive significant relationship between job responsibility and commitment of workers ($\beta_1=0.802$, $p=0.000<0.05$). The study concluded that there is a significant relationship between job responsibility and commitment of non-academic staff in the university of Eldoret.

KEYWORDS: Job Responsibility, Commitment, Satisfaction, Non-academic Staff, University,

1.0 INTRODUCTION

In France, the role and responsibilities of non-academic staff in universities have evolved over time, reflecting changes in the higher education landscape and administrative needs. Historically, non-academic staff in French universities have played a crucial role in supporting the academic mission of institutions by providing essential services and administrative support. Their commitment to ensuring the smooth functioning of university operations has been integral to the overall success of these institutions. Non-academic staff in French universities have traditionally been responsible for a wide range of tasks, including administrative support, facilities management, student services, financial management, human resources, and IT support. Over the years, their roles have become more specialized and diverse to meet the growing demands of modern universities. With the increasing complexity of university operations, non-academic staff have taken on additional responsibilities related to compliance with regulations, data management, strategic planning, and stakeholder engagement (Carpentier & Picard, 2023). Despite having many positive developments in the universities, nonacademic staff in French universities face various challenges some of which hinder their commitment at work. However, these challenges also present opportunities for the non-academic staff to enhance their skills, adopt innovative practices, and contribute to the strategic goals of their institutions (Vergnaud, 2023).

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The non-academic staff in universities in China, provide valuable service that enhance smooth functioning and management of these institutions. Their responsibilities and commitment have evolved over time, reflecting the changing nature of higher education in the country. During the early period, non-academic staff in Chinese universities primarily focused on administrative tasks such as record-keeping, maintenance, and support services. Their commitment was essential for maintaining the basic functioning of the institutions. Consequently, their roles were limited, and they were often overlooked in comparison to the academic staff (Pringle & Woodman, 2022). During the Mao Era (1949-76) Chinese universities underwent significant changes, with a focus on ideological education and the integration of academic and non-academic staff. Non-academic staff were expected to contribute to the political and ideological education of students, in addition to their regular duties. Their commitment was to the overall goals of the Communist Party and the nation-building process. With the introduction of reforms and the opening up of China to the world, universities experienced rapid growth and modernization. This led to an increased demand for professional non-academic staff to manage the expanding administrative and support systems. Their responsibilities expanded to include human resources, finance, information technology, and facilities management. The commitment of non-academic staff shifted towards enhancing the overall efficiency and quality of university operations (Pringle & Woodman, 2022). In the 1990s, Chinese universities started adopting market-oriented reforms, which led to the establishment of various service centers, such as career services, international offices, and student affairs. Non-academic staff played a vital role in the development and management of these centers. Their commitment was directed towards providing better services to students, faculty, and the wider community (Wenjie & Guorui, 2021). In contemporary China, non-academic staff continue to play a significant role in the smooth functioning of universities. They are responsible for managing various aspects of university life, including student services, research administration, alumni relations, and campus safety. Their commitment is focused on ensuring the efficient operation of the institution, enhancing the student experience, and supporting the academic mission of the university (Chen, 2022). However, they continue to face motivational challenges in their duties (Liu and Skerkey, 2023).

In South African universities, non-academic staff play critical roles in supporting the success of the institutions. Their job responsibilities and commitments have evolved over time, influenced by historical contexts and changing demands within the higher education sector. During the apartheid era, universities were segregated along racial lines, with non-academic staff often marginalized and limited in their opportunities for advancement. Non-academic staff, much like academic staff and students, were subject to these segregationist policies. They faced discrimination and marginalization based on their race, with opportunities for advancement often limited or nonexistent. Non-white staff members were typically relegated to lower-paying and lower-status positions within universities, reflecting the broader racial hierarchy imposed by apartheid laws. The transition to democracy in 1994 brought about significant changes in the higher education landscape, leading to a more inclusive and diverse environment within universities (Moodley & Fataar, 2017; Langa, 2019). As part of this transformation process, there have been initiatives to redress past inequalities and promote the full participation and representation of all staff members, regardless of race, gender, or other factors. These efforts have included policies aimed at promoting diversity in hiring and advancement, providing training and professional development opportunities for non-academic staff, and fostering a more inclusive and supportive work environment within universities (Moleke & Mokubedi, 2018). The Non-academic staff in South African universities have a wide range of job responsibilities that are essential for the efficient operation of these institutions. Despite facing challenges such as limited resources, high workloads, and sometimes inadequate recognition, non-academic staff demonstrate resilience and professionalism in carrying out their duties. Their commitment is vital for creating a conducive learning and working environment for students, academic staff, and other stakeholders ((Dlamini, 2018; Maphosa, 2016; Singh, 2018).

In Uganda, non-academic staffs in universities job responsibilities are diverse and encompass a wide range of tasks that contribute to the smooth running of the university. Historically, non-academic staff in Ugandan universities were initially tasked with administrative duties such as record-keeping, clerical work, and general office management. However, as universities grew and became more complex, the roles of non-academic staff expanded to encompass a broader range of functions. These now include human resources management, finance, procurement, maintenance, security, and student support services, among others. Despite the importance of their roles, non-academic staff in Ugandan universities face several challenges that can affect their commitment to their tasks. These challenges range from inadequate resources, limited professional development opportunities, bureaucratic hurdles, and sometimes insufficient recognition for their contributions (Nakimuli, 2023; Najjum, Gallagher & Nambi, 2022). Despite these critical roles, non-teaching staffs face challenges that make them non committal to their tasks (Mugizi, et al. 2022).

Before Kenya gained independence in 1963, there were only a few educational institutions, primarily missionary schools, which laid the foundation for higher education in the country. Non-academic staff, such as janitors, cooks, and gardeners, played a significant role in supporting the limited number of students and teachers in these institutions. Their primary responsibilities

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included maintaining cleanliness, preparing meals, and managing the grounds. The commitment of these staff members was essential for the survival and growth of these educational establishments during this period. After Kenya's independence, the government focused on expanding access to education, leading to the establishment of more universities and colleges. Non-academic staff continued to play a vital role in supporting these institutions, with their responsibilities expanding to include administrative tasks such as record keeping, finance management, and human resource management. The commitment of these staff members remained high, as they recognized the importance of their roles in the growth and development of Kenyan higher education (Imana, 2020 King'oo, Kimencu & Kinyua, 2020). During the liberalization of 1980s and 90s, Kenyan universities experienced significant growth, leading to an increase in student enrollment and faculty numbers. This expansion required additional support from non-academic staff, who took on more responsibilities in areas such as information technology, security, and student services. Their commitment to their roles remained strong, as they recognized the importance of providing quality support to both faculty and students. In recent years, Kenyan universities have undergone significant changes due to privatization and globalization. Non-academic staff have had to adapt to new technologies and work practices, while also maintaining high levels of professionalism and efficiency. Their job responsibilities have expanded to include areas such as marketing, alumni relations, and international collaborations. The commitment of non-academic staff has remained unwavering, as they continue to play a critical role in ensuring the success of Kenyan universities in today's competitive global environment (Oanda & Ogola, 2011; Kibet & Mutai, 2013). In spite of the crucial roles they provide, most of them are well motivated to a level of driving self-satisfaction from the job responsibilities they offer. These has led to occasional industrial disputes that have affected the smooth running of the universities, especially the university of Eldoret (Serem & Ongesa, 2023). It is against this background that this study was carried out to evaluate the effectiveness of job responsibility offered to nonacademic staff in the university of Eldoret influence their commitment at work, and devise strategies that would inspire them to drive self-satisfaction from their work.

1.2 Problem Statement

The nonacademic staffs provide fundamental services that enhance the performance of universities. They do so by offering crucial functions that boost smooth functioning of these institutions. The success of the universities is dependent on the level of contributions of non-academic staff. A well self-driven spirit among the non-academic staff is adequate to spur the performance of the universities to greater heights of success (Wambui, 2022; Tapanila, Siivonen & Filander, 2020). This is possible if they find enthusiasm in conducting the job responsibilities assigned to them such that they are able to experience self-fulfillment and self-satisfaction. Intrinsic motivation therefore inspires university support staff to remain committed in their duties (Manalo, & Apat, 2021).

Despite these, the performance of non-academic staff at the University of Eldoret (UoE) has been halted in the recent past because of the conflicts involving the management of this university and the aforementioned staff. The outcome of the dispute has been devastating to the normal service delivery to the university. This has been presumably caused by poor motivational mechanisms adopted by the university, among other factors (Serem & Ongesa, 2023). If this problem is not sufficiently resolved, the working conditions of the nonacademic will decline and this will affect the quality of service delivered in the university. This study was therefore carried out to evaluate the influence of effectiveness of job responsibility for self-satisfaction on the commitment of the nonacademic staff in the University of Eldoret in Kenya.

1.2 Objective of the Study

To evaluate effectiveness of job responsibility influences commitment of nonacademic staff at University of Eldoret in Kenya.

1.3 Hypothesis of the Study

H₀₁: There is no significant relationship between effectiveness of job responsibility and commitment of non-academic staff at University of Eldoret in Kenya

2.1 Underpinning Theory

The study was underpinned by the Expectancy Theory, developed by Victor H. Vroom in 1964. According to this theory, people are motivated to act in certain ways based on their expectations about the outcomes of their actions and the value they place on those outcomes. According to this theory, employee motivation depends on their belief that effort will lead to performance, performance will lead to outcomes, and those outcomes are desirable. Job responsibilities play a crucial role in shaping employees' perceptions of the effort-performance link. If employees believe that their efforts in fulfilling their job responsibilities will result in successful performance, they are more likely to be motivated to exert effort. When employees see a direct connection between their performance in fulfilling job responsibilities and the attainment of desired outcomes, they are more likely to be motivated and committed. Conversely, if employees perceive a lack of correlation between performance and outcomes, their motivation and

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commitment may diminish. When employees find the outcomes associated with their job responsibilities to be personally meaningful and rewarding, their motivation and commitment are likely to be higher. However, if job responsibilities consistently lead to undesirable outcomes or lack recognition, employees may become disengaged and less commitment.

Expectancy theory has been widely recognized and accepted in organizational psychology and management literature. However, some critics argue that the model's complexity makes it difficult to apply in practice, as it requires accurate assessments of all three components for each individual in an organization. Additionally, its assumptions about rational decision-making may not always align with real-world behavior. They argue that more research is needed to establish the validity of the model's assumptions and predictions. Critics also point out that individuals may not always be able to accurately assess or predict outcomes, as their cognitive abilities are limited, leading to biased judgments and decision-making processes. Another critique of expectancy theory is that it does not adequately consider the social context and influence on individuals' decisions and motivations. Social norms, peer pressure, and organizational culture can significantly impact an individual's behavior and motivation, which may not be fully captured by the expectancy theory model (Kuhl, 2021 Mitchell, 2021). The theory was used as a basis to establish if nonacademic staff at the University of Eldoret were offered meaningful job responsibilities that would provide opportunities for success, desirable outcomes, and personal fulfillment in order to foster high levels of motivation and commitment in the university.

2.2 Effectiveness of Job Responsibility and Employee Commitment

Dompelage (2019) carried out a study to investigate factors affecting job satisfaction of the non-academic staff members of University of Kelaniya. The study was based on a quantitative research approach. Thirty members of the nonacademic staff were selected using convenient sampling technique from the departments in the faculties of social sciences and humanities. Data was collected using questionnaire and analyzed using factors analysis. The study established that working condition, job security, autonomy or freedom, relationship with colleagues, relationship with superiors, promotion and pay were the major factors affecting the job satisfaction of non-academic staff of the University.

Yunita, et al. (2021) sought to find out the relationship between academic and non-academic responsibilities with job-related stress among academic and non-academic staffs. Primary data was collected by use of structured questionnaires since the study was based on a survey research design. The results of this study showed that the both categories of staff were moderately stressful with their job. The findings showed that there is no significant relationship between job-related stress and academic responsibilities but marginally there is significant relationship of the job-related stress and non-academic responsibilities.

Mavis, Akua and Seth (2017) examined job satisfaction and commitment of nonacademic staff in the College of Technology of the University of Education Winneba – Kumasi (COLTEK) and their influence on job performance. This study was based on case study research design since the unit of observation was one institution. Both primary and secondary data were used. Primary data was collected using questionnaires and observation while relevant written sources were used to obtain information for discussing results and literature review. The study had a response rate of 93%. Descriptive was used to analyze quantitative data. The study established a significant relationship between the study's variables and conclusively recommended management of the university to establish relevant strategies to boost effective condition of service among the workers.

Wakyaya (2015) sought to establish the effect of workers' performance in private universities in Uganda. One of the study's objectives was to establish the level of job satisfaction in Kampala International University. This study was based on a null hypothesis that assumed that job satisfaction has no effect on employee performance. The hypothesis was tested at 95% level of significance. This was a case study design because the unit of observation was a single institution which was adequate to conduct an in-depth investigation of the relationship between job satisfaction and employee performance. Data collected was subjected to both qualitative and quantitative analysis techniques. The findings of this study established a significant relationship between job satisfaction and employee performance in Kampala International University.

Olike and Kwasira (2018) analyzed the effect of transformational leadership style on enhancing the performance of non-teaching employees in selected Public Universities in Western Kenya. This study utilized a descriptive survey design. The target population was 1054 nonacademic workers from which a sample size of 290 was selected from the universities and became the units of analysis. Primary data for this study was collected by use of a questionnaire that had closed ended questions. adopted as the main instrument for collecting data. The collected data was analyzed by the aid of SPSS version 25. Quantitative data was analyzed using correlation analysis and regression analysis to test the hypotheses' significance levels. The results indicated a positive relationship between transformational leadership style and employee performance of the nonacademic staff.

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Durga and Lodhwal (2013) investigated the influence of demographic characteristics on job satisfaction. The study considered key attributes and attitudes of the type of work they do. This study used a proportional stratified sampling in which 250 nonacademic staff of Banaras Hindu University were selected. This research established that there is a significant relationship between the demographic characteristics of the respondents and job satisfaction.

Premium Researchers (2022) investigated the effect of job satisfaction on employee performance. This study was based on a null hypothesis that assumed that there is significant effect of job satisfaction on employee performance. This study employed the use of questionnaires to collect data. Descriptive data analysis involved the use of tables and percentages while for inferential statistics the researcher used chi-square. The findings of this study established a significant relationship between job satisfaction and employee performance.

Sereti and Wekesa (2023) analyzed the effect of job environment on employee job satisfaction among non-teaching staff in public universities in selected public universities in Kenya. The research utilized a descriptive research design. This study targeted 547 workers from Kisii University, 472 from Jaramogi Oginga Odinga University of Science and Technology and 412 from Rongo University. The questionnaires were used for the collection of data from the respondents. Specifically, the study focused the effect of physical workplace environment and employee job satisfaction. The findings of this study indicated that there is a strong positive relationship between employee environment and employee job satisfaction is ($r = 0.585$; $p = 0.00$). This implied that for every unit increase in employee work environment, there is a positive increase of 0.585 in employee satisfaction.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a quantitative research approach. In this approach quantitative data involved the use of structured questions based on structured questionnaires. A correlational research design was used to establish the nature of relationship that exists between job responsibility and employees' commitment in the aforementioned site. The study was carried out at the University of Eldoret purposively because it is one of the universities in Kenya that has experienced conflict between the management and non-academic staff on matters related to motivation. The target population for this study was all the 208 all non-teaching permanent employees who had been working for the last five years at the institution. These were purposively selected because they assumed to have the necessary knowledge and experience to respond on the research questions. They were drawn from various departments as shown in Table 1.

Table 1: Target Population

| Category | Target population | Percentage |
|---------------------------|-------------------|--------------|
| Administrators | 20 | 9.6 |
| Operations officers | 82 | 39.4 |
| Communication officers | 26 | 12.5 |
| Customer service officers | 30 | 14.4 |
| ICT officers | 23 | 11.1 |
| Finance officers | 27 | 13.0 |
| Totals | 208 | 100.0 |

Source: University of Eldoret (2022)

A sample size of 137 respondents was obtained from the target population of 208 using Yamane formula (1967) as represented Table 2.

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

Where:

n = sample size required

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N =population size (208)

e²= level of precision (0.05)²

n=137

Table 2: Sample Size

| Category | Target population | Sample size |
|---------------------------|-------------------|-------------|
| Administrators | 20 | 13 |
| Operations officers | 82 | 54 |
| Communication officers | 26 | 17 |
| Customer service officers | 30 | 20 |
| ICT officers | 23 | 15 |
| Finance officers | 27 | 18 |
| Totals | 208 | 137 |

Source: Research (2023)

Stratified random sampling technique was used to select samples proportionally since the target population was heterogeneous. Then the researcher used simple random sampling technique to select the individual respondents randomly from each stratum. This was done by use of computer-generated random numbers. The selected subjects then became units of analysis for the study. According to Gupta (2008) a sample is regarded as large if and when it exceeds 30 and therefore 137 was considered an appropriate size for this study. A self-structured questionnaire was used to collect primary data for the study. The closed ended questions were framed on a likert scale of 1 to 5. These were suitable in collecting quantitative data. The filled-up questionnaires were collected using drop-pick later method. To test reliability and validity of the questionnaires, the study conducted a pilot study in which 14 questionnaires were issued to the non-academic staff in Moi University-main campus. These respondents were not part of the sample that was used in the final study. The pilot respondents represented 10% of the sample size (Mugenda and Mugenda, 2003). The results of the piloted research instruments enabled the researcher to determine the consistency of responses made by respondents and adjust the items accordingly by revising the questionnaire items. To test validity, the research questions were tested and pretested to randomized sample for accuracy by use of content validity. This ensured that the questions accurately measured what was needed. The Cronbach's alpha was used to determine the reliability of the research instrument. The internal consistency reliability was established to be 0.76. This value was above 0.7 thus the research instruments were reliable to be used to collect data (Castillio, 2009). Collected data were organized and edited to remove any inconsistencies, and errors that would have made analysis difficult. Descriptive and inferential statistics was used to analyze the data with the aid of SPSS version 25. Descriptive statistics included percentages, frequencies, and measures of central tendency. Linear regression analysis was adopted to establish the extent to which job responsibility influenced commitment of nonacademic staff at University of Eldoret. The hypothesis was tested at 0.05 significant level. This provided the basis of rejecting or accepting the null hypothesis. The analyzed data was displayed using tables based on APA version 6.

The model $y = \alpha + \beta_1 X_1 + u$ was subjected to a test using linear regression to establish whether employee skills were a predictor of performance of manufacturing industry.

Where Y =dependent variable (commitment of nonacademic staff)

X₁= independent variable (job responsibility)

α = constant

β_1 =the coefficient of the independent variable

u = the error term.

To ensure research ethics, the researcher adhered to all requirements, relevant rules and procedures of conducting a study. The respondents participated in this study voluntarily and their identities were not revealed.

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4.0 FINDINGS

This study had the following findings

4.1 Response Rate

Out of 137 questionnaires issued to the respondents, 118 questionnaires were dully filled and returned. This translated to 86 % response rate. This response rate was considered adequate for the study (Mugenda and Mugenda, 2003).

4.2 Descriptive Analysis Influence of Job Responsibility on Employee’s Commitment

The study sought to assess influence of job responsibility on employee’s commitment at university of Eldoret. Participants were asked to provide their opinions on a 5-point Likert scale ranging from 1 -5, whereby 1=strongly disagree 2=disagree 3="neutral 4=agree and 5=strongly agree. The analysis of the average scores from the responses was carried out on a continuous scale. Scores below 1.5 were categorized as strongly disagree, scores between 1.5 and 2.4 were considered as disagree, scores between 2.5 and 3.4 were seen as neutral, scores between 3.5 and 4.5 were interpreted as agree, and scores above 4.5 were regarded as strongly agree.

A total of five statements were utilized to assess the influence of job responsibility on employee’s performance at university of Eldoret, and participants' responses were collected using a 5-point Likert scale as shown in Table 3.

Table 3: Respondents’ Opinions on the influence of Job Responsibility on Employee’s Commitment

| Statement | | SA | A | N | D | SD | Mean | Sd |
|--|---|------|------|-----|------|------|------|------|
| 1. Employees have a self-monitoring mechanism at their place of work | F | 32 | 49 | 6 | 21 | 10 | 3.61 | 1.29 |
| | % | 27.1 | 41.5 | 5.1 | 17.8 | 8.5 | | |
| 2. There is a clear career development plan for the workers in the institution | F | 48 | 35 | 8 | 17 | 10 | 3.80 | 1.34 |
| | % | 40.7 | 29.7 | 6.8 | 14.4 | 8.5 | | |
| 3. Employees perform their duties independently | F | 40 | 42 | 3 | 24 | 9 | 3.68 | 1.33 |
| | % | 33.9 | 35.6 | 2.5 | 20.3 | 7.6 | | |
| 4. Employee are held accountable for the work they perform | F | 33 | 51 | 7 | 19 | 8 | 3.69 | 1.23 |
| | % | 28.0 | 43.2 | 5.9 | 16.1 | 6.8 | | |
| 5. Employee are able to control work activities they perform | F | 42 | 38 | 6 | 20 | 12 | 3.66 | 1.38 |
| | % | 35.6 | 32.2 | 5.1 | 16.9 | 10.2 | | |

Source: Researcher (2023)

Table 3 showed that 81(68.6%) of the respondents agreed that Employees have a self-monitoring mechanism at their place of work. However, 31(26.3%) of the respondents disagreed that employees have a self-monitoring mechanism at their place of work. Further, the study results also showed that the respondents agreed with the statement that employees have a self-monitoring mechanism at their place of work with mean rating of 3.61 and a standard deviation of 1.29.

Also, 83(70.4%) of the respondents agreed and 27(22.9%) disagreed that the there is a clear career development plan for the workers in the institution. Further, the study results also showed that the respondents agree with the statement that there is a clear career development plan for the workers in the institution with mean rating of 3.80 and standard deviation of 1.34.

Further, 82(69.5%) of the respondents agreed that employees are perform their duties independently. On contrary 33(27.9%) of the respondents disagreed that employees are perform their duties independently. Further, the mean rating of 3.68 and standard deviation of 1.33 indicates that the respondents agreed that employees perform their duties independently.

The study nonetheless showed that, 84(83.1%) of the participants agreed that employees are held accountable for the work they perform and 27(24.1%) disagreed with the statement employee are held accountable for the work they perform. Further, the study results also revealed that the mean rating of 3.69 and a standard deviation of 1.23 indicate that the participants agreed with the statement that employees are held accountable for the work they perform.

Finally, 80(67.8%) of the respondents agreed that employees are able to control work activities they perform. On contrary to that, 32(27.9%) of the respondents disagreed that employees are able to control work activities they perform. Further, the study results also indicated that the respondents agree with the statement that employee are able to control work activities they perform with mean rating of 3.66 and standard deviation of 1.38.

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4.3 Linear Regression Analysis of Job Responsibility on Employee’s Commitment

The linear regression analysis examines how the commitment of employees, which is the dependent variable, is affected by the independent variable i.e. job responsibility. The subsequent sections present the outcomes of this analysis.

Table 4: Model Summary

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .787 ^a | .619 | .616 | .61126 |

Source: Researcher (2023)

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between the influence of job responsibility and employee’s commitment at the university of Eldoret. The results of the linear regression in Table 4 indicate that $R^2 = 0.619$ and $R = 0.787$. R value indicates that there is a strong linear relationship between the influence of job responsibility and employee’s performance at the university of Eldoret. The R^2 indicates that explanatory power of the independent variables is 0.619. This means that 61.9% of variation in employee’s commitment is explained by job responsibility at the university of Eldoret. This implies that the job responsibility had a positive influence on employee’s commitment at the university of Eldoret. The analysis of variance was employed in the study to determine if the model's predictive capabilities surpassed those of the mean, as illustrated in Table 5.

Table 5: Model Fitness Results

| | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------------------|
| Regression | 70.525 | 1 | 70.525 | 188.754 | .000 ^b |
| Residual | 43.342 | 116 | 0.374 | | |
| Total | 113.867 | 117 | | | |

Source: Researcher (2023)

From Table 5 the F-test offers a comprehensive evaluation of the significance of the established regression model. The F-value signifies the importance of all the variables in the equation, confirming the overall significance of the regression. The F-statistics produced ($F = 188.754$) was significant at $p=0.000$ thus confirming the fitness of the model and therefore, there is statistically significant relationship between the influence of job responsibility on employees on performance at university of Eldoret. The study sought to establish the Regression Model Coefficients in order to use in the regression equation. The study results are presented in Table 6.

Table 6: Regression Model Coefficients

| | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|--------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | t | |
| (Constant) | 0.864 | 0.213 | | 4.052 | 0.000 |
| Job responsibility | 0.802 | 0.058 | 0.787 | 13.739 | 0.000 |

Source: Researcher (2023)

The study results in Table 6 revealed that there was positive linear effect of influence of job responsibility on employee’s commitment. Since ($\beta_1=0.802$, $p=0.000<0.05$), the study therefore rejected the third null hypothesis H_{03} and concluded that there is a statistically significant influence of job responsibility on commitment of non-academic staff at University of Eldoret in Kenya.

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However, this reveals that an increase in influence of job responsibility increases commitment of non-academic staffs by 0.802 units.

$$Y = 0.864 + 0.802X_1 \dots\dots\dots \text{Equation 4.3}$$

4.4 Hypothesis Testing

To determine whether responsibility influences commitment of nonacademic staff, H_0 hypothesis which states that “There is no significant relationship between job responsibility and the commitment of nonacademic staff at University of Eldoret” was tested.

Decision rule: If the calculated p value is found to be less than the critical value of 0.05, then the null hypothesis is rejected. Regression results indicated in Table 6 confirm the appropriateness of the model fit for this data since the computed p value of 0.000 was much smaller compared to critical value of 0.05. These findings implied the existence of a positive significant relationship between job responsibility and commitment of nonacademic staff. This led to a rejection of the null hypothesis and the adoption of an alternative hypothesis which states that, “There is a significant relationship between job responsibility and commitment of nonacademic staff” is accepted.

4.5 Discussion of Findings

The study findings were discussed based on the data analysis

4.5.1 Job Responsibility and Commitment of Nonacademic Staff

The regression analysis indicates that there is a positive significant relationship between the job responsibility and commitment of nonacademic staff at University of Eldoret since the p value obtained was 0.000 which is less than the critical value of 0.05 as shown in Table 6.

The study’s findings concur with Mavis, Akua and Seth (2017) whose research established a significant relationship between the study’s variables and conclusively recommended management of universities to establish relevant strategies to boost effective condition of service among the workers. The results of this research also agree with Wakyaya (2015) whose findings of this study revealed a significant relationship between job satisfaction and employee performance in Kampala International University. The findings are in agreement with Dompelage (2019) who found out that working conditions, job security, autonomy or freedom, relationship with colleagues, relationship with superiors, promotion and pay are major factors affecting job satisfaction of non-academic staff of universities. These findings also comply with Durga and Lodhwal (2013) whose research established that there is a significant relationship between the demographic characteristics of the respondents and job satisfaction. On the same note, the results concur with Premium Researchers (2022) findings who revealed that there is a significant relationship between job satisfaction and employee performance, implying that employees tend to increase their output when they find satisfaction in the tasks they are allocated. A study by Sereti and Wekesa (2023) further confirm that for every unit increase in employee work environment, there is a positive increase in employee satisfaction.

5.0 CONCLUSION

The study provides evidence supporting the existence of a significant relationship between job responsibility and commitment among nonacademic staff in universities. This finding suggests that as job responsibilities increase, so does the level of commitment among these staff members. The results emphasize the importance of effective job design within university administrative roles. Ensuring that staff members have meaningful responsibilities aligned with their skills and interests can foster a stronger sense of commitment to their roles and the institution. The study underscores the significance of fostering employee engagement among nonacademic staff members. By recognizing the impact of job responsibilities on commitment levels, universities can implement strategies to enhance job satisfaction, promote career development, and improve overall employee engagement.

6.0 RECOMMENDATIONS

Based on the findings of the study indicating a significant relationship between job responsibility and commitment among nonacademic staff of universities, management can consider the following recommendations:

Conduct a thorough review of job descriptions for nonacademic staff roles to ensure that they accurately reflect the responsibilities and expectations associated with each position. Revise job descriptions as needed to align with the findings of the study and to optimize job design for promoting higher levels of commitment.

Offer training and development programs aimed at enhancing the skills and competencies required to fulfill job responsibilities effectively. Investing in employee development not only improves job performance but also increases job satisfaction and commitment.

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Foster a work environment that encourages autonomy and empowerment among nonacademic staff members. Provide opportunities for staff to take ownership of their roles, make decisions, and contribute meaningfully to organizational goals. Empowered employees are more likely to feel committed to their work and the institution.

Implement recognition and reward systems that acknowledge and appreciate the contributions of nonacademic staff members who demonstrate high levels of commitment and performance in fulfilling their job responsibilities. Recognizing and rewarding excellence can reinforce desired behaviors and motivate employees to remain committed to their roles.

Create channels for open communication and feedback between management and nonacademic staff members. Encourage regular dialogue to address concerns, provide support, and solicit input on job responsibilities and organizational practices. Effective communication fosters trust and engagement, leading to higher levels of commitment among employees.

Recognize the importance of work-life balance in maintaining employee commitment and well-being. Implement policies and practices that support flexible work arrangements, time off, and wellness initiatives to help nonacademic staff members manage their responsibilities effectively while maintaining a healthy balance between work and personal life.

Continuously monitor and evaluate the effectiveness of interventions aimed at optimizing job responsibility and promoting commitment among nonacademic staff members. Collect feedback, assess outcomes, and make adjustments as needed to ensure that organizational practices align with the goals of enhancing employee commitment and satisfaction.

By implementing these recommendations, management can leverage the relationship between job responsibility and commitment to cultivate a motivated and dedicated workforce among nonacademic staff within universities.

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