

Perceived Psychological Contract Breach on Organizational Continuance Commitment in the Tanzanian Public Universities: The Case of Selected Universities

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Abstract: *This paper explores the effects of Perceived Psychological Contract Breach (PPCB) on Organizational Continuance Commitment (OCC) of the public universities' academic staff in Tanzania. A cross-sectional survey was carried out on a sample of 187 academic staff from five public universities. A 24 commitment scale of Allen and Meyer was used. The descriptive statistics, correlation, linear and multiple linear regression analysis techniques were applied. The study found that PPCB significantly negatively affected organizational continuance commitment. Old academic staff above 51years of age showed more organizational commitment than the rest of the groups, married couples showed more organizational continuance commitment than the other demographic groups. The paper recommends young academic staff can be motivated to stay through university HR retentions schemes like providing training for masters and PhD Studies, proving research small grants and fully engaging them in academic and consultancy works. Academic staff regardless of their marital status could be provided with incentives like childcare services, house allowances and family support programmes*

Keywords: Psychological contract breach, organizational continuance commitment and Public Universities

Introduction

Organizations are growing the need to retain quality staff. Understanding the employment relationship between employer and employees becomes more important. One framework that has been used to examine this relationship between employees and employer is the psychological contract. Psychological contract is a belief of an individual concerning the implicit terms of an agreement between the individual and an organization (Rousseau, 2000). When psychological contract is perceived positive it results into increase of individual performance, job engagement and high commitment. However when psychological contract is perceived negatively then it results into negative workplace behavior like late coming, absenteeism, poor performance, intention to quit and high turnover (Sturge, *et al.*, 2005).

Organizational commitment has been recognized as one of the critical factors that lead to organizational success (Alsiewi & Agil, 2014). Moreover, organizational commitment has increasingly attracted researchers in the current environment of scarce human resources and reduction of management tasks in attracting, increasing employee's morale, motivation, performance, that leads to organizational citizenship, and retaining employees (Chordiya, R., Sabharwal, M., & Goodman, D. 2017; Gunlu, E., Aksarayli, M. & Şahin Perçin, N. 2010). Organizational commitment is considered as one of the key job attitudes that have been studied about employee's motivation and productivity as it is a cornerstone of employee performance (Tolentino, 2015). Organizational commitment of employees to their organization is regarded as the core of human resource management practice whereby employees are motivated and fully engaged to their organization, and therefore, their performance (Gbadamosi *et al.*, 2007) and the success of organizational objectives are also increased (Khalili & Asmawi, 2012).

Organizational commitment has three dimensions; affective commitment, continuance commitment and normative commitment. This paper explores the second dimension; continuance commitment on it is affected by the perceived psychological contract breach. Continuance commitment relates to how much employees feel the need to stay at their organization. In employees that are continuance committed, the underlying reason for their commitment lies in their need to stay with the organization. Possible reasons for needing to stay with organizations vary, but the main reasons relate to a lack of work alternatives, and remuneration. A good example of continuance commitment is when employees feel the need to stay with their organization because their salary and fringe benefits won't improve if they move to another organization. Such examples can become an issue for organizations as employees that are continuance committed may become

dissatisfied (and disengaged) with their work and yet, are unwilling to leave the organization (Khalili, A., & Asmawi, A. 2012). For academic staff at university continuance commitment results into them are continuing staying at university. Their services are highly needed because they are the ones who produce all other professional needed in the all daily social, economic life.

Psychological contract breach is a perception by employees which may lead them to be less committed to the organization, its vision, mission and values. The perception of the psychological breach can accrue when individuals perceive weak congruence between themselves and their organization (Southcombe *et al.*, 2015). Levison *et al.* (1962) define a psychological contract as a series of mutual expectations of which the parties to the relationship may not themselves be dimly aware which nonetheless govern their relationship to each other. The psychological contract is an unwritten, understanding, and it is informal obligations between employer and employees regarding their mutual obligations of how each will perform their tasks with a typical trust.

The psychological contract has a root from the employment relationship. Employers and employees are always engaged in a relationship whereby each part has an obligation toward another part. The relationship between employer and employee has been changing over time due to the influence of globalization, technological advancement, socio-political and economic events (Morris & Robinson, 1997).

The psychological contract emanates from the social exchange theory, which was developed by Homans (1958). Linking the social exchange theory to employment relations, it states that, trust forms the basis of employee's investment concerning organizations. Argyris (1960), Levinson *et al.* (1962), Blau (1964) and Schein (1965), are considered as early pioneers who laid a foundation of the psychological contract as adopted the idea from the social exchange theory. It states that individual will search for fair and balanced exchange relationship (Homans, 1958). The social exchange theory strives to explain the exchange which occurs in a relationship that should be stable. If inequality occurs, it attempts to repair the inequality.

The psychological contract is perceived as the exchange relationship between employees and employer, which comprises mentioned promises and obligations in which both are exchanged. These promises are subject to breach if not fulfilled (Morrison & Rousseau, 1997; Robinson, 2001). The psychological contract breach, when perceived by employees, leads to retaliation of reducing their commitment to the organization. Conway and Brinner (2002) also explained the concept of psychological contract literature

by arguing that a psychological contract lies in the reciprocal exchange. Levinson *et al.* (1962) suggest that tangible resources and contracted relationship also involved the exchange of intangibles. Schein (1965) emphasized the matching of expectations between the employees and the organisation.

It is therefore expected that both concepts - perceived psychological contract breach and organizational commitment - form part of the reciprocal exchange and would be related. That is, when employees perceive that the psychological contract between them and the employer has been breached, they reciprocate with low commitment to the organization, its vision mission and values, leading to a negative relationship between the two concepts.

However, little empirical research has been done on the link between perceived psychological contract breach and organizational commitment (e.g. Antonaki, Trivellas, 2014; Hazrat, 2017), and none in Tanzania. Although there have been a few studies on organizational commitment in Tanzania, none of them is linked to perceived psychological contract breach. See, for example, Johnathan, Thibeli, and Darroux (2013) and Jonathan, Darroux and Maselle (2013) who linked organizational commitment to demographic factors and job satisfaction, Ngatuni (2019) who linked organizational commitment to job involvement and perceived supervisory support, and Nguni (2006) who linked organizational commitment to leadership styles. Sector wise, all these studies, focused on education sector.

Except Ngatuni (2019) who focused on multisectoral discipline. Other authors like Nguni (2006) focused on the education sector, investigating the organizational commitment of primary school teachers. Jonathan, Thibeli & Darroux, (2013) studied on Job satisfaction and commitment on secondary school teachers. However, higher education - specifically academic staff of universities have not been studied.

The ability to attract, retain and develop competent worker is vital for all organizations. However, such need is more important to universities because they depend on the knowledge and abilities of their academic staff (Alvesson, 2004). The difficulty and ambiguity of academic work (Benson & Brown, 2007), the worldwide demand for and scarcities of high quality academics, the ageing academic workforce, and high costs associated with the replacement of competent academic workers (Southcombe *et al.*, 2015), further challenge universities to recruit, develop and retain committed academic staff becomes topical issues currently to be discussed. More important is the continuing staying at university which makes academic staff richer in knowledge and expertise. Once they motivated to stay they

become more committed to stay. Continuance Organizational commitment has been shown empirically to be linked to positive organizational outcomes such as efficiency, growth and development profitability and competitiveness, service quality and job performance. In addition, continuance organizational commitment has also been shown to reduce the negative organizational outcomes such as absenteeism and turnover intentions. These outcomes accrue to any kind of organizations, universities included.

Despite all these benefits, little research has been done to understand the antecedents of organizational commitment, but more importantly in institutions of higher learning, where committed academic staffs are the engine of knowledge creation, utilization and preservation, in addition to preparing the much needed high level skilled and competent human resource by organizations. Research in organizational commitment especially the continuance dimension in Tanzania is scantier with a few examples being those of Jonathan, Thibeli and Darroux (2013), Jonathan, Darroux and Thibeli (2013), and Jonathan, Darroux and Masele (2013) all of which focused on secondary school teachers' commitment.

Another study by Nguni (2006) also focused on the education sector but specifically on primary school teachers' commitment. Universities' academic staff's commitment was therefore left out and much more the continuance dimension aspect. Although Ngatuni (2019) study was based on a multisectoral sample, academic staffs were minimally included to draw any conclusion related to academic staff commitment.

In addition, the studies in Tanzania identified several antecedents of organizational commitment. However, they covered demographic variables (Jonathan, Darroux and Thibeli (2013), job satisfaction (Jonathan, Darroux and Thibeli, 2013; Jonathan, Darroux and Masele, 2013), leadership style (Nguni, 2006) and job involvement and perceived supervisory support (Ngatuni 2019). Perceived psychological contract breach as an important antecedent to especially academic staff has not been studied in Tanzania despite its potential in explaining the reciprocal relationship outcomes between the academic staff of public universities and their employer – the Government of Tanzania. Elsewhere, studies linking organizational commitment to perceived psychological contract breach are not many either – see, for example, Antonaki and trivellas (2014) and Hazrat (2017).

In addition, of these studies, only Jonathan Darroux and Thibeli (2013) and Nguni (2006) disaggregated the organizational commitment concept, but differently – with Nguni disaggregating it into value commitment and commitment to stay. Filliana (2016) found those different dimensions of job

satisfaction (intrinsic and extrinsic) affected organizational commitment and its dimension differently, amplifying the importance of disaggregating the not only the organizational commitment construct, but also the multidimensional antecedents, e.g. job satisfaction. This is also supported by the fact that the different dimensions of organizational commitment represent different motives to commit to the organization – wanting to (affection), ought to (obligation) and needing to (side-bets) (Meyer and Allen, 1997, Yahaya and Ebrahim, 2016, Folorunso, Adewale, & Abodunde, 2014).

Therefore, the present study focused on the organizational continuance commitment of the academic staff of public universities in Tanzania with the aim of determining the effect of perceived psychological contract breach. The resulting empirical evidence adds to the list of antecedents of organizational commitment which universities' human resource managers can use to build committed academic staff. The study adds knowledge on organizational commitment is a number of ways – (i) contributed knowledge on organizational commitment of academic staff of public universities in Tanzania; (ii) added empirical evidence on perceived psychological contract breach as antecedent of organizational commitment in Tanzania in general, but also in academic staff in particular, and (iii) added empirical evidence on the effect of perceived psychological contract breach on organizational commitment overall as well as on its dimensions.

Many of the issues afforeraised are predominant in public universities. Therefore, the present study was designed to study the organizational continuance commitment of the academic staff of public universities and determine whether such commitment is affected by perceived psychological contract breach, based on the social exchange theory. The academic staff in Tanzania makes them a niche profession in Tanzania. They are few and hence they become academic elites. They work in a poor developed country with low social economic development. Only that currently the country is focusing on the agenda to become a middle industrial country by 2025. Achieving this vision requires a commitment from all sectors but most important from high learning institutions and universities in particular. Academic staffs at universities are the core elite to the function of university success and education in general of the country.

They have a huge role, for example, they are the breeders of scientists, managers, decision-makers of all fields, they develop and review study curriculum and also they solve community problems through consultancies and lastly they create and transfer knowledge through research. Our education system is still perceived to be low (Qualify this normative statement), therefore demands huge investments in human capital. Few

studies have been conducted explaining the current situation of lack of commitment among academic staff at universities; poor compensation, little attention to training opportunities, poor social and family facilities and huge workload in terms of lecturer student ratio.

It is due to the above reasons that academic staffs are not imparting adequate knowledge to the students. Therefore university products not fulfilling the job market demand (Daud, 2010). Academic staffs are perceived to be committed when their needs, for example, are aligned with university values, mission and objectives. This is known as affective commitment. Another academic staff becomes committed because leaving their current job may affect their prestige, social networks and benefits. This is known as continuance commitment, which is the focus of this study. Yet others become committed to universities because they perceive as their obligation to do so. This is known as normative commitment.

Each of the three dimensions of commitment is experienced at different degrees by all academic staff (Islam et al 2012). As pointed above academic staffs that are committed to their universities are expected not only to emphasize upon their duties being the best performers to achieve their objectives but also staying to their universities. Therefore, attracting developing and retaining committed academic staff has become an important factor to achieve university goals (Saifuddin *et al.* 2012). University management has to control the perceived deterrent of psychological contract breach so as to bring a positive perception of academic staff and therefore becomes committed in order to be able to succeed in the provision of high quality and relevant education and knowledge to the society.

Continuance commitment is the degree that a person stays with the organization because he or she believes that leaving the current employer is more costly than staying. It is the need component or the gains versus losses of working in an organization. It is known as side bets or investments. The gains and losses that occur determine an individual stay or leave an organization (Becker, 1960).

An individual may commit to the organization because of the belief or perception of a high cost of losing organizational membership. Things like monetary costs (such as pension accruals) and public costs (friendship ties with co-workers) would be the costs of losing organizational membership. However, an individual when does not see the actual costs as enough to stay with an organization, must also take into account the accessibility of substitutes (such as another organization), disrupt personal relations, and other side bets that would be incurred from leaving their organization.

People want to stay with the organization because they need to; (continuance) is determined by the perceived cost of leaving the organization. It portrays sacrifices to stay at the current employer because it is costly to leave and limit opportunities to other employment. Zhao *et al.* (2007) gave the continuance theory of commitment by asserting that a particular negative or positive work event on psychological contract breach on commitment could lead to particular effective reactions.

These reactions are likely to be behavioural or attitudinal. Therefore, psychological contract breach has been shown to lead a lower continuance commitment. Not only that, the psychological contract breach has led to lower continuance commitment by linking the individual's assessment of investment and risks in deciding to leave an organization. Employees seem to evaluate to what extent their contributions reciprocate their contributions continually. Psychological contract breach perception shows that there is a discrepancy between the expected and received outcomes along with employer's failure to fulfil promises thus leading to a decrease in employee's contributions and the emergence of negative attitude and behaviours in an attempt to re-establish the balance to their exchange relationship with the organization.

Methodology

The study was descriptive quantitative, where a cross-sectional survey was used to provide information of the university academic staff. The approach permitted easy comparison and understand and explanation of the study phenomenon (Saunders *et al.*, 2012). The chosen public universities included the University of Dar es Salaam (UDSM), Open University of Tanzania (OUT) and Muhimbili University of Health and Allied Sciences (MUHAS), Sokoine University of Agriculture (SUA) and Mzumbe University (MU). The population of the study of the academic staff in the five (5) public universities is summarized in table 1.

Table 1: Academic staff in the selected public universities

University	Professors		Senior lecturers		Lecturers		Asst. lecturers		Tutorial assistants		Total
	M	F	M	F	M	F	M	F	M	F	
UDSM	23	6	78	57	108	71	92	64	21	17	537
OUT	13	4	13	5	32	24	93	84	21	13	302
SUA	32	23	48	26	63	44	72	53	28	19	408
MU	11	2	20	6	83	49	68	41	15	9	304
MUHAS	17	4	42	31	75	41	42	23	20	9	304
Total	96	39	201	125	361	229	367	265	105	67	1855

Source: TCU2019

Measurement model

$$Y_1 = \beta_0 + \beta_1 PCB + \varepsilon$$

Where: Y_1 = Dependent Variables (CC)

β_0 = Y - Intercept

β_1 = Slope of the Line defined as ratio rise or change in X

PCB = Independent Variable

ε = Error term

The study applied Green (1991) formula with a more significant number than 50 as validated by Comrey and Lee (1992) rule of thumb formula, $n = 50 + 8m$ where m is the number of independent variables. It provides a guide for sample size as 50, poor, 100 still weak and 200 reasonably well. Therefore 200 respondents were targeted as a sample size in order to cater for non-responses.

$N = 50 + (8 \times 12) = 146$ as a minimum sample. In order to make sure that the sample is correctly obtained the numbers were 200 as suggested by Pallant (2010)

Table 2: Sample from the selected public universities

University	Population	Computation	Sample
UDSM		$\frac{537 \times 200}{1855}$	58
	537		
OUT		$\frac{302 \times 200}{1855}$	33
	302		
SUA		$\frac{408 \times 200}{1855}$	44
	408		
MU		$\frac{304 \times 200}{1855}$	32
	301		
MUHAS		$\frac{304 \times 200}{1855}$	33
	304		
TOTAL	1855		200

Findings

Descriptive statistics Continuance commitment

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the continuance commitment scale (Table 3). The results show that the academic staff felt the need to stay with their university more as a matter of necessity and desire ($M = 4.67$, $S.D. = 1.75$), followed by the feeling of the need to stay for having too few options to consider leaving the university ($M = 4.23$, $S.D. = 1.98$). This may be due to the fear of losing the benefits they enjoyed in the present university, which may not be offered by other universities, something which would amount to

massive personal sacrifice if they leave. Scarcity of alternatives on the labor market as a consequence of leaving emerged the lowest reason for staying with the university (M = 3.44, S.D. = 1.83).

Table 3: Continuance Commitment variables

	Statement	Min.	Max.	Mean	Std.Dev.
1	CC1 I am not afraid of what might happen if I quit my job without having another one lined up	1	7	4.21	2.023
2	CC2 It would be very hard for me to leave my university right now, even if I wanted to	1	7	3.58	1.999
3	CC3 Too much in my life would be disrupted if I decided I wanted to leave my university now	1	7	3.81	2.036
5	CC4 It wouldn't be too costly for me to leave my university now	1	7	4.00	1.813
6	CC5 Right now, staying with my university is a matter of necessity as much as desired	1	7	4.67	1.752
7	CC6 I feel that I have too few options to consider leaving this university	1	7	4.23	1.972
8	CC7 One of the few serious consequences of leaving this university would be the scarcity of available alternatives	1	7	3.44	1.826

N = 187

Descriptive Statistics for Perceived Psychological Contract Breach

Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were computed for the perceived psychological contract breach scale (Table 4). The three items 1 – 3 (negatively worded) were reverse - coded. The results show that the academic staff's feeling of perceived psychological contract breach was above average as the mean scores ranged from 2.97 to 3.34 (S.D. from 1.12 to 1.8).

Table: 4: Perceived Psychological Contract Breach Variables

	Statement	Min.	Max.	Mean	Std.Dev.
1	PC1 Almost all the promises made by the university during recruitment have been kept so far (R)	1	5	3.20	1.135
2	PC2 I feel that my university has come through in fulfilling the promises made to me when I was hired (R)	1	5	3.06	1.181
3	PC3 So far, my university has done an excellent job of fulfilling its promises to me (R)	1	5	3.34	1.121
4	PC4 I have not received everything promised to me in exchange for my contribution	1	5	3.13	1.161
5	PC5 My university has broken many of its promises to me even though I've upheld my side of the deal	1	5	2.97	1.268

N= 187

Regression Results of Continuance commitment on PCB

Regression Results of CC on PCB

A regression models was run: CC on PCB. Results (Table 5) shows that, the total variance in CC explained by PCB was 2.1%, $F(1,185) = 3.93$, $p = .49$). PCB was negatively, and statistically significantly, related to CC ($b = -.16$, $p = .049$).

Table 5: Regression Results of CC on PCB

Variables	CC
Constant	4.54***
PCB	-.16*
Fstat	3.93*
R ²	.021

* $p < 0.05$ (two - tailed), ** $p < 0.01$ (two - tailed) *** $p < 0.001$ (two - tailed)

CC = continuance commitment PCB = Psychological Contract breach

Whether psychological contract breach, affect Continuance commitment of University academic staff commitment

People want to stay with the organization because they need to (continuance). Their continuity is determined by the perceived cost of leaving the organization (Side bets and other). They sacrifice, limited opportunities to other employment. Zhao *et al.* (2007) on continuance theory of commitment asserted that a particularly negative or positive work event on psychological contract breach of commitment could lead to particular active reactions. These reactions are likely to be behavioural or attitudinal. Therefore, psychological contract breach has been shown to lead a lower continuance commitment. Not only that the psychological contract breach has led to lower continuance commitment by linking the individual's assessment of investment and risks in deciding to leave an organization.

This study found that (Table 6) psychological contract breach is negatively, significantly and have a weak relationship to continuance commitment. Academic staff joined universities as a tutorial assistant or higher rank after the high performance in academics. First, they joined because of affection. However, after staying longer at universities, they stay because of side bets, that sometimes it is difficult to be accepted in other organizations especially professors whereby they only feel that is where they belong, and it becomes costly if they leave. Supporting these findings Meyer and Allen (1997) found that employees display a strong continuance commitment decide to work and stay with the organization because they fear of losing their amount of time, money and efforts invested and perceive that they have limited options of getting new employment. However, on the other side employees who still think that they have doors of opportunities still opened at other organizations tend to have weaker continuance commitment.

This is contrary to Agarwal (2014) who found that people stay in organization because of collectivism especially in South East Asian countries like Indonesia, Korea and China. Employees have little choice of moving around different organizations. People stay in organizations because of side bets fear that if they leave, they lose everything, including family ownership. This leaves with no choice except deciding to stay. According to Koskei *et al.* (2018) among the three dimensions of commitment, continuance commitment is the one which directly link academic staff staying with their experience and number of years spent at university. It supports the empirical finding of this study, whereby it was found as well that continuance commitment was strongly rated. Academic staffs are ready to sacrifice their current job at universities even if other jobs arise somewhere, although not ready to leave at the moment because there are no such opportunities or very few opportunities arise. Bozkurt and Yurt (2013) also found that academic staff generally showed a high commitment level to their organization mainly in continuance because academic staff think perceive the longer they stay at university the higher the chances of

growing to academic ladder to become professors which is perceived as a noble and unique academic qualification one can acquire.

The contribution of this study on the effects of psychological contract breach on continuance commitment is that tenure has been identified as very crucial in making academic staff stay at a university. Academic staff decided to stay because after staying too long, they become used to it and see they must stay because leaving is more costly.

Variables Descriptive Statistics, Reliability and Correlation Analysis

Descriptive statistics were computed for continuance commitment (CC) using the cut-off points suggested in Albdour & Altaraweh (2014), adjusted to 7-point rating levels. Results (Table 7) indicate that the academic staff were, overall, moderately committed to their universities continuance commitment (M = 4.03, SD = .96). The correlations between individual dimension and overall organizational commitment were between .54 and .72 indicating strong and significant relationship (Cohen, 1988).

Using the original cut offs of Albdour and Altarawneh (2014) academic staff had a moderate feeling of psychological contract breach (M = 4.03, S.D = .61). Psychological contract breach was significantly negatively correlated with the Continuance commitment ($r = -.14, p = .05$).

Scale test for reliability analysis was carried out to determine the internal consistency of the measurements scales. Cronbach's alphas (Table 7) in the diagonal show good internal consistency for continuance Psychological contract scales (George and Mallery, 2014).

Table 7: Sample Correlation Matrix and Reliability Statistics

Variable	Mean	Std. Dev.	CC	PCB
CC	4.03	.96	.78	
PCB	3.14	.86	-.14*	.79

N = 187

* $p < 0.05$ (two - tailed), ** $p < 0.01$ (two - tailed) *** $p < 0.001$ (two - tailed)

NOTES: CC = Continuance Commitment and PCB = Psychological Contract Breach

Outliers, Normality, Linearity and Homoscedasticity Regression Assumptions Testing Results for CC

The histogram (figure 1) shows a bell-curved of the distribution of residuals, Mean is close to, and SD is close to 1, evidencing of a normal distribution of residuals. Also, figure 3 shows that residuals are distributed along the diagonal line. Therefore, there is no much deviation from normality. The scatter plot (figure 2) case residual dots are not spread rectangularly around zero (0) to infer homoscedasticity (equality of variance). Therefore, there is a suspicion of heteroscedasticity (unequal variance in the data). Subsequently, confirmation using statistical tests was done. Using Ahmad Daryanto's plugin on SPSS the Breusch Pagan (BP) and Koenker test were run to confirm this, and the results (figure3) shows there is heteroscedasticity (BP, Chi-square = 6.71, $p = .01$; Koenker Chi-square = 6.69, $p = .01$). Thus, the null hypothesis that heteroskedasticity is not present (homoscedasticity) is therefore rejected (Hayes & Cai, 2007). Confirming its presence. However, the results on effects of PCB on CC are not changed (p . value only reduced from .049 to, 048 after controlling for the presence of heteroscedasticity) R^2 also increased from 2.1 % to 3.6 % . Therefore, the conclusion based on linear regression analysis remains the same.

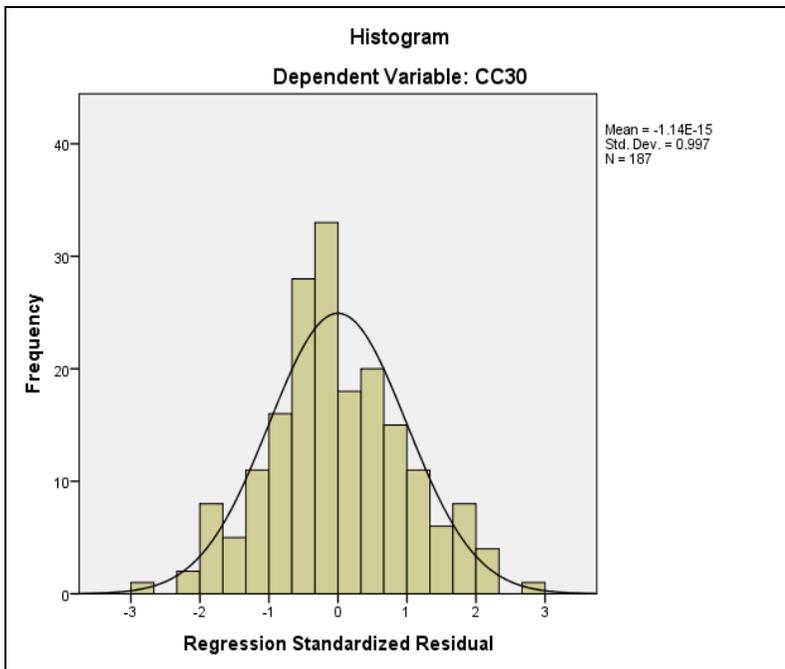


Figure 1: Histogram for CC
Source: Data analysis (2018)

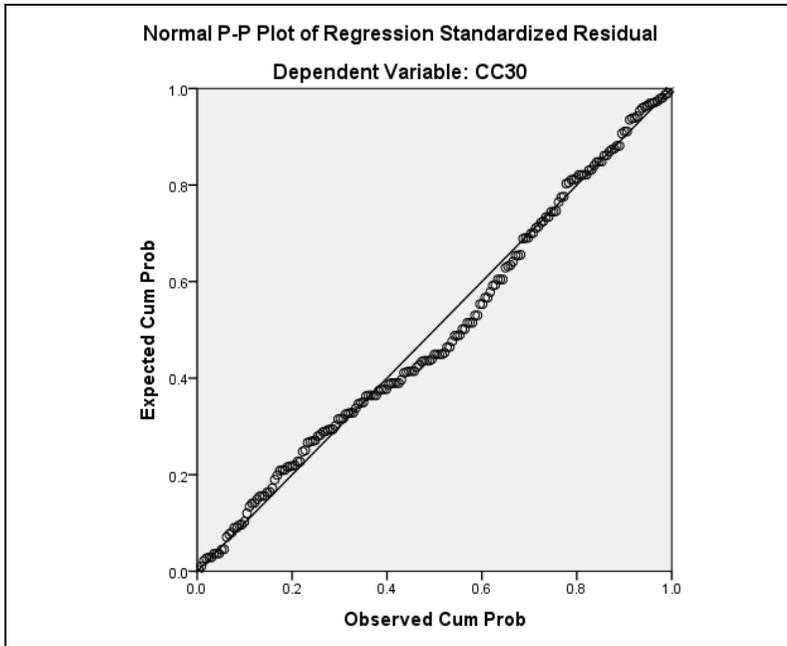


Figure 2: Normal P-Plot for Regression Standardized Residual of CC

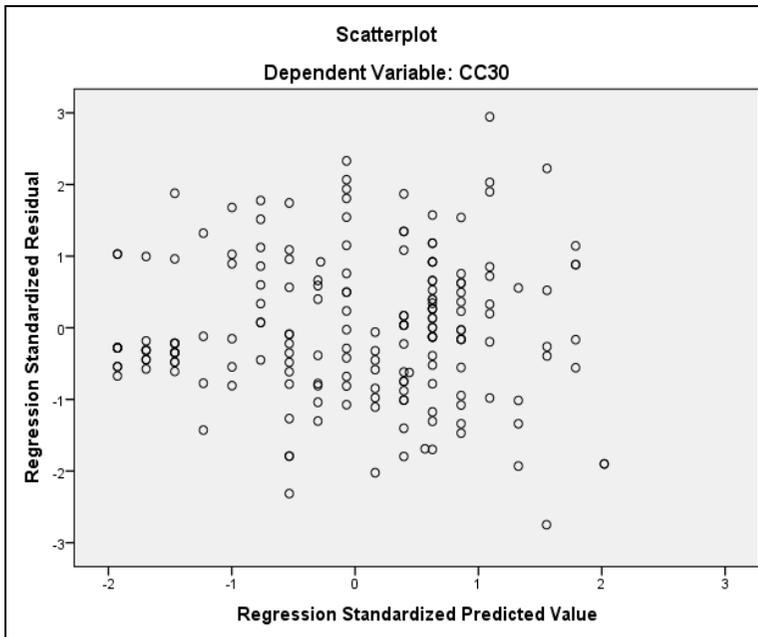


Figure 3: Scatter Plot for the Standardized Residual for CC

Conclusion

Minimal studies on the relationship of psychological contract breach and organizational commitment and its three dimensions have been done in

Tanzania, particular at universities' academic staff. Continuance commitment among academic staff hardly had received research attention, therefore makes this study so valuable to understand as to why once an individual is found as academic staff they have a tendency of staying longer at academic profession. The universities influences on their expectations determine academic staff commitment. The decision to stay due to counting cost of leaving or fear of losing what has been gained over the years or just obligation to the university are depending on the degree of perceived psychological contract breach. Academic staff with families showed higher continuance commitment than the rest of the groups. Those who stayed longer (above 51 years) also showed higher continuance commitment than the rest of the groups. This is because probably they perceive that they have been at university too long and accrued too many hence leaving all behind will be more costly. This is contrary to young academic staff or those who have just joined the university their commitment is not continuance driven rather other dimensions of commitment like affection. If they perceive a high psychological contract, they decrease their commitment and eventually affect performance and the last thing is to quit. The negatively relationship between the perceived contract breach on organizational continuance commitment as the study found prove the theoretical argument which hint that people may decide to stay because of side bets. However, if the degree of perceived psychological contract is minimal, then their affection and continuity and obligation will remain and therefore increase commitment to the universities.

The current study focused on academic staff. Future studies may look on the effects of psychological contract breach on organizational commitment to all university staff including administrative and technical staff instead of concentrating on academic staff only. The study applied a global scale of psychological contract breach in order to determine at what extent psychological contract breach affects the relationship to organizational commitment. The future studies may extend applying specific psychological contract breach whereby all elements of PCB like a breach in pay, working condition, relationship with supervisors are measured as independent variables against commitment. Only five public universities were surveyed; still, further studies may decide to broaden both public and private universities and other great learning institutions and determine the effects of PCB on OC as a comparative study in order to determine whether public universities have more psychological contract breach effects on academic staff commitment or private universities. Perceptions of people are not static. Hence it poses difficulty in conclusion. People have feelings, attitudes, emotions that changed depending on different circumstances. The result of measured perception today may not necessarily be the same next

study; this problem was dealt with, making sure participants are given the freedom and ample time to respond to have reliable data.

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