

## Assessment of Organizational Commitment on the Performance of Academic Staff in Umaru Musa Yar'adua University, Katsina State, Nigeria

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### ABSTRACT

This study assessed the effect of organizational commitment on the performance of academic staff in Umaru Musa Yar'adua University (UMYU), Katsina State. Drawing upon the three-component model of organizational commitment—*affective, continuance, and normative*—the research aimed to determine the extent to which each dimension influences academic staff performance. A survey approach was adopted, and data were collected from 129 academic staff at UMYU using a structured questionnaire. Multiple Regression analysis was employed to analyze the collected data. The findings revealed a statistically significant positive effect of all the three dimensions of organizational commitment on the performance of academic staff. Specifically, *affective commitment* emerged as the strongest predictor, indicating that emotional attachment and identification with UMYU significantly enhance staff performance. *Continuance commitment*, reflecting the perceived costs of leaving, and *normative commitment*, stemming from a sense of moral obligation, also demonstrated significant positive effect on performance of academic staff, albeit to a lesser extent than affective commitment. The study concludes that fostering a strong sense of emotional connection, alongside acknowledging the practical and moral ties, is crucial for optimizing academic staff performance at UMYU. The study recommended among others that, Umaru Musa Yaradua University should implement initiatives that strengthen interpersonal relationships and a sense of "family" among staff. This could include faculty social events, collaborative projects, mentorship programs, and clear communication channels that make staff feel valued and heard.

**Keywords:** Organizational Commitment; Affective Commitment; Continuance Commitment; Normative Commitment; Performance.

## 1. INTRODUCTION

In modern organizational contexts, employee performance is increasingly recognized as a critical factor in achieving institutional goals and maintaining competitiveness. According to Campbell (1990), employee performance should be understood as a multidimensional set of behaviours rather than merely outcomes or results. Employee performance is the extent to which an organizational employee contributes to the realization of the organizational goals and objectives (Davouidi and Allahyari, 2013). Jakada et al (2019) added that performance of employees is about employees achieving the results, goals or standards expected by the organization.

Therefore, if an organization is to conceive its employees as vital asset, it has to be aware about what it takes to motivate them to full performance potentials (Jakada et al, 2019). Moreover, employee performance is instrumental to organizational development and productivity. Hence, to fully understand the organization, the issue of employee performance is key. Although understanding of the organization can be determined by many factors, Abdirahman (2018) opined that the level of effectiveness and efficiency can be measured in a given organization via employees' performance.

These challenges are equally evident in academic settings, where universities rely heavily on academic staff performance to achieve their strategic objectives. Thus, universities just like any other organization depend on the performance of their academic staff in order to achieve their strategic goals of imparting knowledge to students (Odigiri, Watson, Tekelas, & Hayes, 2020). In developed countries such as the UK, New Zealand, US and Australia, the global changing in curriculum design and technology has led to a notable demand in public universities. Likewise in Malaysia, the numbers of universities have increased tremendously for the past few years leading to increased competitive pressure among the universities in the country (Yousefi & Abdullah, 2019). Hence, these reasons account for academic staff facing more problems and pressure in their job which reduce their level of performance (Yousefi, & Abdullah, 2019). Similarly, in Uganda, Namutebi (2019) reported that majority of lecturers in Ugandan public universities are underperforming their jobs.

In Nigerian universities, particularly at Umaru Musa Yar'adua University, Katsina, high academic workloads, inadequate resources, and fluctuating government policies have significantly affected staff morale and performance (NUC 2021). This therefore implies that the performance of academic staff would naturally reduce due to high workload and job demands.

Aminullah and Olojuola (2021), added that that lecturers in Nigerian universities are suffering from high academic workloads which include teaching very large classes, supervising undergraduate and post-graduate projects within limited time, attending to defense, workshops, conferences and seminars, and continuous writing for publishing among others.

These high demands, poor funding, changing policies have resulted in low morale, which often lead to academic staff under-performing. Hence, in order to control and manage this trend of academic staff under-performance, there is a need to find out the contributory factors that have led to the decline in job performance (Odigiri et al, 2019).

Several studies such as Sameera Iqbal et al..(2020), Edison Estigogy et al. (2020), have reported factors that determined poor performance of employees, one of which is lack of commitment to the organization. Researchers have also proved that organizations stand to gain advantage from having a highly committed workforce because these workers are more likely to perform well, are good corporate citizens, and are less likely to leave (Maliestso et al., 2003) However, Allen and Meyer (1990) Conceptualized organizational commitment as three-dimensional construct model through affective commitment, continuance commitment and normative commitment which are the most renowned and long lasting multi-dimensional conceptualization of organizational commitment (Mercurio,2015)

Organizational commitment, a multifaceted construct, has long been a cornerstone of human resource management and organizational behaviour research. Its profound impact on various employee and organizational outcomes, particularly employee performance, makes it a critical area of investigation for both scholars and practitioners. The prevailing understanding categorizes organizational commitment into three primary dimensions: affective, normative, and continuance commitment (Meyer & Allen, 1991). Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization. Normative commitment, on the other hand, reflects a sense of obligation to remain with the organization, often stemming from perceived investments made by the organization or societal pressures. Finally, continuance commitment is based on an employee's recognition of the costs associated with leaving the organization, such as lost benefits or career disruptions (Allen & Meyer, 1990).

The higher education sector, with its unique operational dynamics and emphasis on knowledge creation and dissemination, presents a compelling context for examining the relationship between organizational commitment and employee performance. Universities, as complex

organizations, rely heavily on the dedication and effectiveness of their academic and administrative staff to achieve their core objectives of teaching, research, and community service. In Nigeria, public universities like Umaru Musa Yar'Adua University (UMYU) in Katsina State play a pivotal role in national development by producing skilled manpower and conducting impactful research. However, these institutions often grapple with challenges such as fluctuating funding, staff retention issues, and the need to enhance overall productivity.

Understanding how different facets of organizational commitment influence employee performance within UMYU is crucial for developing effective human resource strategies that foster a dedicated and high-performing workforce. Previous research has consistently demonstrated a positive correlation between organizational commitment and various performance indicators (e.g., absenteeism, turnover intentions, and job performance) across diverse industries and geographical contexts (Al-Jabri et al., 2020; Han et al., 2021). Many studies were carried out on the effect of affective commitment, continuance commitment and normative commitment on employee performance in different industries and countries.

These studies arrived at different conclusions on the nature of the relationship. Some reported a significantly positive relationship between affective commitment, continuance commitment, normative commitment and employee performance (Kuhail et al., 2020; Rustamadji & Che Omar 2019; Krishnanathan & Mangaleswaran, 2018), while some scholars differ (Hazriyanto & Ibrahim 2019; Srivastava & Pathak 2019; Kamar, Mariam & Bosede. 2017; Oyeniya & Adeyemi, 2017). Additionally empirical studies conducted by Metin and Asli (2018) and Dinc (2017) established that continuance commitment and normative commitment do not influence employee performance. These inconsistent findings suggest a need for further studies to better explain the relationship between the three dimensions of commitment on employee performance.

Given these conflicting findings, and the fact that there are limited literature on academic staff on commitment and performance, this study was conducted on academic staff of University to fill this gap. Therefore, a focused investigation into UMYU can provide valuable insights into the specific mechanisms through which commitment influences performance in this particular environment. This study aims to fill this gap by exploring the differential effects of affective, normative, and continuance commitment on employees' performance at Umaru Musa Yar'Adua University, Katsina State, thereby contributing to both theoretical understanding and practical human resource management in Nigerian higher education.

### ***1.1 Statement of the Research Problem***

Employee performance is critical determinant of organizational success, yet in academic institutions, the factors influencing performance remain inconsistent and under-researched. In the context of this study, that considers academic staff of Umaru Musa Yar'Adua University, investigation shows that the eagerness of learners at UMYU does not align with the quantity of workforce available. Moreover, increased teaching loads, pressure to publish research papers, and changes in government policies are significant stressors that diminish employee morale and commitment in Nigerian universities (NUC, 2021) UMYU inclusive. When employees face excessive demands without adequate compensation, their overall commitment and performance may decline. Performance is a key factor in determining company productivity (Putra et al., 2019). Consequently, it is essential for organizations to achieve and maintain improved employee performance in order to fulfill their primary objectives, gain a competitive advantage, and ensure sustainable growth (Muardi et al., 2022). According to Afolabi and Laseinde (2019), this poor performance can lead to several problems such as low output, poor quality of products, retrenchment of workers, among others. Thus, evaluating declining employee performance is crucial for identifying areas for improvement, such as enhancing organizational commitment (Adekoya, 2020).

The effective functioning and sustained growth of any educational institution, particularly a public university, are intrinsically linked to the performance of its employees, both academic and administrative. In Nigeria, public universities like Umaru Musa Yar'Adua University (UMYU) face multifaceted challenges, including funding constraints, the need for enhanced academic quality, and staff welfare issues (Okongo, Ele, & Eneh, 2024; Hamza, & Yusuf, 2024). Employee performance, encompassing factors such as productivity, efficiency, quality of work, and adherence to organizational goals, is therefore paramount for UMYU to fulfill its mandate of teaching, research, and community service.

Despite the widely acknowledged importance of organizational commitment in fostering positive employee outcomes globally (Meyer & Allen, 1991), and specifically within the Nigerian higher education context (Okongo et al., 2024; Adekola, 2020), there appears to be a persistent gap in understanding the precise ways in which the different dimensions of commitment—*affective*, *normative*, and *continuance*—individually and collectively influence employee performance within institutions like UMYU. While studies have indicated that commitment generally

correlates with improved performance (Igbomor, &Ogbuma, 2022; Okongo et al., 2024), the specific mechanisms and the relative strengths of each commitment component within the unique cultural and operational environment of UMYU remain largely unexplored. For instance, while some studies suggest affective and continuance commitment positively impact performance, normative commitment's effect can be negative or insignificant in certain contexts (Igbomor, &Ogbuma, 2022). This suggests that the generalized understanding may not fully capture the complexities at play within a specific Nigerian university.

Furthermore, there is anecdotal evidence and scholarly discourse pointing to various challenges affecting employee morale and performance within Nigerian public universities, such as issues with reward systems, career development, and overall work environment (Hamza, & Yusuf, 2024; Shehu, 2022). These issues could potentially influence the levels and types of commitment exhibited by UMYU employees, subsequently impacting their performance. Without a clear understanding of how affective, normative, and continuance commitment specifically manifest and influence performance within UMYU, the university's management may struggle to develop targeted and effective human resource interventions aimed at optimizing employee productivity and institutional effectiveness. Therefore, the problem this research seeks to address is a restricted grasp based on actual evidence of the distinct and collective effects of affective, normative, and continuance organizational commitment on the performance of employees in Umaru Musa Yar'Adua University, Katsina State, in the context of prevailing challenges within the Nigerian university system.

### ***1.2 Research Questions***

- i. To what extent does affective commitment influence the performance of academic staff in Umaru Musa Yaradua University?
- ii. To what extent does continuance commitment influence the performance of academic staff in Umaru Musa Yaradua University?
- iii. To what extent does normative commitment influence the performance of academic staff in Umaru Musa Yaradua University?

### ***1.4 Aim and Objectives of the Study***

- i. Examine the effect of affective commitment on the performance of academic staff in Umaru Musa Yaradua University.

- ii. Investigate the effect of continuance commitment on the performance of academic staff in Umaru Musa Yaradua University.
- iii. Assess the effect of normative commitment on the performance of academic staff of Umaru Musa Yaradua University.

### ***1.5 Research Hypotheses***

The following research hypotheses have been formulated for the purpose of validation during the course of this study;

H0<sub>1</sub>: Affective commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University.

H0<sub>2</sub>: Continuance commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University.

H0<sub>3</sub>: Normative commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University.

## **2. LITERATURE REVIEW**

### ***2.1 Concept of Employee Performance***

Employee performance has been a central concept in organizational psychology, with scholars such as Campbell (1990) and Sonnentag&Frese (2000) defining it as work-related behaviours and outcomes aimed at achieving organizational goals. Rothman and Coetzer (2003) further emphasized the role of individual skills and effort in performance.

Performance is the extent to which an employee meets predetermined standards and expectations set by the organization (Smith & Johnson, 2021). Performance reflects both individual productivity and compliance with organizational policies and standards (Chukwu& Obi, 2022). According to Adebayo and Olumide (2022), employee performance refers to the extent to which employees fulfill their roles, responsibilities, and contribute to organizational success. To them, employee performance refers to the measurable outcomes of an employee's work that contribute to organizational goals. To Chukwu and Obi (2022), employee performance is the ongoing process of executing assigned tasks efficiently, effectively, and with a positive attitude. To them, employee performance encompasses the behaviors and results that indicate how well an employee performs their job functions. In this study, performance will be measured in terms of

task-related outputs and contextual behaviors, as these are relevant to the higher education sector where this study is conducted.

## ***2.2 Concept of Organizational Commitment***

Organizational commitment remains a much more debated construct that has been conceptualized and measured differently. In general terms, organizational commitment can be thought of as the level of attachment felt toward the organization in which one is employed. A useful description of organizational commitment is presented by Meyer and Allen (1997), who suggest that a committed employee is one who will stay with the organization through thick and thin, attends work regularly, puts in a full day (and maybe more), protects company assets, and who shares company goals.

According to Lok and Crawford (2004), organizational commitment can be viewed from behavioral and attitudinal perspectives. While behavioral commitment is concerned with the process by which an employee becomes part of a particular organization and appropriate behavior exhibited by the employees of such organization (Meyer & Allen, 1991), attitudinal commitment is concerned with the relationship between an employee and the organization, and the extent to which the employee and the organization share the same goals and values (Meyer & Allen 1991). In this regard, they identified three dimensions in organizational commitment and they are affective commitment, continuance commitment, and normative commitment.

### ***2.2.1 Affective Organizational Commitment***

Affective commitment (AOC) involves an emotional attachment to, involvement in, and identification with one's organization, all of which are based on a desire to belong. Affective organizational commitment arises from the perception of positive social exchanges between the employee and organization. These exchanges are typically based on one's perceptions of support (Shore, Tetrick, Lynch, & Barksdale, 2006) justice and fairness (Cohen-Charash & Spector, 2001). According to Meyer et al. (2002), affective commitment is the most widely studied dimension of commitment because it tends to be the best predictor of work criteria such as job performance and withdrawal relative to the other commitments. Mathew and Shepherd (2002) characterized affective commitment by three factors: belief in and acceptance of the organization's goals and values, a willingness to focus effort on helping the organization achieve

its goals, and the desire to maintain organizational membership. Meyer and Herscovitch (2001) perceived AC as employee's involvement and identification with the organization: thus employees become innately motivated or partake in a course of action that grows from an identification, association, and attachment with the organization's goals and values. Therefore, AC is measured by the employee's aspiration to remain with the organization and employee's positive feelings towards the organization. Meyer and Allen (1991) claimed that employees with higher AC stay with the organization because they wish to and thus very probable to discharge their responsibilities well. Thus, AC determines employee that want maintain relationship with the organization because he/she wishes to. Many researches indicated that AC predicts behaviours like turnover, absenteeism, and organizational citizenship behaviours (Mercurio, 2015).

### ***2.2.2 Continuance Organizational Commitment***

Continuance commitment is derived from the perceived costs of leaving, loss of desired investments and few job alternatives. Paralleling the social exchanges that underpinned affective organizational commitment, continuance organizational commitment is linked to employee–organization economic exchanges (Shore et al., 2006). The foundation of concept of continuance organizational commitment was initially laid by Becker (1960) with his sidebet theory. According to the theory, commitment results from the accumulation of economic investments or side-bets that would be lost if the employee discontinued membership in the organization. This theory was later labeled continuance organizational commitment by Meyer & Allen (1984).

According to Sulliman and Iles (2000), the tenets of continuance commitment revolve around the cost of disengaging and the benefit derived from maintaining engagement, which in turn is demonstrated by staff members in acknowledging the diverse risks, investments, expenditures, and alternatives associated with their departure from the organization, including financial, physical, and retirement-related factors (Khan et al., 2016). The potential consequence of an employee's tenure within an organization is the forfeiture of benefits accumulated during that time.

Irefin and Mechanic (2014) posit that individuals who exhibit a profound dedication to their organization and possess a strong sense of continuance commitment are more inclined to dedicate substantial effort towards facilitating the achievement of the institution's goals and objectives, which can be attributed primarily to their belief that they are essential members of the

organization, thus encouraging them to participate more actively in efforts to achieve the mission and vision of the company. As a result, these individuals demonstrate improved job performance through their active engagement in the pursuit of organizational goals. Therefore, the previous studies (Lew (2012), Becker (1960), Noraazian and Khalip (2016), Sulliman and Iles (2000), Khan et al. (2016), and Irefin& Mechanic (2014)) indicate that employees tend to remain in an organization due to the tangible and non-tangible benefits that they gain from their employer; hence, continuance commitment is predicted as a determinant of employee performance.

However, Meyer et al (2002) documented that both affective commitment and normative commitment are related to work criteria (e.g., task performance and satisfaction) but continuance commitment is typically unrelated or negatively related to desirable work criteria (e.g., task performance and satisfaction). Interestingly, there is increasing evidence that continuance commitment encompasses more than one dimension (Taing, Groff, Granger, Jackson, and Johnson, 2011). Taing et al argued that continuance commitment is comprised of two dimensions: economic exchanges and few alternatives. These two dimensions to Johnson, Chang and Yang (2010) are distinguishable based on their underlying approach and avoidance motivations. A commitment-economic exchange is viewed by Johnson et al (2010) as commitment that develops when an employee perceives desirable economic exchange opportunities at their current job.

### ***2.2.3 Normative Organizational Commitment***

Normative commitment could be influenced by many factors e.g. relationship, religion, etc. Hence when it comes to one's commitment to the organization he/she feels a moral obligation to the organization (Folorunso, Adewale, & Abodunde, 2014). Therefore, employees with high normative commitment remain based on their opinion. Normative commitment involves employees' perceived obligation to stay in and contribute towards attaining organisation's objectives due to affiliation. Employee reciprocates with higher degree of normative commitment to an organization that is committed and supportive to its workforce (Nawab & Bhatti, 2011). Normative commitment is a feeling of responsibility to persist working with the organization; thus is indicated by employees who stay in an organization due to the feelings that they suppose to (Allen & Meyer 1991). Thus, individuals who have a higher normative commitment felt the obligation to remain in their organization as it is indicated by employees who stay in an organization because they feel that they ought to (Meyer et al., 1993). Therefore,

normative commitment is obligation-based and is assessed by the employee's feeling that they need to remain in the organization (Tolentino, 2013). Normative commitment arises from the individual's feelings of obligation to the organization; hence it determines how much an individual's values and beliefs concur with the organisation's core values. The high correlations that have been observed between affective commitment and normative commitment have, however, led some researchers to question the usefulness of normative commitment (Cohen, 2007). In spite of this, research still work with the distinct nature of them (Meyer et al., 2002).

### **2.3 Empirical Review**

#### **2.3.1 Affective Commitment and Employee Performance**

Ardo, Gurin, and Buhari (2024) conducted a study on the effect of affective commitment on the relationship between job satisfaction and job performance of public-school teachers in Yobe State, Nigeria. Survey research design was used for the study. The sample size for the study comprises 412 public school teachers in Yobe state. Data analysis was conducted using PLS-SEM. The finding of the study revealed that affective commitment mediate the relationship between job satisfaction and employee performance. The weakness of the study is that there was no report about the sampling technique used which raised question on the validity of the study.

Maduagwuna, Anah, and Ohanyere (2023) investigated the effect of commitment on organizational performance. The population of the study comprised 699 staff from the selected local governments of Onitsa North and South Local Governments areas of Anambra state. Census was used as the entire population was used for the study were used as samples for the study. Multiple regression was used to analyze the data for the study. The study established that affective commitment has a positive significant effect on the performance of staff. The weakness of the study is that it was not underpinned by any theory.

Shao et al (2022) examined affective commitment, job performance, and job insecurity. The data for the study was collected from 300 employees from the sample industry, manufacturing industry, high-tech industry, state organs, and the education industry. Multiple regression was used to test the hypotheses for the study using SPSS version 24. The result revealed that affective commitment has a positive significant effect on job performance of employees. The weakness of the study is that simple random sampling was used which is wrong sampling technique for the

study. Stratified sampling would have been used for the study since the population is heterogeneous.

### ***2.3.2 Continuance Commitment and Employee Performance***

Okongo, Ele, and Eneh (2024) investigated the effect of employee commitment and organizational performance in university of Cross-River, Nigeria. The population of the study comprised 1206 respondents. The sample size drawn from the population was 300 respondents through Yamane formula. Pearson Moment Correlation was used to test the study hypotheses using SPSS version 23. The study established that continuance commitments as well as the other two dimensions have a positive significant effect on performance. The weakness of the study is that the items were measured on 4-points Likert Scale which limit the choice of the participants. Malietso, Manyasi, and Kwendo (2023) conducted a study on the effect of continuance commitment on employee performance of non-academic in Western Region of Kenya. A sample of 97 academic staff was used as the respondents of the study. Finding revealed that continuance commitment has a positive significant effect on the performance of non-academic staff in the Western Region of Kenya. The limitation of the study is that purposive sampling technique was used which is biased in nature and the sample size is very low.

Karyono and Hakim (2022) investigated employee performance improvement through affective, normative, and continuance commitment with intrinsic motivation as a mediator. The population of the study comprises of Regional Public Drinking Water Company, Healthy facilities, micro finance institutions and various entrepreneurs in Demak. Purposive sampling design was used on 103 sample of the population. PLS-SEM was used to test the relationship between the variables. The finding revealed that all the dimensions of organizational commitment have significant effect on employee performance.

### ***2.3.3 Normative Commitment and Employee Performance***

Kartika and Widiastuti (2024) explored the effect of workload and normative commitment on employee performance. The population of the study comprised of 51 respondents and 33 civil servants including all employees. Probability sampling design was used to draw 51 respondents from the population. Regression was used to test the hypotheses developed for the study. Finding showed that normative commitment has a positive significant effect on employee performance.

Igbomor and Ogbuma (2024) conducted a study on the effect of organizational commitment on employee job performance. The study employed survey research design. Data were collected from 149 employee from Ukwuami Local Government Area Secretariat of Delta state. Multiple regression was used to test the data collected for the study. The finding established that normative commitment has a negative and insignificant effect on employee performance. The weakness of the study is that it is not underpinned by any theory.

#### ***2.4 Theoretical Framework***

This study is underpinned by social exchange theory developed by Blau (1968). The social exchange theory (Blau 1968) provides theoretical foundation for understanding the reciprocal relationship between employee commitment and performance. According to this theory, employees are more likely to engage in high-performance behaviors when they perceive support and fair treatment from their organization.

The theory points out that relationship between individuals is based on benefits and exchange cost (Dora & Azim, 2019). The rationale behind going into a relationship according to this theory is that people expect that it will be rewarding (Abbassi, Baradari, Shegharaji & Shahraki, 2020). According to this theory, employees who perceive that they are subjected to desirable behaviour will feel sense of satisfaction and reciprocate by engaging in positive behaviour which goes in tandem with the law of reciprocity (Abbassi & Wan Khairuzzaman 2018).

The reciprocity principle in social exchange theory suggests that employees feel indebted to respond kindly when they experienced good behaviours directed towards them (Dinc, 2017). The social exchange reciprocity increases employees' commitment to the organization (Andrews, Witt, & Kacmar, 2003), and their performance (Orpen, 1994). In other words, academic staff who feel obliged to the university because of good behaviors experienced at workplace tend to reciprocate with beneficial employee attitudes like organizational commitment which could in turn increases their performance in terms of teaching, research, and community service (Dinc, 2017). Therefore, favourable exchange relationship between the academic staff and the university results in increased organizational commitment (Ahmed, Khuwaja, Brohi, & Othman, 2018).

### 3. METHODOLOGY

This study utilized a Survey Research design. This design is considered most suitable because it enables the study to collect first-hand, and reliable data from the actual respondents under study (Cresswell&Cresswell, 2018). The population of the study comprises 430 academic staff of Umaru Musa Yaradua University, KatsinaState across all the faculties.This figure was obtained in the Registrar's office via documentation officer. Dillman (2007) sample size formula was used to arrive at a sample size of 198. Simple random sampling technique was used in randomly selecting and administering the self-administered close-ended questionnaire. The questionnaire was rated using RensisLikert5 scale ranging from strongly agreed to strongly disagree. The data collection instrument was personally administered by the researcher with the help of two research assistants within the period of five working days. Multiple regression statistical tool through the aid of Statistic Package for the Social Sciences (SPSS) version 27.0 was used in testing the hypotheses of the study and also analyzing the primary data collected.

### 4. RESULTS AND DISCUSSION

The descriptive analysis was conducted through the use of mean and standard deviation, while the hypotheses testing was conducted through the use of Multiple Regression via the Statistical Package for the Social Sciences (SPSS) version 27.0 after which appropriate interpretations were made.

#### *4.1 Descriptive Analysis*

The descriptive analysis of the study is conducted through the aid of mean and standard deviation, after which appropriate interpretation is made.

#### **Research Question 1**

To what extent does affective commitment influence the performance of academic staff in Umaru Musa Yaradua University?

This research question was answered through the aid of mean and standard deviation via the aid of SPSS 27.0.

Table 1: Affective Commitment and Performance of Academic Staff in UMYU	Mean	Std. Deviation	Decision
I enjoy discussing my university with people outside it.	4.50	.675	Agreed
I would be happy to spend the rest of my career with this university	4.40	.712	Agreed
I feel like a part of the family in this university	4.43	.694	Agreed
I really feel as if the university's problems are my own.	4.37	.674	Agreed
I do feel emotionally attached to this university	4.24	.846	Agreed
This university has a great deal of meaning for me.	4.06	1.014	Agreed
I feel a strong sense of belonging to this university.	4.17	.885	Agreed
I think I could easily become as attached to another university as this one	3.88	1.183	Agreed

**Source:** Researcher Computation (2025)

Table 1 presents data on the affective commitment of academic staff at UMYU. Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in the organization. The "Mean" values are all relatively high (ranging from 3.88 to 4.50 on what is likely a 5-point Likert scale, where 5 would represent "Strongly Agree"). This suggests that, on average, the academic staff at UMYU exhibit a strong sense of emotional attachment and identification with their university. In summary, the table strongly suggests that academic staff at UMYU exhibit a high degree of affective commitment. They feel emotionally connected, proud, and loyal to the university, viewing it as a significant part of their professional identity. While there is some variation in the strength of agreement for specific aspects of commitment (particularly regarding the uniqueness of their attachment to UMYU), the overall picture is one of dedicated and emotionally invested employees.

## Research Question 2

To what extent does continuance commitment influence the performance of academic staff in Umaru Musa Yaradua University?

This research question was answered through the aid of mean and standard deviation via the aid of SPSS 27.0.

<b>Table 2: Continuance Commitment and Performance of Academic Staff in UMYU</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Decision</b>
I am afraid of what might happen if I quit my job with the university without another one	4.52	.697	Agreed
It would be very hard for me to leave this university even if I wanted to	4.53	.650	Agreed
My life activities would be disrupted if I decided I wanted to leave my university now	4.33	.722	Agreed
It would be too costly for me to leave this university	4.30	.797	Agreed
Right now, staying with this university is a necessity as much as I desire	3.78	1.281	Agreed
I feel that I have few options to consider leaving this university	4.10	.917	Agreed
One of the few consequences of leaving this university is scarcity of alternatives	4.01	.923	Agreed
One of the reasons for working in the university is that leaving it would require sacrifice	4.12	.839	Agreed

**Source:** Researcher Computation (2025)

Table 2 presents data on the continuance commitment of academic staff at UMYU. Continuance commitment refers to an employee's perceived costs associated with leaving the organization. It is about staying because you *have to*, rather than because you *want to* (which is affective commitment). Similar to the affective commitment table, the "Decision" column consistently shows "Agreed" for all statements, and the "Mean" values are generally high (ranging from 3.78 to 4.53 on what is likely a 5-point Likert scale). This indicates that academic staff at UMYU perceives significant costs and difficulties associated with leaving their current employment. In summary, the table indicates a very high level of continuance commitment among academic staff at UMYU. This means that staff largely stay because they perceive significant costs associated with leaving, including fear of unemployment, difficulty in finding alternatives, potential disruption to their lives, and financial sacrifices. While affective commitment (from Table 1) suggests they *want* to stay, this table shows they also feel they *need* to stay due to these

perceived barriers. This dual high commitment (affective and continuance) can create a stable workforce, but a very high continuance commitment without strong affective commitment could lead to a "locked-in" workforce that is less engaged or enthusiastic. However, in this case, both appear high.

### Research Question 3

To what extent does normative commitment influence the performance of academic staff in Umaru Musa Yaradua University?

This research question was answered through the aid of mean and standard deviation via the aid of SPSS 27.0.

Table 3: Normative Commitment and Performance of Academic Staff in UMYU	Mean	Std. Deviation	Decision
I think that people these days from organization to organization too often	4.13	1.003	Agreed
I believe that a person should always be loyal to his organization	4.18	.861	Agreed
jumping from one university to another university is unethical to me	4.15	.830	Agreed
I continue to work with this university because I feel that loyalty is important there feel a sense of moral obligation to remain.	3.96	.971	Agreed
I will feel that it is not right to leave this university even if I get a better job	3.98	.857	Agreed
I was taught to believe in the value of remaining loyal to one organization	4.06	.778	Agreed
Things were better in days when people stayed with one organization for most of their careers.	3.89	1.017	Agreed

**Source:** Researcher Computation (2025)

This table presents data on the normative commitment of academic staff at UMYU. Normative commitment refers to an employee's feelings of obligation to remain with the organization. This commitment arises from a sense of duty or a belief that it is the "right" thing to do. The "Decision" column consistently shows "Agreed" for all statements, and the "Mean" values are

generally high (ranging from 3.89 to 4.18 on what is likely a 5-point Likert scale). This indicates that academic staff at UMYU largely feel a sense of moral obligation or duty to remain with the university. In summary, the table strongly suggests that academic staff at UMYU exhibit a high degree of normative commitment. They are largely driven by a sense of duty, a belief in the importance of loyalty, and a perception that frequently changing organizations or leaving their current one, even for a better opportunity, might be ethically questionable. This commitment is rooted in personal values, societal beliefs, and possibly prior socialization. When combined with the high affective and continuance commitment observed in previous tables, it paints a picture of a very stable and committed workforce at UMYU across all three dimensions of organizational commitment.

#### 4.2 Hypotheses Testing

The hypotheses formulated for the study were analysed through the aid of the Statistical Package for the Social Sciences (SPSS) version 27.0 and interpreted accordingly.

**Table 4: Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 <sup>a</sup>	.461	.448	.35774

a. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment

b. Dependent Variable: Performance of Academic Staff

Table 4 above shows the summary of the Multiple Regression analysis. The empirical findings show that R, the multiple correlation coefficient stood at 0.679 which indicates a slightly high correlation between Normative Commitment, Affective Commitment, Continuance Commitment and performance of academic staff in Umaru Musa Yaradua University. R<sup>2</sup>, the multiple coefficients of determination of the variables stood at 0.461 indicating that about 46.1% of the total variation in performance of academic staff in Umaru Musa Yaradua University is explained by variations in the independent variables (Normative Commitment, Affective Commitment, Continuance Commitment) captured in the study. The adjusted R<sup>2</sup> being 0.448 also indicates that the independent variables will still explain 44.8% of the variations in performance of academic staff in Umaru Musa Yaradua University even if other variables were added to the study.

**Table 4: Analysis of Variance (ANOVA<sup>a</sup>)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.691	3	4.564	35.659	.000 <sup>b</sup>
	Residual	15.997	125	.128		
	Total	29.688	128			

a. Dependent Variable: Performance of Academic Staff

b. Predictors: (Constant), Normative Commitment, Affective Commitment, Continuance Commitment.

In Table 5, the results from the multiple regression analysis which tests the effects of the independent variables; Normative Commitment, Affective Commitment, Continuance Commitment on the dependent Variable performance of academic staff in Umaru Musa Yaradua University is shown. The F-statistic which measures the adequacy and fitness of the model used in the study stood at 35.659 with a p-value of 0.000<sup>b</sup> which is significant at 5%; this shows that the model is fit for the study.

**Table 6: Multiple Regression Model (Coefficients<sup>a</sup>)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.275	.306		4.161	.000
	Affective Commitment	.396	.077	.404	5.119	.000
	Continuance Commitment	.165	.081	.178	2.042	.043
	Normative Commitment	.159	.058	.231	2.728	.007

a. Dependent Variable: Performance of Academic Staff

The results of the Multiple Linear Regression model are presented in table 6. Three null hypotheses were developed to guide the study. The hypotheses stressed that; affective commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University; continuance commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University; and normative commitment does not have significant effect on the performance of academic staff in Umaru Musa Yaradua University.

### 4.3 Discussion of Findings

The result of the analyses and hypotheses testing in table 6 revealed that;

- i. Affective commitment have significant positive effect on the performance of academic staff in Umaru Musa Yaradua University ( $p < 0.05$ ;  $b = .396$ ,  $t=5.119$ ;  $\text{sig}=0.000$ ). The p-value is less than 5%, implying that a unit increase in affective commitment will result in a corresponding increase of 39.6% in the performance of academic staff in Umaru Musa Yaradua University. This corroborates the study of Ardo, Gurin, and Buhari (2024) affective commitment is one of the factor that helps to improve employees' performance. Similarly, Maduagwuna, Anah, and Ohanyere (2023) and Shao et al (2022), added that affective commitment has a positive significant effect on the performance of staff. The study also revealed that;
- ii. Continuance commitment have significant positive effect on the performance of academic staff in Umaru Musa Yaradua University ( $p < 0.05$ ;  $b = .165$ ,  $t=2.042$ ;  $\text{sig}=0.043$ ). The p-value is less than 5%, implying that a unit increase in continuance commitment will result in a corresponding increase of 16.5 % in the performance of academic staff in Umaru Musa Yaradua University. This is in line with the study of Okongo, Ele, and Eneh (2024) who revealed that continuance commitment has a positive significant effect on performance. In agreement, Malietso, Manyasi, and Kwendo (2023) posit that continuance commitment has a positive significant effect on the performance of non-academic staff in the Western Region of Kenya. While, Karyono, and Hakim (2022) revealed in their study that, continuance commitment have significant effect on employee performance. In furtherance, the study found out that;
- iii. Normative commitment have significant positive effect on the performance of academic staff in Umaru Musa Yaradua University ( $p < 0.05$ ;  $b = .159$ ,  $t=2.728$ ;  $\text{sig}=0.007$ ). The p-value is less than 5%, implying that a unit increase in normative commitment will result in a corresponding increase of 15.9% in the performance of academic staff in Umaru Musa Yaradua University. This is in corroboration with the study of Kartika, and Widiastuti (2024) who revealed that normative commitment has a positive significant effect on employee performance. In the same way, Rifai (2023) found out that normative commitment has a positive significant effect on employee

performance. On the contrary, Igbomor and Ogbuma (2024), found out that normative commitment has a negative and insignificant effect on employee performance.

This finding is in line with past studies such as Ardo et al..(2024), Gulzar (2020), Ardiansyah & Afandi (2019), Shao et al (2022) who found that effective commitment has a positive significant effect on performance. Thus, this finding highlights the need for management in UMYU to increase investment in policies that foster affective commitment, such as recognition programs and professional development, to maximise academic staff performance. However, state government should also address contextual barriers (e.g funding shortages) to fully leverage this relationship.

## **5. CONCLUSION AND RECOMMENDATIONS**

Based on the results of the analysis of the primary data collected, the study concluded that there is a positive and significant relationship between affective, continuance, normative and performance of academic staff in Umaru Musa Yaradua University. The study also concluded that these dimensions of organizational commitment have varying effect on the performance of academic staff in Umaru Musa Yaradua University, as such, institutions such as Umaru Musa Yaradua University should pay close attention to them; individually and collectively.

### ***5.1 Recommendations***

Based on the study's findings, the following recommendations are proposed:

- i. The first finding revealed that affective commitment has a positive significant effect on the performance of academic staff in Umaru Musa Yar'Adua University. The study therefore recommends that the university should introduce annual awards for outstanding teaching, research and community service, coupled with public acknowledgement of in university publications and events. This will foster emotional attachment by aligning staff efforts with institutional values;
- ii. The second finding revealed that normative commitment has a positive significant effect on performance of academic staff in Umaru Musa Yar'Adua university. The study recommends that the university should enhance job security and benefits to sustain continuance commitment while balancing intrinsic motivators. The university should ensure timely payments on services rendered and provide clear career progression paths. This will motivate staff to maintain high performance to continue to secure their position.

- iii. This study recommends that the University should create a sense of community engagement through regular events to strengthen the effect of normative commitment on performance. The university should be organizing monthly seminars, social gatherings, and or symposium where academic staff can share ideas, celebrate achievements, and align with institutional goals. These events will enhance a sense of obligation (normative commitment) to translate their loyalty into superior performance through heightened commitment.

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