

## **Job Commitment as a Correlate of Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

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## Abstract

*Job commitment of lecturers has continued to draw significant debate within the Nigerian education setting. Previous studies have not effectively isolated the variable of job commitment, often combining it with performance, motivation, attitude, and job satisfaction. This study investigated job commitment as a correlate of lecturers' job performance in colleges of education in Southwest Nigeria. A descriptive survey research design was adopted for the study. The population consisted of four thousand two hundred and ninety-five (4,295) lecturers across thirty-two (32) colleges of education in Southwest Nigeria. A multi-stage stratified random sampling procedure was used to select one thousand four hundred and thirty-six (1,436) lecturers from 9 colleges of education. A validated questionnaire titled Job Commitment and Lecturers' Job Performance Scale (JCLJPS), with a reliability coefficient of  $r = 0.71$ , was used to collect data. Data collected were analyzed using descriptive statistics (means and standard deviation) and inferential statistics (Pearson Product-Moment Correlation). The findings revealed moderate levels of lecturers' job commitment to students and the institution in colleges of education in Southwest Nigeria ( $M = 26.2$  and  $2.57$ , respectively). Additionally, a significant relationship was found between job commitment and lecturers' performance in colleges of education ( $r = 0.228$ ). Job commitment is an essential variable that can determine lecturers' performance in colleges of education in Southwest Nigeria. It was recommended, among other things, that the government should provide a supportive environment for lecturers to improve working relationships between lecturers and students, and lecturers should be further encouraged to treat students equally in order to foster their academic growth.*

**Keyword:** Job Commitment, Lecturers' Performance

Word Counts: 256

## **Introduction**

Lecturers' performance is one of the most important factors in higher education institutions, as it significantly determines the quality of education. If lecturers' performance is weak, the entire education system may become unstable. In view of this, effective job performance by lecturers is imperative for any educational improvement. The performance of a lecturer refers to how professional duties within the institution are carried out at a given time. Job performance can be viewed as the outcomes and accomplishments valued by the organization or system in which one works. Lecturers in colleges of education are among the most important human resources in these institutions. They have close contact with students and are responsible for delivering instruction in the classroom (Azeez, 2022). Lecturers are also involved in the implementation of curriculum and educational policies in the classroom. Without them, the goals of colleges of education cannot be accomplished, and it would be difficult to execute curriculum activities (National Commission for Colleges of Education (NCCE), 2012). Therefore, job enthusiasm and maximum job performance are essential and must be continuously improved.

The term 'performance' refers to the act of carrying out a particular piece of work, duty, or responsibility by an individual, and this is often regarded as one's job. Performance can also refer to the accomplishment of a given task measured against present standards of accuracy, completeness, cost, and speed (Khoshnaw&Alavi, 2020). Staff job performance, on the other hand, refers to the use of skills, ability, and experience to perform assigned tasks effectively and efficiently as required by supervisors (Oyeniya, Kamar, Adeyemi, &Olaoye, 2017). Institutions assign their staff specific duties and responsibilities to achieve or accomplish predetermined goals. Job performance is viewed as the overall expected value of employees' behaviours carried out over a set period of time (Hemakumara, 2020). To improve staff job performance, it is necessary to develop the desired knowledge, skills, and abilities of employees so they can perform well on the job. Colleges of education provide professional development programmes to optimize their lecturers' potential to perform as required.

Lecturers' performance in the colleges of education system is an issue that demands the attention of scholars and the government, particularly in both private and public sectors in Nigeria. This concern led to the establishment of the National Productivity Centre under the Federal Ministry of Employment, Labour, and Productivity (Agba &Ocheni, 2017). The

National Productivity Centre has the mandate to develop and provide technical solutions to productivity and performance-related problems across all sectors of the national economy, while also promoting productivity and performance consciousness among Nigerian workers (Akinyele, 2007). In Nigeria, the National Commission for Colleges of Education (NCCE) is responsible for ensuring quality assurance in colleges of education through the accreditation of academic programmes.

Lecturers' performance in colleges of education plays a crucial role in determining the extent to which the goals of teaching, learning, research, and college operations are achieved. Providing effective professional development, improving self-efficacy, and fostering job commitment can serve as motivational tools for all lecturers and as prerequisites for performance in Nigeria. Self-efficacy can be enhanced through personal experience, role modelling, social persuasion, motivation, fringe benefits such as allowances, sponsorship for conferences and seminars, praise for successes, and the provision of learning opportunities. Despite government reforms and institutional capacity building, a persistent decline in Nigeria's public sector has been observed (Agba & Ocheni, 2017). In recent years, stakeholders in the education sector have raised concerns about lecturers' performance in tertiary institutions, citing a lack of commitment, punctuality, efficacy, dedication, confidence, devotion, fairness, and patriotism. Lecturers in colleges of education expect to work in jobs that offer opportunities for promotion to new and challenging positions.

Job commitment can be defined as the level of enthusiasm, interest, or dedication a lecturer has towards tasks assigned in a school or college (Azeez, 2021). It reflects an individual's willingness to engage with an organization, cause, or belief and can be understood as a psychological attachment, regardless of personal feelings about the job itself. Teachers' job commitment is the willingness to invest personal resources in teaching and remain in the profession (Samuel & Okotoni, 2019). It involves a strong belief in and acceptance of the school's goals and values, a desire to maintain membership within the school, and a readiness to exert considerable effort on its behalf. Job commitment acts as an internal drive that enhances teachers' job performance (Altun, 2017).

Job commitment refers to the energy and initiative an individual brings to their job daily. It encompasses the degree of loyalty and attachment an employee feels toward their organization. This sense of allegiance and dedication often manifests in positive behaviours such as job satisfaction and organizational citizenship, which benefit the institution significantly. Lecturers with high levels of commitment typically exhibit these positive

behaviours, contributing to students' performance and well-being, the growth and success of the school, and the educational development of a nation. Committed teachers view the school's or students' problems as their own and are always ready and willing to do everything possible to address these issues (Azeez, 2022).

Lecturers' job commitment in colleges of education can be measured in terms of their dedication to various aspects: the school, students, the teaching profession, and the institution's outcomes and objectives. Commitment to students refers to the willingness of lecturers to engage with students in both curricular and extracurricular activities, helping them connect with the institution and its academic life (Azeez, 2022). Commitment to the school or institution involves the readiness of lecturers to embrace the goals, policies, and programs of the school. Commitment to the teaching profession reflects lecturers' willingness to fulfil their professional responsibilities towards students, colleagues, administrators, parents, and the community. Commitment to outcomes and objectives means lecturers believe in and actively support the goals of the institution.

Job commitment can significantly enhance lecturers' performance when effectively implemented. Despite its importance, previous studies have not fully addressed the variables related to job commitment, often focusing instead on job satisfaction, motivation, and the attitudes of secondary school teachers. This paper aims to investigate job commitment as a determinant of lecturers' performance in colleges of education in Southwest Nigeria.

### **Statement of the Problem**

Despite the critical role lecturers play in shaping future educators, there is growing concern about the impact of job commitment on their performance in colleges of education in Southwest Nigeria. The issue extends beyond simply hiring lecturers; it involves maintaining their loyalty and commitment to the institution. Lecturer performance often falls short of expected standards, with noticeable issues such as inadequate coverage of term projects and course content, poorly prepared lecture notes, uninspiring teaching methods, and unsatisfactory evaluation techniques. Additionally, problems such as poor lecturer-student interaction, declining academic performance, and reduced research and publication output have been observed. These issues have negatively impacted academic standards and student performance. Therefore, this paper investigates job commitment as a correlate of lecturers' performance in colleges of education in Southwest Nigeria.

### **Objectives of the paper**

The objective of the paper is to investigate job commitment as correlates of lecturers' performance in colleges of education in Southwest, Nigeria. Specifically, the paper sought to:

1. determine the level of Lecturers job commitment to the student in college of education in Southwest, Nigeria?
2. determine the level of lecturers' job commitment to the school/college in colleges of education in southwest Nigeria.
3. determine the relationship between lecturers' job commitment (to students, and the school/college) and their performance in colleges of education in Southwest, Nigeria.

### **Research Question**

The research question was formulated to guide the study:

- (i) What is the level of s job commitment of lectures to the students in colleges of education in Southwest, Nigeria?
- (ii) What is the level of job commitment of lecturers to school/college in colleges of education in Southwest, Nigeria?

### **Hypothesis**

**H<sub>01</sub>:** There will be no significant relationship between lecturers' job commitment (to students, and the school/college) and their performance in colleges of education in Southwest, Nigeria.

### **Methodology**

This study adopted a descriptive survey research design. The target population consists of 4,295 lecturers from all 32 Colleges of Education in Southwest Nigeria, including 4 Federal Colleges of Education, 7 State Colleges of Education, and 21 Private Colleges of Education. A multi-stage stratified random sampling procedure was used to select 1,436 lecturers from 9 colleges of education.

In stage one, colleges of education were stratified by ownership (Federal, State, and Private). In stage two, purposive sampling was used to select states with only one Federal and one State/Private college of education. Additionally, one State and one Private College of

Education were chosen through balloting from states with multiple institutions. In stage three, proportional sampling was used to select 80% of lecturers from the nine selected colleges of education.

A validated single structured questionnaire titled Job Commitment, Lecturers' Performance Scale (JCPS) with a reliability coefficient of  $r = 0.71$  was used for data collection. This self-developed instrument comprises three sections: Section A for demographic information, Section B with ten items on job commitment rated on a four-point Likert scale (Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)). The questionnaire was administered by the researchers and three trained research assistants. Data were analysed using both descriptive and inferential statistics.

### Result Presentation and Discussion of Findings

**Research Question1:** What is the level of Lecturers job commitment to the student in college of education in Southwest, Nigeria?

**Table 1: Descriptive Statistics Indicating the Level of Lecturers' Job Commitment to the student in Colleges of Education in Southwest, Nigeria.**

Job Commitment	SA	A	D	SD	Mean	Std. Deviation	Remark
I enjoy working with students.	8 (0.6%)	47 (3.7%)	17 (1.4%)	1190 (94.3%)	1.11	0.46	Low
I establish a meaningful academic relationship with students.	129 (10.2%)	1084 (85.9%)	27 (2.2%)	22 (1.7%)	3.05	0.44	High
I treat students equally in order to ensure their academic growth.	43 (3.4%)	55 (4.4%)	1120 (88.7%)	44 (3.5%)	2.08	0.46	Moderate
I truly care for the students.	1091 (86.5%)	143 (11.3%)	10 (0.8%)	18 (1.4%)	3.83	0.49	High
Always look for instructional materials to teach the learner.	85 (6.7%)	1147 (90.9%)	15 (1.2%)	15 (1.2%)	3.03	0.35	High

**Weighted mean**

**2.62**

**Moderate**

*Source: Researcher's Field Survey Data (2023)*

**Note:**

**M = Mean, SD = Standard Deviation, n = Number of respondents**

**Standard reference mean = 2.00. Mean response rating classification: Low = 1.00 – 2.00, Moderate = 2.00 – 2.99, High = 3.00 – 4.00.**

**Decision: Moderate**

Table 1 shows that the mean scores for 'enjoy working with the students' (1.11) is low, 'establishing meaningful academic relationships with students' (3.05). Mean scores of 'treating students equally' (2.08) is moderate, 'truly caring for students' (3.83) and 'looking for instructional materials' (3.03) were high. Overall, the data revealed a moderate level of lecturers' job commitment to students in colleges of education in Southwest Nigeria, with a weighted mean of 2.62.

**Table 2: Descriptive Statistics Indicating the Level of Lecturers' Job Commitment to the College/School among Lecturers in Colleges of Education in Southwest, Nigeria.**

<b>Job Commitment</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Remark</b>
Rarely get late to class or school.	71 (5.6%)	112 (8.9%)	1038 (82.3%)	41 (3.2%)	2.17	0.56	Moderate
Actively involved in school activities.	1004 (79.6%)	248 (19.6%)	0 (0.0%)	10 (0.8%)	3.78	0.47	High
Take school work home in order to meet targets.	116 (9.2%)	212 (16.8%)	78 (6.2%)	856 (67.8%)	1.67	1.05	Low
Willingly accepts and obeys the values and goals of school.	59 (4.7%)	67 (5.3%)	408 (32.3%)	728 (57.7%)	1.57	0.79	Low
I find it easy to cope with school policies and laws.	880 (69.7%)	343 (27.2%)	22 (1.7%)	17 (1.4%)	3.65	0.59	High



**Weighted mean**

**2.57**

**Moderate**

*Source: Researcher's Field Survey Data (2023)*

**Note:**

**M = Mean, SD = Standard Deviation, n = Number of respondents**

**Standard reference mean = 2.00. Mean response rating classification: Low = 1.00 – 2.00, Moderate = 2.00 – 2.99, High = 3.00 – 4.00.**

**Decision: Moderate**

Table 1 shows that the mean scores for 'taking school work home' (1.67), and 'obeying the values and goals of the school' (1.57) were low. Mean scores of 'rarely getting late to class and school' (2.17) is moderate. Results further indicated high mean scores for 'rarely getting late to class and school' (2.17) 'actively being involved in school activities' (3.78), and 'easily coping with school policies and laws' (3.65). Overall, the data revealed a moderate level of job commitment among lecturers to the college in colleges of education in Southwest Nigeria, with a grand mean of 2.57.

### **Testing Hypothesis**

**H<sub>01</sub>:** There will be no significant relationship between job commitment (to students, and /college) and lecturers' performance in colleges of education in Southwest, Nigeria

**Table 2: Relationship between Job Commitment and Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

		<b>Job commitment</b>	<b>Performance</b>
	Pearson correlation	1	.228
Job commitment	Sig. (2-tailed )		.000
	N	1262	1262

*Source: Researcher's Field Survey Data (2023)*

The results present in table 2 showed the relationship between job commitment and lecturers' performance ( $r = .228$ ). The result means that there is a low relationship between

job commitment and lecturers' performance in colleges of education in Southwest, Nigeria. Based on the result, the alternative hypothesis is accepted, confirming that there is a relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria.

### **Discussion of Findings**

The findings revealed a moderate level of lecturers' job commitment to students in colleges of education in Southwest Nigeria. This result aligns with previous research indicating that committed teachers contribute ideas and efforts towards achieving school goals, such as promoting effective teaching and learning (Okon, 2015). Teachers who are dedicated to their roles tend to invest more energy and time in teaching, which enhances students' academic achievement. Such teachers are likely to embrace the goals and values of their schools, demonstrating high commitment and fostering students' academic success.

Moreover, the findings are consistent with those of Uwaleke, Yakubu, and Joel (2023), who reported that committed teachers exhibit greater enthusiasm and dedication, which positively impacts students' academic performance. Committed teachers generally show high levels of dedication, avoid frequent absenteeism, and maintain a positive attitude towards their responsibilities. This study's results indicate that lecturers in colleges of education demonstrate moderate commitment, particularly in caring for students, supporting their academic growth, participating in school activities, and adhering to school goals, which ultimately enhances their performance.

Lecturers' job commitment reflects their willingness to work harder, exhibit stronger affiliation with their schools, and pursue the goals of teaching, research, and community service. These lecturers are dedicated to supporting students' academic growth. Those with moderate levels of commitment encourage students to participate in school activities, which enhances their chances of achieving academic success. Committed lecturers invest themselves in their work and the institution's mission, prioritizing the success of the school over personal achievements. They view themselves as integral to the school organization and remain engaged and committed as long as they are part of it.

The results for the hypothesis revealed a relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria. This implies that job commitment is directly related to lecturers' performance in these institutions. The finding aligns with a study that demonstrated a significant relationship between employee

commitment and increased productivity in firms (Ebike Eye & Dickson, 2018). This suggests that job commitment has a substantial impact on lecturers' performance in colleges of education in Southwest, Nigeria.

## **Conclusion**

Based on the study's findings, the researchers concluded that job commitment is a significant predictor of lecturers' performance in colleges of education in Southwest Nigeria. Lecturers who are committed demonstrate better teaching effectiveness, higher research productivity, and greater student engagement.

## **Recommendations**

On the basis of the findings, the following recommendations were proffered:

- i) Lecturers should prioritize self-development by seeking training and mentorship opportunities.
- ii) Lecturers should foster positive relationships with students, colleagues, and administrators.
- iii) Lecturers should be encouraged to treat all students equally to ensure their academic growth.
- iv) The government should establish a performance evaluation system that considers multiple criteria such as teaching, research, and service.
- v) The government should develop policies that promote lecturers' autonomy, accountability, and job security.

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