



Lecturers' Challenges as Correlates of their Job Commitment in Private Universities in Edo State

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Abstract

Researchers studied how job challenges of lecturers impacted their job commitment levels at private universities found in Edo State of Nigeria. This study targeted to understand the research challenges which stem from staff promotion alongside limited training access and human resources shortages and staff service deficits affecting university lecturers across private institutions in Edo State Nigeria. The research design was based on correlation to investigate the relationship between variables. The study included 567 lecturers who worked in four private universities located throughout Edo State. A total of 248 employees from Igbinedion University, Okada worked alongside 70 staff from Samuel Adegboyega University, Ogwa and 50 members at Wellspring University, Benin and 199 lecturers from Benson Idahosa University, Benin. The researchers drew 284 lecturers as sample participants from 50% of their target institutions throughout Edo State through simple random sampling. The study relied on Lecturers Challenges and Job Commitment Questionnaire (LCJCQ) as its main research instrument. To analyse Research Question 1 scientists used both the mean ($\bar{X}$) and standard deviation (SD) statistics. Rephrase the benchmark score to 2.50. The Pearson Product Moment Correlation Coefficient PPMCC statistical methods analysed Hypotheses 1, 2, 3, 4, 5 together with Multiple Linear Regression Analysis MLRA testing Hypothesis 6. The researchers established their hypotheses testing through a significance level of 0.05. Job commitment of lecturers in private universities throughout Edo State, Nigeria encounters four major obstacles including staff promotion difficulties, insufficient training prospects, deficient workforce allocation and limited staff welfare programs. Staff promotion together with access to training opportunities and human resource shortages and staff welfare services all demonstrate significant and moderate relationships with lecturers' job commitment within private universities in Edo State Nigeria. Based on findings it was recommended among others that administrators of universities should reduce the rate at which they use autocratic styles because they have counterproductive effect on job commitment of lecturers in private universities in Edo State, Nigeria.

Keywords: Lecturers; Challenges; Job Commitment; Universities.



Introduction

Higher education institutions named universities award diplomas in multiple disciplines through education combined with research activities. Instruction and direction related to undergraduate as well as postgraduate education comes from universities. Urban universities deliver knowledge acquisition programs across multiple disciplines together with scholarship promotion pieces while conducting fundamental study in every educational domain to connect their operations with human societal requirements. A university focuses on intellectual inquiry and the development of specialized knowledge and complex expertise for transmission and storage to other fields. A knowledge economy and the entire society depend on university education to reach their full potential (Anho, 2020).

In Nigeria, the necessity for private institutions has increased due to several causes, including the growing need for higher education and the public universities' incapacity to meet the rising demand for university education. Expanding access to higher education is the goal of private universities (Ajadi, 2021). Other factors include the shrinking capacity of public universities, the layoffs of public employees, the federal government's noncompliance with the ASUU agreement, which led to the Academic Staff Union of Universities (ASUU) going on strike, the need for new courses and subjects of study, pressure from outside organisations to reduce public services, and an increasing focus on the need for highly skilled workers, among others. Unfortunately, they might have an impact on university employees' dedication to their jobs.

Job commitment refers to how attached or dedicated a worker is in the attainment of the predetermined organizational goals and objectives. Morakinyo (2020) described commitment as the force that ties a person to a path of action that is relevant to one or more goals. It is theorised that employees feel this force in three bases, or mindsets: affective, normative, and continuance. These bases represent emotional links, a sense of obligation, and the urge to continue executing a task until the goal is reached, he said. Hence, job commitment can be classified into three major core conditions or dimensions, namely: affective commitment, continuance commitment and normative commitment.

Affective commitment refers to the emotional belongingness of an individual or group of individuals to their job in an organization. In the context of a private university setting, this clearly demonstrates that affective commitment of a lecturer can be seen as positive feelings of identification, attachment, and involvement of workers with their job in the institution. McMahon (2007) posits that affective commitment is defined as an employee's emotional attachment to his or her job and significant involvement with the organization's principles and standards. These lecturers are typically emotionally attached and show strong attachment to the realisation of the department's, faculty's, or institution's targets and objectives.

Continuance commitment is another dimension or category of job commitment. It describes the cost associated with leaving the organization as perceived by an employee. Sundas, Shamim, and Noor (2009), continuance commitment is the time, effort, and financial resources that an employee invests in a company and believes would be lost or rendered useless if they were to quit are known as commitment. According to them, these investments might include contributing contributions to non-vested pension plans, gaining status or skills unique to the organisation, taking use of organisational perks like lower mortgage rates, and so on. The perceived lack of options to replace or compensate for the lost time, effort, and financial resources given to the achievement of the institution's goals may increase the perceived cost of leaving for a professor.



Lecturers' challenges represent all obstacles that create barriers to both instructional and administrative work performance in universities by teaching staff. Staff promotion and training opportunities as well as human resource shortages and inadequate staff welfare services make up this category. Staff promotion works as a workplace design feature to provide academic along with non-academic workers with advancement options throughout the university organization. The accumulation of these factors has the power to decrease lecturer morale thus reducing their enthusiasm and job interest to the extent that their employer loyalty becomes threatened. Training and development programs constitute challenges that lecturers experience in their workplace environment. The definition of training and development programme consists of professional development which takes place while employees perform their occupational duties. Educational programs exist to build lecturers' ability in performing institutional objectives effectively and efficiently. An in-service program functions as an essential platform dedicated to resolve specific educational shortcomings to boost technological progress in educational institutions. Workshops together with conferences and seminars provide efficient means to distribute academic practice information to staff members (Amadi & Anaemeotu, 2013). Each educational institution does not make these professional development programs accessible to all lecturers and an absence of these programs becomes another obstacle during lecturers' on-the-job professional development pursuit. Multiple obstacles in training and research development occur because lectures maintain heavy workloads alongside financial constraints from academic institutions for training activities.

Staff welfare could be seen as an important part of human resource management in any work institution. It entails those non-salary-based pay and work features that tend to make employees satisfied on their job. These include bonuses, incentives, allowances, promotion, and recognition. All types of monetary rewards along with non-financial payments provided by a company to employees for their work fall under this definition. Money rewards beyond basic pay constitute financial rewards that any employer provides to their employees. The rewards exist independently from basic salary compensation and are not included in regular wage payments. Financial incentives together with bonuses represent some examples of specified compensation methods. An institution's employee compensation system comprises direct and indirect monetary payments giving staff satisfaction and retaining them while increasing their performance. A lecturer receives their direct compensation through wages and salaries along with bonuses that depend on their performances and work overtime in addition to holiday premium but the indirect compensation consists of medical benefits combined with housing allowance, meal allowance, utility allowances, and incentive bonuses, shift allowances, hospitalization expenses, out-of-station allowance, vehicle loan benefits, annual leave allowances, and fundamental car allowance. One can correctly label compensation as the monetary reward which lecturers receive through job dedication. Several investigations focus on lecturers' challenges while researching the relationship between work commitment among lecturers. Iyida (2015) examined how wage and fringe benefit growth influences worker productivity in Nigeria through research of Federal Ministry of Transportation (Works) Enugu employees. The Federal Ministry of Transportation salary increase led to substantial improvements in employee job performance based on analytical findings. Monetizing fringe benefits through the study proved to have enhanced worker commitment levels.

Osibanjo, Adeniji, Falola and Heirsmac (2014) examined the effect of promotion packages on employees' commitment and retention in a selected private University in Ogun State, South-West Nigeria. The results showed strong relationship between promotion packages and employees' commitment and retention. The summary of the findings indicated

that there was a strong correlation between the tested dependent and independent variables (salary, bonus, incentives, allowances, and fringe benefits).

Waititu, Kihara and Senaji (2017) determined the effects of employee welfare programs on employee performance in Kenya Railways Corporation. The study used descriptive survey research design. The study targeted a population of 1,720 employees. The result shows that availability of staff welfare services (occupational health; succession plans; training and development; employee referral scheme and remuneration policies) significantly influence job commitment at Kenya Railways Corporation. Muthiani (2018) determined the perceived relationship of availability of staff welfare services and employee job commitment at the Barclays bank, Kenya. The result shows that a significant relationship exists between availability of staff welfare services and job commitment of employees.

The success or failure of private universities is hinged on lecturers' satisfaction or dissatisfaction with the prevailing atmosphere in the university community or environment. If the milieu is unfriendly and negative, job morale will generally become low which could consequently lead to reduction in output of lecturers. This explains that when a lecturer enjoys the work environment and the various tasks that characterize his/her job situation, it is expected that such a lecturer would have a strong desire to come to work and perform assigned duties diligently. On the contrary seems some lecturers on a daily basis in universities in Edo State have a lot of negative work behaviour such as lack of zeal in carrying out assigned tasks on a daily basis.

However, of the one reason private universities in Edo State of Nigeria is not attracting prospective staff as they should; could be due to the poor conditions of service. Generally, people want to work in places where there is job security. Regrettably, the conditions of service for many lecturers in private universities are unattractive and their job appointment with their employer is largely insecure under any academic union such as the Academic Staff Union of Universities (ASUU), National Association of Academic Technologist (NAAT), among others. Since the proprietors of these universities are mostly out to make money, many do not necessary bother themselves with renovating staff administrative buildings, building of new lecture theatre and halls, replacing obsolete facilities or even employing more qualified staff after they have successfully secured their operating license from the Nigerian Universities Commission (NUC). All of these may be responsible for the poor work attitude and lowered job commitment of most lecturers in private universities. As observed by the researcher, some of the manifestations of lecturers lowered job commitment include: taking of adjunct lectureship in more than one place at a time; high lecturers' attrition, lukewarm classroom practices, lack of dedication and zeal to work, lack of mastery of teaching subject and above all engaging of lecturers with other private businesses during the work to augment their salaries.

Research efforts have investigated lecturers' challenges and their influence on educator commitment as well as teaching productivity and educational quality at Nigerian institutions (Peretomode, & Chukwuma, 2017; Asiyai & Oghuvbu, 2009;). Asiyai and Oghuvbu (2009) conducted research on lecturer quality challenges within higher education during the 21st Century Nigerian period yet their study omitted private educational institutions. Peretomode and Chukwuma (2017) included private universities in their research but they only considered how lecturers' challenges affect manpower and educational and national development without analysing the link between lecturers' challenges and their job commitment specifically.

Furthermore, the empirical investigations that attempted to bridge this gap (Amadi & Anaemeotu, 2013; Ohunakin, Adeniji & Akintayo, 2016) were all conducted outside Edo State

region) and only investigated one or more of lecturers' challenges within selected institutions in one local government area. From the foregoing therefore, one wonders if lecturer's challenges in any way correlate with their job commitment. Most of the studies in literature did not jointly investigate lecturers' challenges as correlate of job commitment in private universities in Edo State. Therefore, this study fills this gap.

Hypotheses

The following research hypotheses was tested in the study:

- i. There is no significant relationship between staff promotion and job commitment of lecturers in private universities in Edo State
- ii. There is no significant relationship between access to training and development opportunities and job commitment of lecturers in private universities in Edo State
- iii. There is no significant relationship between shortage of human resources and job commitment of lecturers in private universities in Edo State
- iv. There is no significant relationship between shortage of staff welfare services and job commitment of lecturers in private universities in Edo State
- v. Lecturers' challenges (staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services) do not significantly correlate job commitment of lecturers in private universities in Edo State

Methods

Research design used for the study followed the correlational approach. The research included every member of the 567 Lecturers who instruct at Edo State's four private universities. There were 248 lecturers in Igbinedion University Okada and 70 lecturers in Glorious (Samuel Adegboyega) University Ogwa alongside 50 lecturers in Wellspring University Benin and 199 lecturers in Benson Idahosa University Benin. The statistics presented information about all full-time lecturing staff reported by the Personnel Division of each institution during 2018. The selected group of 284 lecturers made up 50% of the total population. Each institution in the state received a 50% selection of their lecturing staff through simple random sampling. O'Sullivan, Rassel and Berner (2008) recommended that 50% population sample suffices population representation when population members are similar. This study made use of questionnaires as its primary data collection instrument. The survey instrument used was named Lecturers Challenges and Job Commitment Questionnaire (LCJCQ). The three sections of the instrument collected information about Heads of Department demographics including institutional and departmental names. Section B comprised five parts. Each part was based on the five lecturer challenges covered in the study while Section C measured job commitment.

Part 1 of Section B contains 6 items that was used to elicit information on teachers' access to staff promotion. The items bordered on delays and denials in promotions as well as delays and denials to pay associated benefits accrued with attaining a higher academic position as a lecturer in private universities in Edo State. All the items in these sections were rated on a four -point scale: Strongly Agree - 4, Agree - 3, Disagree - 2 and Strongly Disagree – 1. A benchmark of 2.50 mean score was used to determine level of accessibility.

Part 2 of Section B contains 6 items on teachers' access to training and development programmes. The items covered training and development programmes such as: teachers'



seminars, workshops, conferences and others. All the items in this section were rated on a four-point scale: Fully Accessible-4, Accessible -3, Fairly Accessible -2, and Not Accessible -1.

Part 3 of Section C contains 6 items addressing availability of human resources in private universities. The 6 items covered both academic and nonacademic staff needed in each department for instructional and administrative to be carried out in private universities. All the items in this section were rated on a four-point scale: Fully Available -4, Available -3, Fairly Available -2, and Not Available -1.

Part 4 address staff welfare among lecturers. This section contained 6-items adopted from the American Compensation Association (ACA, 2005). The six items were used to collect information on access to various staff welfare packages such as: leave allowances, health care services and other fringe benefits. The items were rated: Fully Accessible -4, Accessible -3, Fairly Accessible -2, and Not Accessible -1.

Section C measures job commitment of lecturers. Attitudinal commitment of employees was measured through the Job Commitment Scale (JCS) which Meyer & Allen (1997) developed. The researchers modified the Job Commitment Scale (JCS) originally designed by Meyer & Allen (1997) because Jaros (2007) revised the instrument to address reliability and criterion validity issues. The three normative affective and continuance commitment sub-scales are included in the scale measurement. The sub-scale reliability alpha scores for this construct show 74% for normative and 76% for affective and 79% for continuance commitment aspects. The reliability coefficient (α) calculated for the commitment characteristics was 0.756 overall. The 24-items on the scale use a seven-point Likert scale that ranges from 1= very disagreed to 7= very agreed. A total of 15-items was achieved by selecting five items from each sub-scale during adaptation and the measurement scale structure changed to a four-point scale that ranges from Strongly Agreed at 4 to Strongly Disagreed at 1. The average item mean thus becomes 2.50 based on the measured values against the original version's 4.00 score using seven-point response measures. Also, selected items were slightly modified to reflect work related behaviour of Heads of Department within the university system. For instance; item one on affective commitment reads *"I would be very happy to spend the rest of my career with this organisation"*. This was slightly modified to *"I would be very happy to spend the rest of my career with this university"*. Similar word substitutions were used to reflect the university environment as against the general work organization. Since the scales were much more foreign, some modifications were carried out on the scales, an attempt was made to domesticate the scale and ascertain the reliability properties of the instrument made. The face validity was performed on the questionnaire. The split-half reliability method was adopted for the study. The researcher and two trained research assistants administered the instruments to lecturers. The Pearson Product Moment Correlation Coefficient (PPMCC) Statistics was used to test Hypotheses 1, 2, 3 and 4 while Hypothesis 5 was tested using the Multiple Linear Regression Analysis (MLRA). All the Hypotheses were tested at .05 level of significance.

Results

Hypothesis 1: There is no significant relationship between staff promotion and job commitment of lecturers in private universities in Edo State, Nigeria.

Table 1: Relationship Analysis between Staff Promotion and Job Commitment of Lecturers in Private Universities in Edo State

Variables	N	$\bar{X}$	SD	r	p-value	Alpha level (α)	Decision
Staff promotion	284	2.54	.876	-.411	.003	.05	Null hypothesis rejected (p<0.000)
Job commitment of lecturers		2.49	.462				

** r-coefficient is significant at 0.05 level.*

Note: Pearson r- coefficient $\pm .00 - .39$ = Weak relationship
 Pearson r- coefficient $\pm .40 - .69$ = Moderate relationship
 Pearson r- coefficient $\pm .70 - .99$ = Strong relationship
 Pearson r- coefficient ± 1.00 = Perfect relationship

Results from Table 1 demonstrate that staff promotion received an average rating of $\bar{X}$ 2.54 and standard deviation of SD = .876 from N=284 respondents while lecturers rated job commitment at 2.49 and SD = .462. The Pearson correlation coefficient amounted to -.411 demonstrating statistical significance when evaluating the p-value (p>.00 at .05). Thus, the null hypothesis was rejected. The research validated that the null hypothesis must be discarded. Evidence shows that staff promotion demonstrates a strong connection to the job commitment level of lecturers at private universities in Edo State Nigeria. The study results showed that staff promotion negatively affects job commitment in private universities throughout Edo State.

Hypothesis 2: There is no significant relationship between access to training and development opportunities and job commitment of lecturers in private universities in Edo State, Nigeria.

Table 2: Relationship Analysis between Access to Training and Development Opportunities and Job Commitment of Lecturers in Private Universities in Edo State

Variables	N	$\bar{X}$	SD	r	p-value	Alpha level (α)	Decision
Access to training and development opportunities	284	2.29	.646	-.644	.002	.05	Null hypothesis rejected (p>0.000)
Job commitment of lecturers		2.49	.462				

** r-coefficient is significant at 0.05 level.*

Note: Pearson r- coefficient $\pm .00 - .39$ = Weak relationship
 Pearson r- coefficient $\pm .40 - .69$ = Moderate relationship
 Pearson r- coefficient $\pm .70 - .99$ = Strong relationship
 Pearson r- coefficient ± 1.00 = Perfect relationship

The research results indicate that the respondents (N=284) provided mean ($\bar{X}$) and Standard Deviation score (SD) readings of 2.29 with .646 for access to training and development opportunities and 2.49 with .462 for job commitment of lecturers respectively with a significant Pearson correlation coefficient of -.644 which was greater than the value of 0.000. The results from Table 2 led to the acceptance of hypothesis rejection. Data shows that the relationship between training opportunities and lecturer job commitment in Edo State's private universities reaches significant strength. Access to training and development

opportunities and job commitment of lecturers in private universities in Edo State demonstrated statistically significant correlations in the obtained results.

Hypothesis 3: There is no significant relationship between shortage of human resources and job commitment of lecturers in private universities in Edo State, Nigeria.

Table 3: Relationship Analysis between Shortage of Human Resources and Job Commitment of Lecturers in Private Universities in Edo State

Variables	N	$\bar{X}$	SD	r	p-value	Alpha level (α)	Decision
Shortage of human resources	284	2.23	.611	-.743	.002	.05	Null hypothesis rejected (p<0.000)
Job commitment of lecturers		2.49	.462				

** r-coefficient is significant at 0.05 level.*

Note: Pearson r- coefficient $\pm .00 - .39$ = Weak relationship
 Pearson r- coefficient $\pm .40 - .69$ = Moderate relationship
 Pearson r- coefficient $\pm .70 - .99$ = Strong relationship
 Pearson r- coefficient ± 1.00 = Perfect relationship

Results in Table 3 shows that the Mean ($\bar{X}$) and Standard Deviation score (SD) of the respondents (N=284) were $\bar{X}$ 2.23 and SD =.611 for shortage of human resources and 2.49 and .462 for job commitment of lecturers respectively while the Pearson correlation coefficient of .743 was statistically significant since the probability (p) value of .000 was less than the Pearson Coefficient of -.743 at .05 level of significance. Therefore, the null hypothesis was rejected. This indicates a significant relationship between shortage of human resources and job commitment of lecturers in private universities in Edo State. This invariably implied that shortage of human resources is associated with low job commitment of lecturers of private universities in Edo State, Nigeria.

Hypothesis 4: There is no significant relationship between shortage of staff welfare services and job commitment of lecturers in private universities in Edo State, Nigeria.

Table 4: Relationship Analysis between Shortage of Staff Welfare Services and Job Commitment of Lecturers in Private Universities in Edo State

Variables	N	$\bar{X}$	SD	r	p-value	Alpha level (α)	Decision
Shortage of staff welfare services	284	2.52	.599	.682	.002	.05	Null hypothesis rejected (p<0.000)
Job commitment of lecturers		2.49	.462				

** r-coefficient is significant at 0.05 level.*

Note: Pearson r- coefficient $\pm .00 - .39$ = Weak relationship
 Pearson r- coefficient $\pm .40 - .69$ = Moderate relationship
 Pearson r- coefficient $\pm .70 - .99$ = Strong relationship
 Pearson r- coefficient ± 1.00 = Perfect relationship

Results in Table 4 shows that the Mean ($\bar{X}$) and Standard Deviation score (SD) were $\bar{X}$ 2.52 and SD=.599 shortage of staff welfare services and 2.49 and .462 for job commitment of lecturers respectively. The Pearson correlation coefficient of .682 was statistically significant since the probability (p) value of .000 was less than the Pearson Coefficient of .682 at .000 level of significance. Therefore, the null hypothesis was rejected. This indicates a significant relationship between shortage of staff welfare services and job commitment of lecturers in private universities in Edo State, Nigeria. This invariably implies shortage of staff welfare service and job commitments of lecturers in private universities in Edo State were related.

Hypothesis 5: Lecturers' challenges (staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services) do not significantly correlate job commitment of lecturers in private universities in Edo State, Nigeria

Table 5: Relative and Combined Correlation on the Challenges and Job Commitment of Lecturers in Private Universities in Edo State (N=284)

R = .917 ^a
R-square (R^2) = .841
Adjusted R-square =.837
F _(8,275) = 182.368*
P-value of F-statistics = .000

Model	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	β	Std. Error	Beta				
(Constant)	.144	.067			2.163	.031	Not significant
Staff promotion	.069	.017	.131		3.979	.002	Significant
Access to training	.129	.025	.180		5.231	.001	Significant
Avail. of human resources	.133	.036			3.726	.001	Significant
Avail. of staff welfare	.273	.024			11.397	.001	Significant

a. Dependent Variable: Lecturers Job Commitment

b. Predictors: (constant), Staff Promotion, Access to training and development opportunities, shortage of human resources and staff welfare services

*t-value and f-value are statistically significant ($p < .05$)

Results in Table 5 shows that statistics reveal significant joint predictor results from the F-value of 182.368 ($p < .05$). The statistics lead to the rejection of the null hypothesis. The research data shows that all the lecturers' challenges working in combination create strong predictions about job commitment levels in private universities across Edo State. Job commitment of lecturers in private universities across Edo State was predicted by staff promotion and access to training and development opportunities and human resource shortages and staff welfare services. The adjusted R² along with R² results in measures 0.837 and .841 respectively. The 83.7% to 8.41% variations that affect job commitment of lecturers in private universities in Edo State were explained through these model fit coefficients (.837 and .841). Results showed that staff promotion together with access to training and development opportunities and shortage of human resources and staff welfare services were all statistically important for the study (prob < .000). The research showed that job commitment of lecturers in private universities in Edo State has been determined by staff promotion together with access



to training and development opportunities and shortage of human resources and staff welfare services but not by training and development opportunities access only.

Discussion

Statistical analysis confirmed that staff promotion demonstrates a strong connection to lecturing dedication at private universities throughout Edo State. Staff promotion directly influences job commitment among lecturers within private universities across Edo State because proper timing establishes employee promotions and workers receive their next level positions after fulfilling their performance expectations. Staff promotion serves as a job feature intended to enable academic and non-academic workers to enhance their job satisfaction through university-along career development. Multiple variables analysed in this study indicated that lecturers in Edo State private universities have stronger job commitment when their institution provides appropriate training opportunities. Researchers attributed the noteworthy connection between training-permitting opportunities and lecturer job commitment in Edo State private universities to training and development initiatives. The programs focus on lecturer capacity growth to help them perform their institutional objectives effectively and efficiently. Training availability functions as an essential pathway to fix specific educational issues so organizations can accelerate their technological development.

The result showed that there was a significant relationship between shortage of human resources and job commitment of lecturers in private universities in Edo State. The positive outcome of shortage of human resources and job commitment of lecturers could be as a result of the numbers of technicians are adequate in the information technology division of the department, number of support staff are sufficient in the department. This implies that the training, material and human resources in a given university can be either available or unavailable. Furthermore, the availability of resources varies from person to person, location to location, and institution to institution.

The result agrees with that of Okobia (2011) that instructional materials and resources available were grossly inadequate. Consequently, the job commitment of employees is affected. Also, the result is in line with that of Okyere-Kwakye (2013) that there was a significant relationship between availability of human resources and job commitment of employees in Government Junior High Schools in the New Juaben Municipality, Eastern Region of Ghana.

Conclusion

Based on findings, the researcher concluded that staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services are challenges confronting job commitment of lecturers in private universities in Edo State. This indicates that job commitment of lecturers can be attributed to staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services

Recommendations

Based on the findings, the following recommendations were made:



1. Head of Department should reduce the rate at which they use only autocratic style of leadership because it had a counterproductive effect on job commitment of employees in private universities in Edo State.
2. Head of Department should employ a mix task of both democratic and autocratic leadership styles to promote efficient job commitment, congenial climate, high morale among members of the various unions of the university.



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