

INFLUENCE OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION ON JOB PERFORMANCE AMONG LECTURERS IN COLLEGES OF EDUCATION IN EDO AND DELTA STATES

BY

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Abstract

This study examined organizational commitment, job satisfaction and job performance among lecturers in colleges of education in Edo and Delta States. Two hypotheses were formulated and tested in the study. The ex-post facto design was used as the guiding template. The population of this study consists of one thousand one hundred and eighty four (1184) academic staff and one hundred and six (106) Heads of Departments in the six (6) Colleges of Education in Edo and Delta states. The population included all the lecturers (academic staff) in the Colleges of Education in Edo and Delta State. The sample for this study covered five hundred and ninety three (593) academic staff (lecturers) and one hundred and six (106) Heads of Departments. The simple random sampling technique was used to draw a sample size of 50% and 100% per institution respectively. Three instruments - Organisational Commitment Scale (OCS), Job Satisfaction Survey Questionnaire (JSSQ) and Performance Evaluation Questionnaire (PEQ) were used in the investigation. The hypotheses were tested with the Multiple Linear Regression technique at 0.05 level of significance. The result showed that there was a positive, moderate and significant relationship between organizational commitment, job satisfaction and job performance of lecturers. It was therefore recommended that to encourage lecturers' organisational commitment for higher job performance, college of education lecturers should make sure that all job advantages accruing to them, such as leave, training opportunities, and compensation, are made available to them as soon as possible without delay.

Keywords: Organizational Commitment, Job Satisfaction, Job Performance

Introduction

Teaching, research, and public service have long been recognized as the three main pillars of higher education. In other words, the goal of colleges of education as citadels of higher learning is to generate knowledge via research, transmit that information through teaching, and share that knowledge with others through social engagement. Even though these features are common to all institutions of higher learning, colleges of education are notably unique establishments since they were created to provide formal instruction for aspiring lecturers. The objectives of Nigerian colleges of education, according to Jakwa (2021), are to produce: a) teachers with high standards of personal and professional integrity; b) teachers who are committed and have the necessary

knowledge, skills, and attitudes to make it simple to achieve the aforementioned national objectives.

The College of Education is intended to hire qualified academic staff whose performance in teaching, research, and community service is deemed significant in defining overall objective organizational output in order to meet all of these objectives (Ogunode, & Adanna, 2022). This demonstrates that an employee's performance, such as that of academic staff, may only be evaluated in connection with their job description and toward predefined institutional goal(s). Therefore, each academic staff member is evaluated according to specific performance indicators, such as: a) input, such as length of service or tenure, staff qualification, workload, type of students, and material resources; b) processes, such as teaching methods, student involvement, and feedback; and c) output, such as teaching quality, publication quality, and contribution to the university, society, or nation as a whole, among others (Retnowati, Mardapi, Kartowagiran, & Hamdi, 2021).

The three performance metrics or criteria for academic staff in higher education, according to Babagana, Mat, and Ibrahim (2019), are as follows: (a) teaching/instructional services (such as class instruction, knowledge sharing with colleagues, teaching length, teaching load, lesson planning, and teaching evaluation); (b) research and development (such as attendance at conferences, research collaboration, and paper publications at local, national, and international levels); and (c) scholarly activities. As a result, the academic staff's contribution services, research and development efforts, and teaching/instructional services are used as the yardstick or criterion for measuring job success. Regrettably, there is now a significant growth in demand for higher education, which has resulted in a large annual enrolment of applicants for admission.

Many academic staff members are forced to do a variety of administrative and instructional activities for the students due to a lack of staff and the high student-staff ratio in most institutions (especially public ones) (Jacob, Jegede, & Musa, 2021). In addition to this, the majority of employees in state-owned institutions like the colleges of education in Edo and Delta States are not paid on time. As a result, many exhibit withdrawal behaviors, which include tardiness, absenteeism, poor turnover, and failure to submit questions and marked scripts by the deadline. Several lecturers who are meant to leave the classrooms to oversee students during teaching practice, according to my own observations at these institutions, are missing due to lack of organizational commitment and job satisfaction, other academic staff members also seemed disgruntled and unenthusiastic (Asiyai, 2022).

Organisational commitment is a concept that indicates how committed, enthusiastic, or connected an employer or employee is to achieving the established goals and objectives at his or her company (Aboramadan, Albashiti, Alharazin, & Dahleez, 2020). It is a psychological condition that describes the interactions between an employer and employee and the organization. It has an impact on the choice of whether to remain a member of the organization or not. These indicate that organizational commitment involves a mindset or perspective toward the company that binds or fastens the employer and employee to the firm (Ajibola, Adeleye & Tanimola, 2018). It may be seen by Colleges of Education as the process by which the objectives of the government, the organization's employer, and the academic staff, its employees, are becoming more integrated.

On the other side, the sentiments that individuals have regarding their occupations may be summed up as job satisfaction (Okolocha, Akam, & Uchehara, 2021). It involves working at a job

that one likes and receiving fair compensation for one's efforts. It also suggests people's attitudes and sentiments about their job, as well as their excitement for and contentment with their employment on the other hand, negative and unfavorable attitudes reflect work discontent, positive attitudes and favorable attitudes do. Therefore, it may be claimed that job satisfaction is a good condition that results from an evaluation of one's work experiences. According to Khan, Bhatti, Hussain, Ahmad, and Iqbal (2021), there are many different types of job satisfaction experiences, including satisfaction with career advancement, pay and benefits, working conditions, and working relationships. For instance, the remuneration structure and performance evaluation system for the academic staff at institutions of education compensates and promotes each employee in accordance with their staff cadre or level within the system. It is considered that unless a teacher is satisfied with their work, compensation, and advancement, they may feel duped, unhappy, and demoralized, which will make it difficult for them to do their tasks as well as they should.

While every employee wants to get promoted when it's time, be compensated, and receive fair treatment, Inuwa (2016) pointed out that job satisfaction with coworkers may also be significant since it may shape social bonds and the workplace environment. For instance, an employee's connection with coworkers (let's say Lecturer A) may allow him or her to feel comfortable discussing personal issues or a weekend affair with other lecturers while at work. Depending on how he views his workplace, Lecturer B may not feel comfortable discussing such private matters with others during or even after work hours. Therefore, a lack of freedom and comfort to discuss complex topics, share expertise, and exchange ideas with coworkers may have a negative impact on employees' ability to execute their jobs. In light of this, the researcher investigated job satisfaction and organisational commitment among lecturers in colleges of education in Edo and Delta States as predictors of performance.

Review of Literature

A pertinent theory in the discussion of organisational justice and equity is the Equity theory, which John Stacy Adams put forth in 1965. According to Adams (1965, cited by Spector (2008) and Littlejohn, Foss, and Oetzel 2021) and other sources, the central principle of the theory is that every employee is primarily concerned with whether his benefit or reward (compensation) is commensurate to his degree of contribution or effort at work. The focus is on figuring out whether the partners engaged are treated fairly in the resource distribution. According to equity theory, an individual's motivation or loyalty is influenced by how they view the inputs—such as work performance—and the outcomes—such as rewards—in relation to reference people. As a result, from the perspective of motivation, the company must offer rewards that are in line with individual inputs (Gomez-Mejia, Berrone, & Franco-Santos, 2010). Equity theory relies on the suggestion that people base their assessments of the fairness of their compensation on a nearby foundation. Equity theory, according to Heinz, Mark, and Koontz (2011), focuses on whether people perceive the reward as being reasonable or about the reasonableness of the reward he or she receives, in relation to the data sources that incorporate many variables, such as effort, experience, and training in correlation with the rewards of others.

The focus of equity theory is on how employees feel about compensation in one organisation in comparison to that of their partners in other organisations. They examine their commitments, which serve as inputs, and tie them to their remuneration by examining the yields and benefits. According to the equity hypothesis, an employee's pay should reflect his loyalty or

level of devotion to the company. According to the notion, when workers see some elements or measures of inequality in their compensation framework, they will undoubtedly want to fix it, and this is what causes work agitation in both work services and corporate organisations. The Equity theory has demonstrated that when employees are not fairly compensated, they may be unsatisfied and uncommitted, which makes this idea relevant to this study. Therefore, it is likely that they will perceive their employment as unfair and actively work to restore equity. They have the option of going on strike or beginning to act irritably nonchalant about their employment. Therefore, it is evident that acts of disloyalty could affect how well an employee does their work. Therefore, the Equity theory served as the study's anchor.

Studies have been done on the connection between organisational commitment and job performance. The effects of organisational commitment and educational attainment on the work performance of financial accounting staff in South West Nigeria were explored by Ajibola, Adeleye, and Tanimola (2018). A standardised self-report questionnaire with a work effectiveness scale and a reliability index was used in the study to collect information on how bursary staff at a first-generation institution in South West Nigeria evaluated their professional behaviour and job performance. 81 elements on the sociodemographic profile and normative and professional accounting roles. Using multiple regression analysis and one-way ANOVA with a p-value of 0.05, three hypotheses were addressed. The outcome showed that organisational commitment and educational achievement support the work performance of the financial accounting staff in South West Nigeria.

The impact of organisational commitment on teachers' work performance in Ile-Ife, Osun State, was explored by Ogedengbe, Adekun, Eyengho, Ogunleye, and Bankole (2018). The research design for the study was survey-based. In Ile-Ife, Osun State, the whole teaching staff of secondary schools, both public and private, made up the population. 200 teachers were chosen at random from 10 secondary schools across four Local Government Areas (LGAs) in the state to make up the study's sample size. The Teachers' Job Performance Scale (TJPS), a 45-item scale that was utilised in the study, was based on the Likert scale with the following response options: 4 for strongly agreeing, 3 for agreeing, 2 for disagreeing, and 1 for strongly disagreeing. Cronbach's Alpha and the split-half reliability test were employed to assess the instrument's reliability, and the results were 0.80 and 0.89, respectively. The instrument was validated by professionals in testing and measuring. The t-test, ANOVA, and descriptive statistics were used to examine the data. The findings indicate that organisational dedication has a substantial impact on teachers' job performance in Ile-Ife, Osun State. In several research, the relationship between job performance and organisational commitment and job satisfaction has also been examined. In Kwara State Colleges of Education in Nigeria, Taiwo (2017) investigated the effects of organisational climate variables on lecturers' work performance. It was decided to use the causal comparative design. 150 randomly selected stratified instructors from the three colleges of education provided the data. Organisational commitment, training opportunities, workplace relationships, job security, job happiness, and the availability of work resources were among the factors affecting the workplace atmosphere. The data was gathered using two instruments: the "Organisational Climate Questionnaire" (OCQ) and the "Job Performance Questionnaire" (JPQ). Frequency counts and percentages were used in the analysis of the data collected. The study's conclusions showed that lecturers' organisational commitment, contentment with training opportunities, working

relationships, job security, job satisfaction, and the availability of work resources in Kwara State Colleges of Education all had a major impact on how well they execute their jobs.

In a Local Government Area in Nigeria, Meindinyo and Ikurite (2017) investigated the effect of motivation on teachers' performance. For the study, a survey design was used. It was given to 100 randomly chosen instructors from 10 of the secondary schools included in the study's sample. A two-part, 35-item questionnaire was utilised as the research tool in the study to examine the potential impact of motivation on instructors' performance. A number of cross tabulations were utilised to analyse the seven research questions. Frequencies and percentages of the various instructor replies were used to analyse the data acquired. According to the study, teachers' commitment and job happiness have a personal impact on how well they perform at work, but there is no discernible interaction effect.

In a separate study, Udey, Ingwu, and Imona (2012) looked at the organisational management decision-making procedures and the work performance of academic staff members in higher education institutions in Cross River State. It was decided to use the ex-post facto research design. One thousand seven hundred and forty-four (1744) professors made up the study's population, from which a sample of six hundred and ten (610) lecturers was chosen at random. To gather data on the instrument, a survey with a reliability alpha of 0.74 was created. Among other results, the Pearson's Moment Correlation Coefficient (r) analysis revealed that organisational management decision-making processes promoted organisational commitment and satisfaction, and this had a significant impact on the work output of academic staff in higher education institutions in Cross River State.

Recent research has examined the variables influencing the work performance of academic staff at higher education institutions in Nigeria. Regarding organisational commitment, Ajibola, Adeleye, and Tanimola (2018) used a first-generation university in South West Nigeria using a survey methodology to explore the contributions of educational and organisational commitment to work performance of Financial Accounting Staff. Their findings indicated that the performance of the financial accounting staff in South West Nigeria is promoted by organisational commitment and educational achievement. Similar to this, Ogedengbe, Adekun, Eyengho, Ogunleye, and Bankole (2018) used the survey study method to explore how organisational commitment affected teachers' job performance in both public and private secondary schools in Ile-Ife, Osun State. The findings indicate that organisational dedication has a substantial impact on teachers' job performance in Ile-Ife, Osun State. Academic staffs in colleges of education in the Edo State region were not included in the research described above, despite the organisational commitment of academic staff members in universities being covered to some extent.

In order to explore job happiness as a transformative education indicator in junior secondary schools in the Edo South Senatorial District, Ekhovbiye and Owenvbiugie (2010) looked at job satisfaction among Business Studies teachers. The results revealed a distinct variation in the link between work performance and teacher satisfaction for junior secondary school business studies teachers in Edo State. In addition, Osakwe (2014) employed an ex-post facto design to investigate factors influencing academic staff motivation and work satisfaction in institutions in Nigeria's South-South Geopolitical Zone, which includes Delta, Edo, Cross Rivers, Bayelsa, Rivers, and AkwaIbom. Results showed that key factors influencing staff members' job

performance at universities in Nigeria's South-South Geopolitical Zone included job satisfaction with regard to job promotion, salary, job security, welfare, and benefits.

In the context of a college of education, Ayoade (2013) examined the relationship between the use of information and communication technology and the productivity of academic staff and institutional administrators at the Emmanuel Alayande College of Education and discovered a significant connection. Although, these studies have been conducted in a number of tertiary institutions, such as universities and colleges of education, the researcher is not aware of any research on the influence of organisational commitment and job satisfaction on job performance among lecturers in colleges of education in both Edo and Delta States. To achieve this, this study seeks to test the following hypotheses

Hypotheses

The following hypotheses were tested in this study:

- 1) Organizational commitment does not significantly influence job performance of lecturers in Colleges of Education in Edo and Delta States.
- 2) Job satisfaction does not significantly influence job performance of lecturers in Colleges of Education in Edo and Delta States.

Methods

The ex-post facto design was used as the template of this study. The population of this study consists of all one thousand one hundred and eighty four (1184) academic staff and one hundred and six (106) Heads of Departments in the six (6) Colleges of Education in Edo and Delta States. The sample for this study covered five hundred and ninety three (593) academic staff (lecturers) and one hundred and six (106) Heads of Departments representing fifty percent (50%) and one hundred percent (100%) of the population of the academic staff and Heads of Departments in the Colleges of Education in Edo and Delta States respectively. The simple random sampling technique was used to draw a sample size of 50% per institution.

Three instruments were used in the study. The Organisational Commitment Scale (OCS), Job Satisfaction Survey Questionnaire (JSSQ) and Performance Evaluation Questionnaire (PEQ). The Organisational Commitment Scale (OCS) was adapted to measure organisational commitment of academic staff. The organisational Commitment Scale (OCS) of Meyer and Allen (1997) was developed to measure organizational commitment of lecturers. The scale was revised by Jaros (2007) due to measurement issues of reliability and criterion validity. The revised scale just as the original covers three sub-scales namely: normative, affective and continuance commitment. The reliability alphas (α) of the sub-scales and associated items are: normative ($\alpha = 0.74$, items 1-8), affective ($\alpha = 0.76$, items 9-16) and continuance commitment ($\alpha = 0.79$, items 17-24). The overall reliability alpha (α) of the job characteristics was 0.756. All the 24-items were rated on a seven point Likert scale, namely 1=very disagree, 2=disagree, 3= slightly disagree, 4=moderate, 5= slightly agree, 6= agree, 7= very agree. The adaptations carried out are as follows. First, only five items per sub-scale were selected to make a total of 15-items while the response rating was changed to a four point likert scale type of Strongly Agree - 4, Agree - 3, Disagree - 2 and Strongly Disagree - 1. Hence, this gave an average likert mean score of 2.50 per item as against 4.00 mean score seven point response rating in the original version. Second, selected items were slightly modified to reflect work related behaviour of lecturers within the school institution. For instance; item one on affective commitment reads *"I would be very happy to spend the rest of my career with this*

organization". This was slightly modified to *"I would be very happy to spend the rest of my career with this institution"*. Lastly, similar word substitutions were used to reflect the school institution as against the general work organization. Since the scales were much more of foreign, some modifications were carried out on the scales in order to domesticate the scale and ascertain the reliability properties of the instrument before administration.

The second scale measures job satisfaction of academic staff. The instrument was adapted from the Employee Job satisfaction Scale designed by Masud, Hemanta and Sampa (2007). The original scale with an overall Cronbach alpha of .83 was designed for workers in a bank in Dhaka City. The researcher modified Masud *et al'* (2007) 5-facets scale questionnaire to a 4-facets scale questionnaire. Masud *et al's* (2007) 5-facets scale comprising of Highly satisfied -(5), Satisfied - (4), Not Sure (3), Dissatisfied -(2) and Highly Dissatisfied -(1) was modified to a four facet scale questionnaire without a neutral stem of Not sure -(NS). The instrument contains five (5) items each on employees' satisfaction towards five (5) parameters pertaining to their job namely: general working conditions; work relationship; salary; promotion and job security. In the course of adaptation, job security was removed and not covered. This is because of the relatively secure nature of job opportunities for academic staff in public Colleges of Education in the state. The rest of the items, five (5) items were raised under each of the four selected parameters to make a total of twenty (20) items. Lecturers were expected to tick the appropriate personal response opinion on items regarding the level of satisfaction with the: job promotion, salary, terms of working conditions and work relationship. All the twenty (20) items on job satisfaction were rated on a four (4) type response scale as follows: Highly satisfied - (4), Satisfied - (3), Dissatisfied - (2) and Highly Dissatisfied - (1).

The third instrument is titled: Performance Evaluation Questionnaire (PEQ). The instrument (PEQ) was developed by the researcher from the work of Igbojekwe and Ugo-Okoro (2015) who said that the performance of lecturers or academic staff can be measured along the pedestal of three stages of the education process as follows: a) on input e.g. length/tenure of service, qualification of staff, workload, nature of students and material resources; b) on processes e.g. approaches to teaching, student involvement and feedback; and c) on output e.g. qualifications of teaching, quality of publication, contribution to the university, society or country at large among others. For this study, these measurement approaches were modified into three performance measures for academic staff as follows: a) teaching/instructional services (such as class instruction, knowledge sharing with colleague, teaching length, teaching load among others); b) research & development (such as attendance at conferences, research collaboration, paper publications at local, national and international levels) and c) contribution services to their immediate department, faculty, other departments, professional bodies/associations they hold membership with, and the nation. The instrument covers 15-items as follows - teaching/instructional services (items 1-5), research & development (items 6-10) and contribution services (items 11-15). All the items were measured on a four point scale of Strongly Agree - 4, Agree - 3, Disagree - 2 and Strongly Disagree - 1.

For the three instruments, the split-half reliability produced reliability values of 0.82, 0.74, and 0.78, respectively. The questionnaire was given to the instructors by the researcher and two trained research assistants. Through the use of multiple linear regression analysis, hypotheses 1 and 2 were examined. The 0.05 threshold of significance was used to test all of the hypotheses.

Results

Hypothesis 1: Organizational commitment does not significantly influence job performance of lecturers in Colleges of Education in Edo and Delta States.

Table 1: Multiple Linear Regression Analysis on Influence of organizational commitment and job performance of Lecturers in Colleges of Education in Edo and Delta States

Model Diagnostics (N = 587)	Values
R-value	0.812
Adjusted R ²	0.803
R ² (coefficient of determination)	0.833
F-change	445.22
F-change (prob)	0.000
Alpha level (α)	0.05
Constant	.456
Normative commitment	.612**
Affective commitment	.664**
Continuance commitment	.485**

***. Correlation is significant at the 0.05 level (2-tailed).* **Note:** Positive/direct relationship (+)

The result from Table 1 showed that the R² which is called the coefficients of determination measures the goodness of fit of the correlates with job performance. From the analysis, the R² was 0.812. Since the coefficient is positive, this shows that all the components of organizational commitment jointly hold direct relationship with job performance of lecturers jointly explain higher level of variations in job performance for academic staff in Delta and Edo States. Similarly, the F-change of 445.22 is significant ($p < 0.05$). Hence, null hypothesis was rejected. This indicates that organizational commitment jointly influences job performance of Lecturers in Colleges of Education in Edo and Delta States based on the F-value.

Hypothesis 2: Job satisfaction does not significantly influence job performance of lecturers in Colleges of Education in Edo and Delta States

Table 2: Multiple Linear Regression Analysis on the Influence of Job Satisfaction and Job Performance of Lecturers in Colleges of Education in Edo and Delta States

Model Diagnostics	(N = 587)	Statistic
R-value		0.829
Adjusted R ²		0.825
R ² (coefficient of determination)		0.864
F-change		366.93
F-change (prob)		0.000
Alpha level (α)		0.05
Constant		1.942
Job promotion		.333**
Salary remuneration		.634**
Working condition		.636**

Working relationship

.529**

***. Correlation is significant at the 0.05 level (2-tailed).* **Note:** Positive/direct relationship (+)

The result from Table 2 showed that the R^2 which is called the coefficients of determination measures the goodness of fit of the correlates with job performance. From the analysis, the R^2 was 0.829. Since the coefficient is positive, this shows that all the components of job satisfaction jointly hold direct relationship with job performance of lecturers and explain 82.5 and 86.4 percent variations in job performance for academic staff in Delta and Edo States. Similarly, the F-change of 366.93 is significant ($p < 0.05$). Hence, null hypothesis was rejected. This indicates that job satisfaction significantly influence job performance of Lecturers in Colleges of Education in Edo and Delta States.

Discussions of Results

The findings indicated that organisational commitment has a substantial impact on lecturer job performance at colleges of education in the states of Delta and Edo. The outcome is consistent with that of Ajibola, Adeleye, and Tanimola (2018) who discovered that organisational commitment and education support the job performance of financial accounting staff in South West Nigeria. The findings corroborated those of Ogedengbe, Adekun, Eyengho, Ogunleye, and Bankole (2018) who discovered that organisational commitment had a substantial impact on teachers' job performance in Ile-Ife, Osun State.

The findings indicated a substantial relationship between job satisfaction and the performance of lecturers in colleges of education in the states of Edo and Delta. When a member of the academic staff is committed, content, passionate, or devoted as an employee to achieving the planned goals and objectives at his or her workplace, it is expected that they would exert all of their effort to advance work goals. This indicates that as a lecturer's objectives, interests, and aspirations are gradually satisfied to a point of satisfaction, their job performance may improve. It is crucial to remember that employee happiness is not a given; rather, it results from good human resource management and the equitable treatment of staff members in terms of pay, working conditions, and other related issues. This supports the principles of John Stacy Adams' Equity theory, which acknowledges the necessity for fairness and equity between employers and employees in the workplace.

The finding is consistent with that of Taiwo (2017), who found that lecturers' organisational commitment and satisfaction with training opportunities, work relationships, job security, job satisfaction, and the availability of work resources in Kwara State Colleges of Education significantly influence their job performance. The findings corroborated those of Meindinyo and Ikurite (2017), who discovered that teachers' dedication and job happiness have an individual impact on their job performance but no discernible interaction effect.

Conclusion

Organisational commitment and job satisfaction has an impact on the academic staff's ability to do their jobs at colleges of education. Thus, organisational commitment indicators including normative, continuance, and affective commitment and also job satisfaction with promotion, salary, working conditions, and working relationships all enhances job performance of lecturers in colleges of education in Edo and Delta States..

Recommendations

Based on the findings in this study, the following recommendations were made:

1. To encourage lecturers' organisational commitment for higher job performance, colleges of education administrators should make sure that all work advantages accruing to them, such as leave, training opportunities, and compensation, are made available to lecturers as soon as due.
2. The state governments should be just and equal and comprehend the psychological contract they create with their workers. In this sense, they need to enhance professors' working conditions generally. If they are properly cared after, it will enhance their work performance and have a beneficial impact on the organisation.

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