

## LECTURERS' JOB COMMITMENT IN NIGERIAN UNIVERSITIES: CHALLENGES AND WAYS FORWARD

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### Abstract

Lecturers are the veritable engine rooms in the attainment of educational goals of the universities. This paper examines challenges and prospects of lecturers' job commitment in Nigerian universities. It covers tertiary institutions in Nigeria, concept of lecturers' job commitment, factors affecting lecturers' job commitment in university, and theoretical framework. It was observed that lecturers in Nigerian universities were not highly motivated by Nigerian government towards improving the level of job commitment of lecturers. It was, therefore, suggested among others, that Nigerian universities should elicit and maintain high level of commitment from the lecturers, it is important that the university managers and policy makers, government, and other stakeholders take into cognisance all decisions on job context as it affects job commitment of lecturers.

**Keywords:** Lecturers, Job commitment, Nigerian universities, Challenges, Prospects

### Introduction

Job commitment of lecturers to a large extent gives direction to the attainment of desired objectives in Nigerian universities. The university system for instance, might achieve its goals when lecturers are highly committed to their duties. The role of a university lecturer is mainly to teach, carry out relevant research and then be involved in community service. The delivery of these mandates with clear analysis to a satisfactory level determines the success of the individual lecturer in terms of achieving personal goals and that of the larger university system. Usually, this success would be attained if the level of commitment on the lecturers holding these positions in the university system is reasonably high. Lecturers' willingness to be involved in the activities of the school at different sub-units of the university system could be termed commitment. The willingness to always teach, punctuality to class, promptness in marking and grading of scripts, willingness and promptness to submit examination scores, willingness to accept students for supervision, counselling, meeting attendance and attendance of students' academic and social activities is to be considered commitment (Onukwu, Tiebebedigha & Okojide, 2020). It could also be viewed as the loyalty of lecturers to the norms and values of the university which is usually exhibited by simple consistent obedience to rules and regulations of the system.

Allen and Meyer (2017) stated that lecturers' job commitment is conceptualised in three components to include affective; normative; and continuance commitment: lecturers' emotional attachment and feeling of belonging to the university; a feeling of obligation on the part of lecturers to remain in a particular university due to the consequences of leaving; lecturers' need to stay in the university due to lack of alternatives. Adekola (2012) reported that Nigerian university lecturers are less concerned with the quality of their graduates. Adekola added that many lecturers do not effectively carry out counselling and advisorship roles in the universities. The factors that have emerged as central to lecturers' job commitment include: economic compensation, organizational values, autonomy, organizational support, justice, and leadership (Cherly, 2018). These factors are quite traceable to leadership.

### Nigerian Universities

Western education formerly commenced in Nigeria in 1842 at the primary level through Christian organizations such Catholic and the Wesleyan Methodist (Nigerian Finder, 2018). Secondary education was introduced in 1859 and the first was CMS Grammar school, Lagos. To support the Missionaries, the British Colonial government started intervening in the country's education through donations and to control of education system in Nigeria, Education Ordinance was enacted in 1882. Following the operational deficiency

of 1882 Ordinance, the 1887 Education Ordinance that pronounced schools in Government and privately owned was enacted. The 1887 Ordinance was replaced by 1916 Ordinance that captured the entire country

after the amalgamation of Northern and Southern Protectorate in 1914 by Lord Fredrick Lugard, the then Governor General of Nigeria (Federal Ministry of Education, 2018).

In 1932, the first Tertiary Institution, Yaba Higher College was established and in 1948, the University College Ibadan came into existence and from then, the number of tertiary institutions continued to grow tremendously. Tertiary institutions in Nigeria organize undergraduate academic courses leading to the award of certificates, diplomas and bachelor degrees. Certificate courses are designed for students that desire shorter period of career training while undergraduate degree courses consist of organized curriculum spanning two or four years. Graduate degree programs are meant to build upon the academic experience gained at undergraduate level through advanced courses and researches (Martha, 2014).

The Federal Ministry of Education supervises and coordinates the activities of Nigerian universities. Presently, the Ministry is located at Block 5A (8th floor) Federal Secretariat Complex, Shehu Shagari Way, Garki, Abuja. Statutorily, the functions of the Ministry include formulating national policy on education, educational planning and financing, maintenance of uniform standard, quality control, curriculum development, harmonizing educational policies, cooperation and collaboration on international scale.

Performance is the measurement of actual output or result against set goals. The line managers and leaders play vital roles by accommodating employees concerns so as to maintain organization performance (Kazimoto, 2016). The performance of Nigerian universities is regulated by three agencies under the Ministry of Education. These agencies include: National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) and these agencies are saddled with the responsibilities of ensuring quality assurance of academic programs and providing framework for ranking the performance of Nigerian universities against set criteria. According to the framework for measuring the lecturers' performance, a lecturer's performance is measured based on his/her research output, quality of teaching, community services among others. Universities in Nigeria seem to be grappling with the challenges of engaging their workforce especially the academic staff due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavourable policies like high imposition of taxes, and poor job security with non-pensionable salary. These challenges may have culminated into poor performance in the University ranking (Fatuzzo, 2017). The selected Nigerian universities are probably undergoing some challenges such as high imposition of taxes on staff, reduction of salary, poor job security with non-pensionable salary, lack of promotion to the next level, inadequate provision of teaching and research facilities. Saks (2006) posited that when universities fail to provide resources, lecturers are more likely to withdraw and disengage themselves from their roles. The performance of every in Nigerian universities and World at large is centered on Research output but Nigerian universities have failed in this regard on the basis of inadequate funding which has generally reflected in poor facilities for teaching, learning and research.

### **Concept of Lecturers' Job Commitment**

The term commitment has been studied in different forms in the psychological literature. Cooper-Hakim and Viswesvaran (2015) described job commitment as the willingness to persevere in a course of action. In this manner, Meyer (2016) explained job commitment as a force that glues an individual to a course of action. In this regard, it will not be out of place to view job commitment as the willingness of lecturers to exert productive energy and sincere loyalty to their universities. This involves a strong desire of the academic staff to stay on the job, willingness to perform their given duties and to accept institutional goals and values. Abdullah and Ramay (2011) described job commitment as a focus and desire of attachment of lecturers to a given task and to university with which he works.

Also, Akpan (2013) described lecturers' job commitment as the extent to which a lecturer identifies with his/her universities and its goals and the willingness to stay in the universities. From the foregoing, it can be inferred that job commitment is not a gain saying phenomenon or an imaginable course of action but rather an expression of productive strength, energy and efforts geared towards actualising the set organisational

goals. Lecturers' job commitment therefore implies consistency and persistency in a given course of action. This is so because, lecturers cannot say to be committed until relevant efforts have been exerted to benefit the working organisation. At appointment, each employee is saddled with certain responsibilities to be carried out with line of actions. Hence, the amount of effort a worker energises in the process of carrying out

his/her duties is embedded in his/her degree of commitment. In other words, one can say that the extent of a worker's effort exerted to given duties is the function of his/her job commitment. Therefore, job commitment brings decline in absenteeism, reduces turnover, and consequently development in performance and productivity.

Meyer (2016) postulated the model of lecturers' job commitment to include affective, continuance and normative commitment. Affective commitment connotes a desire that has to do with lecturers' emotional attachment to identification with, and involvement in the organisation. The continuance commitment connotes a need that has to do with lecturers' decision to remain or discontinue his/her membership in the Nigerian universities. It relates to gain versus loss (cost of leaving the organisation). The normative commitment reflects an obligation that has to do with employees' feeling of compulsion or obligation to remain in the university organisation. However, the degree of lecturers' commitment can be induced by internal and external factors within the workplace. This brings to fore the predictive ability of job context-related variables to inducing lecturers' job commitment. Job context is a term used in referring to the hygiene or maintenance factors which comprise the physiological, safety and love needs. Job context connotes those extrinsic factors that an employee as a person does not have much control over; they relate more to the work environment where people work than to the nature of the work itself (Schermerhorn, 2018).

Job context-related variables operate primarily to dissatisfy lecturers when they are not present or not well articulated to meet staff needs expectations and aspiration. The job context/hygiene factors are concerned with job characteristics or the organisational setting, such as reward system (Adair, 2019) organizational policy and administration, supervision, interpersonal relations, working conditions, and security on the job (Ukaegbu, 2018). Concurrently, when the job context-related variables are poor or not well integrated, lecturers in Nigerian universities tend to get dissatisfied on the job. However, when the factors are well integrated to meet lecturers' needs on the job, dissatisfaction is removed and commitment to work is enhanced. In this regard, it can therefore be said that favourable job context within a workplace serves as a removal of dissatisfaction in the work place, leading to commitment of lecturers on the job. Favourable job context is needed to evade distastefulness at work and to refute biased treatment, thereby, igniting workers behavior toward commitment to their duties. Adeniji (2019) remarked that lecturers often show their dissatisfaction if there is no adequate provision for job security, promotion and when unfairness is exhibited. Reio and Reio (2018) stated that job commitment is referred to the extent to which teachers/lecturers make out, relates to their places of employment. Efeoglu and Sanal (2019) confirmed that job commitment as an attitude associating the lecturers' identity with the organization and as the consistence process between university objectives and lecturers' ones. Patheja (2017) stated job commitment is the attachment of the lecturers' psychology to the university organization. Dinçer, Ümit Hacıoğlu and Tuğsal (2015) depicted that the job commitment is as the engagement feelings to the organization of the lecturers and others like the role stress, the compensation, the social rights, the empowerment, etc., and the leadership's distribution are connected with the feelings to the staff on job commitment.

On the other hand, job commitment is a force of linkage (a psychological stage) with the organizational objectives/ goals and values on the determination of an individual's behavior direction and leading towards the organization for the benefit. Gordon (2017) added that lecturers' job commitment contributes to university vision, mission and strategic initiatives by their citizenship and production and organizational commitment concerns the level of the lecturers recognized themselves that they belong to (or parts of it) and feel its attachment to the organization. Yaslioglu (2019) lecturers' job commitment means the willingness of contribution to the organizational objectives/ goals and values and to strive for the vitality of the university organization. According to Dede (2019), lecturers' job commitment is the psychological status reflecting the relationships between individuals and organizations without stating in their employment contract benefiting the organization from the goal achievement. Toksoz, Dalgic and Birdir (2020) presented lecturers' job commitment is the notion of lecturers' belief in the organization aims and values, hard effort for the

organizational objectives' achievement, and employment loyalty to the organization. In term of the importance of the lecturers' commitment, its achievement to the university organization is crucial and central to modern human resource management and organization success and as key area for research by its strong impact on the successful performance.

### **Factors Influencing Lecturers' Job Commitment in Nigerian Universities**

There are many factors influencing lecturers' job commitment in Nigerian Universities; according to Bang, Ha and Huan(2020) confirmed that affecting lecturers' job commitment durations as age, gender, marital status, salary, benefit, education level, number of teachers in high school, school facilities, school leadership, and working conditions. Quan and Trang (2018) showed the factors of compensation and promotion, working climate, job characteristics and leadership styles greatly influence on the lecturers' job commitment in the university system. Furthermore, Tai et al. (2016) showed factors including satisfaction, leadership, and partnership affect lecturers' job commitment in which satisfaction as training, promotion and income is the strongest factor. Sangperm (2017) stated there is a high extent of lecturers' job commitment and a positive relationship between organizational trust, organizational commitment and job satisfaction. Also, in terms of factors impacting on the lecturers' job commitment, the variables of organizational justice (i.e. compensation, information) have significant influence on job satisfaction, in which, job commitment includes variables of supervision and administration, job description, work environment, personal relationship between the employee, and salary and work benefits. Minh and Tuan (2017) presented seven factors affecting lecturers' job commitment in Nigerian universities namely student concentration, information, lecturers' orientation, reward and recognition, teamwork, innovation, and training and development affect the long-term lecturers' engagement to the organization in which information actor is the strongest.

Bang, Ha and Huan (2020) also itemized another factors influencing lecturers' job commitment in Nigerian Universities include the following;

**Enhancing working conditions:** To increase working conditions, the universities should build up teaching and employment environments and conditions for lecturers with fully-equipped facilities and technology, including a good research environment.

**Improving the Leadership:** An important factor that the university administrators need to pay their concerns off is to create the university organizational engagement and commitment of lecturers. University administrators need to timely recognize any contributions of lecturers to reward, or sometimes apply penalties for their bad performance accordingly if any because the study results show university administrators have not paid much attention and necessary supports to their lecturers.

**Aspects on the income and compensations:** Currently, lecturers do not satisfy with their income or compensation. To increase job commitment, universities need to have suitable compensation policy payment to lecturers. Compensation and benefits policies (income) should be established and considered as a tool of motivation and encouragement of the teaching quality and these policies should be based on clear criteria, lecturers' performance and their contributions to overall results of the university.

**Developing individual development opportunity for lecturers:** The universities need to create suitable policies of professional development opportunities, and qualified lecturers should be promoted to higher positions. In recent years, the universities have adopted policies of talent attraction and recruitment with the favorable employment and development conditions and opportunities for qualified lecturers.

**Increasing the colleague relationship:** The universities need to clearly define responsibilities, duties as well as coordination lines among departments, faculties and other units in the University to facilitate for higher achievements. As general characteristics and moods, lecturers themselves are difficult to be motivated to work and engage with the organization if they do not have positive cooperation, awareness, and behaviour.

**Building and developing the University's brand-name:** The research result depicts most lecturers of the universities do not believe the future personal/ individual development when they work at the university. To enhance the brand awareness of the universities in terms of the lecturers' commitment, e.g. upgrading their

websites and advertisement through social networks/ apps, communication department establishment in charge of organizing and managing activities related to brand promotion.

**Designing the job challenges for lecturers:** The universities need to focus on developing the lecturers' expertise. Possible activities are as the establishment of reasonable management for lecturers to balance activities and time horizons between teaching and scientific research; scientific research development and

funding, cooperate with international education organizations to increase opportunities for lecturers to learn and adapt new knowledge which it will creatively apply in practical work, etc.

**Shaping the organization trust:** To shape the organizational commitment of lecturers, the universities should promote some activities as building up the academic reputation; and development of the democracy and collective attitudes, Application of top-down management method with the effective management-oriented policies, etc.

### **Theoretical Framework**

This paper is hinged on Social Exchange Theory (SET) propounded by George Homans 1958. Social Exchange Theory explains why people choose to work in an organization. The theory submits that in the process of interactions between parties seeking reciprocal interdependence, obligations to be fulfilled by both parties are generated. The tenet of social exchange theory is that relationships evolve over time into trusting, loyalty and mutual commitments as long as parties abide by certain rules of exchange. These reciprocal rules of exchange usually involve reciprocity or repayment rules such that the actions of one-party lead to response or actions of the other party (Saks 2006). This theory is consistent with Robinson et al (2004) description of engagement as a two-way relationship between employer and employee.

The implication of the theory on this paper is that, where lecturers believe that their Nigerian universities care about their well-being and growth, they respond by attempting to discharge their obligations to the organizations by becoming more engaged and committed to their job. In other words, if lecturers believe that their contributions and commitment toward the university growth will generate an equivalent return from the institution, they tend to be more committed. If university organizations support the lecturers in publishing in high rank journals, paying for the publication charges, providing avenue to access and download articles in closed-access journals, it will improve their job commitment on effective teaching, research output and institutional visibility.

### **Challenges Facing Lecturers on Job Commitment in Nigerian Universities**

University lecturers are strong members of the universities' community. The place of the lecturers is irreplaceable. In Nigeria, these lecturers are facing many challenges that affect their job commitment. These challenges include: poor motivation, teaching of large class, poor staff development programme, inadequate infrastructural facilities, strike actions, insecurity, poor computer literacy and poor research funding.

**Poor Motivation:** Motivation may be seen as the propelling force in the behaviour of individuals. It is believed that motivation is what makes people to undertake certain activities, persist in such activities and bring them to a conclusive end. According to Mullins (2017), motivation is the direction and persistence of actions of people over a long period of time and even in the face of challenges. Academic staff of Nigerian universities is poorly motivated. The salaries and other fringe benefits are not paid on time. Motivation goes with many things. One of the factors that motivate workers to work well is conducive working environment. Anna (2017) stressed that comfortable workplace would lead workers to perform their jobs well. Handy listed the work environment that may inspire workers for job performance to include provision of adequate tools and equipment such as public address system, computer, resource materials for teaching and good offices. Another strong component of motivation is salaries. Anna (2017) submitted that it is believed that regular payment of workers' salaries (in this case, lecturers), will enable them meet their needs and thus be stimulated to work harder. In the same vein, incentives (such as study leave with pay, Christmas bonus, housing/vehicle loans and health facilities) may make lecturers more comfortable, improve their lifestyles and encourage them to perform their duties better. Lunenburg and Omstein (2014) observed that some of the variables that motivate workers towards effective job performance are good salary, praise, promotion and job security.

**Poor Staff Development Programme:** Poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Many lecturers in the Nigerian universities are not given the opportunities to access funds to develop themselves. Basil, Felix and Eno (2013) submitted that capacity building programmes have been adjudged to be critical factors in Nigerian universities, culminating in their positions as major determinants of lecturers' professional advancement. Apart from gaining pedagogical and content knowledge, lecturers' participation in the programmes enhances capacity building effectiveness in universities. It transforms role performance abilities and skills of lecturers in such a way and manner that they meet and fit adequately in the challenges of their jobs.

**Strike Actions:** Strike actions by different union groups in the Nigerian universities are also frustrating the activities of academic staff of Nigerian universities. Many academic staff cannot function or discharge their responsibilities whenever there is strike actions either by the NASU or ASUU. Strike actions affect the teaching and research programme of academic staff. Strike actions caused unstable academic programme. Okoli, Ogbondah, and Ewor, (2016) observed that it has become a known fact that students across various universities in Nigeria are constantly faced with industrial action embarked upon by the Academic and Non-Academic Staff Unions of various institutions. The disagreement or lack of understanding between government and unions arising from non-implementation of agreement reached, often results in deadlock that usually disrupts academic calendar. As academic activities are suspended for a long period, the students' reading abilities fell.

**Insecurity:** Insecurity problem is another problem facing many academic staff and non-academic staff of Nigerian universities. Many academic and non-academic staff have been killed and kidnapped by criminals especially the activities of the Islamic sect (Boko Haram) within the educational institutions where they are working. Insecurity has affected the entire education system in some part of the country. Many universities have been shut down in North-east part of Nigeria due to insecurity. Many higher institutions have also been closed down due to continuous attack on the school human and material resources. Obi (2015) observed that insecurity and terrorism has been a major challenge to the Nigerian government in recent times. The activities of the Islamic sect (Boko Haram) had led to loss of lives and properties in the country especially in the Northern part of Nigeria. Some of these activities include bombing, suicide bomb attacks, sporadic shooting of unarmed and innocent citizens, burning of police stations, churches, kidnapping of school girls and women, etc. Kidnapping, rape, armed robbery and political crises, murder, destruction of oil facilities by Niger Delta militants alongside the attacks carried out by Fulani Herdsmen on some communities in the North and South have been another major insecurity challenge facing the country. Nigeria has been included among one of the terrorist countries of the world. Many lives and properties have been lost and a large number of citizens rendered homeless. Families have lost their loved ones. Many women are now widows. Children become orphans with no hope of the future. This has implications for national development. The Police Command in Plateau has confirmed the killing of Nandi Drenkat, a lecturer with the University of Jos, by gunmen (Alafrica, 2020). International and local media reported that on January 16, 2017, two Boko Haram child suicide attackers detonated their devices at the University of Maiduguri, killing at least four people, including one professor, and injuring 15 more (Scholars at Risk Network, 2017).

**Poor Computer Literacy:** Another problem the academic staff of the Nigerian universities is facing is the problem of inadequate ICT facilities. Adeyemi and Mary (2013) observed that the information and Communications Technology (ICT) is the technology that has brought excitement to teaching, learning and research. It has become a major educational technology. In its simplest form, it can be used to prepare and reproduce handouts or make presentations of learning materials as slides in lecture rooms. At a higher level, ICT could be used in such instructional modes as e-learning. It is unfortunate that many lecturers in the Nigerian universities are not having adequate ICT facilities in their offices to be used for delivering of lecture or teaching.

**Inadequate Infrastructural Facilities:** Inadequate infrastructural facilities are another fundamental challenge facing the academic staff of Nigerian universities. Infrastructural facilities refer to that social capital that aids delivering of teaching, researching and other academic services in the educational institutions. Infrastructural facilities include classrooms, offices, lecture halls, sport ground, light, water, good roads, ICT facilities etc. Many academic and non-academic staff in the Nigerian universities do not have offices to

discharge their academic services effectively due to inadequate infrastructural facilities in the many universities in the country. Many academic staff share offices and some do not even have while many non-teaching staff seat under the trees and roam about from one office to the other because they don't have office to sit. Many academic staff do not have constant light in their offices and internet services to support their online teaching programme. Obemeata (1991) submitted in his study that office spaces for academic staff and lecture rooms or halls are inadequate in our universities. Fatuzzo (2017) observed that the Nigerian universities seem to be grappling with the challenges of engaging their workforce especially the academic staff

due to frustrating work conditions arising from inadequate or lack of teaching and research facilities, poor remuneration, unfavorable policies like high imposition of taxes, and poor job security with non-pensionable salary. These challenges may have culminated into poor performance in the University ranking. The Nigerian universities lack of sufficient facilities and equipment to effectively deliver teaching and research programme. Nwagwu (2017) opined that our institutions of higher learning are characterized by under-funding, poor working environments, poor conditions of service, inadequate infrastructural facilities and ineffective management of financial resources.

**Poor Funding of Research Programme:** One of the cardinal programme and core functions of the academic staff is carrying out research. Over the world, lecturers are known for carrying out research frequently, it is unfortunate that academic staff of many Nigerian universities is not carrying out research due to poor funding of research programme and lack of conducive environment. This is confirmed by Okoli, Ogbondah, and Ewor, (2016) who affirmed the poor attitude of governments towards research and inadequate funding of research programs. Mercy (2011) also pointed out that research programs in Nigerian Universities have not given enough priorities it deserves. One of the functions of the Universities is to be engaged in research programs and solve the social, economic, and political challenges affecting the Nation through their findings. Due to the poor research programs and lack of research capital, many young researchers are discouraged to embark on researches. Donwa (2016) reported that the average annual allocation to federal universities for recurrent expenditure is 0.4% of Gross Domestic Product (GDP) and 5% of this allocation, is to be used for research. This report shows that research funding by government is less than 1% GDP and this is grossly inadequate for meaningful research. Thus, the amount of research funding by government is a function of the total funding for recurrent expenditure in the universities.

**Absence of Lecturers' Salary Structure:** compare with other professions where their salary structure being in attendance and implemented that could improve the level of commitment to work. Lecturers in the universities are facing this which could affect their job commitment.

### **Ways Forward to Challenges Facing Lecturers' Job Commitment in Nigerian Universities**

The ways forward to solve these challenges include; increase the funding universities education, increase the funding of research programme, motivate the academic staff, provide effective staff development programme, provide more infrastructural facilities, implement union agreement, provide adequate security and capacity development programme on ICT.

**Good Motivational Packages:** Motivation is key to the improvement of the performance of workers in any institutions. A motivated staff will perform more and produce more result than an unmotivated staff. The government should formulate good welfare packages for academic staff of Nigerian universities. This will prevent brain-drain in the system. Conducive working environment should be provided and salaries and other benefits should be paid on time. Academic staff need a conducive working environment with quality facilities that can facilitate teaching, research, knowledge creation and management. Providing functional and quality facilities and effectively managing them will boost lecturers' morale and increase their job involvement and productivity (Charles, 2019).

**Effective Staff Development Programme:** The government should ensure adequate resources are provided for staff development programme to allow more lecturers enjoy the training. Basil, Felix and Eno (2018) submitted that enabling environment should be created in universities whereby lecturers are encouraged to participate massively in workshops, seminars and conferences organised externally. This will not only equip them with new skills, techniques, knowledge and experiences necessary to enhance or build their job

performance capacity at the individual levels. The capacity derived from these programmes by lecturers can place them on a better pedestal to tackle present and future challenges in their jobs. For universities, lecturers' participation in these programmes will give them the enablement to be relevant in the present time as well as in the future - a measure that will enhance their rankings both within and outside the country.

**Implementation of Union Agreement of ASUU:** To achieve a stable academic programme and calendar in the Nigerian universities, the government should implement all agreement signed with different union groups in the country. This will help to realize the stable academic programme in all the universities across the country.

**Adequate Security:** No any meaningful teaching and learning can take place in an insecure environment. For effective delivering of academic and non-academic service to be actualized in the Nigerian universities, there must be a secured learning environment. The government should provide adequate security in all the universities especially for those in the Northeast Nigeria. This will make academic staff discharge their functions very well.

**Capacity Development Programme on ICT:** The government through the National Universities Commission should develop policies and programme to ensure that training and retraining programme on ICT are provided for both academic and non-academic staff in the Universities. Basil, Felix and Eno (2018) opined that ICT training of lecturers in universities should be accorded a top priority by university authorities. This should be done by providing ICT facilities as well as sponsoring lecturers to participate in the training both within and outside the campus. This has become necessary because ICT is relevant in virtually every academic work, ranging from classroom teaching and management of students' results to research productivity. Therefore, exposure to training in ICT on the part of lecturers will enable them carry out their job responsibilities uninterruptedly and without hindrance as well as sustain their interest in their respective university jobs. This will accord the universities the opportunity to function effectively, meet their present needs and that of the society without jeopardizing the future needs.

**Adequate Infrastructural Facilities:** The government should provide more adequate infrastructural facilities in the universities. This will enable academic and non-academic staff have adequate offices. According to Sullivan and Sheffrin (2013) infrastructure is a term used to refer to products, services and facilities that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these products. Infrastructures are very important for learning to take place in any educational institution. Eseyin, Okafor and Uchendu (2014) stated that infrastructures play a significant role in the provision of quality education in any nation". They aid in the dissemination, assimilation and transmission of knowledge. So, the government should provide adequate infrastructural facilities in all the higher institutions to enable academic and non-academic staff carry out their functions without any challenges.

**Adequate Funding of Research Programme:** Research programme is the second cardinal programme of the universities and it is used to rank the universities performance. Effective research development in the higher institutions is key to the development of the entire country. So, the government should increase the funding of research programme in the universities to allow more academic staff carry out researches in their various fields. The government should increase the funding of the universities. This will enable university administrators to provide adequate infrastructural facilities that will support delivering of teaching and researching. Basil, Felix and Eno (2018) submitted that funding of universities by government should be improved upon by meeting the UNESCO benchmark of 26 percent of annual budgets. This will place the universities on sound footing to successfully meet the present challenges without compromising that of the future. It should be realized that university education is capital intensive. Without adequate funding, universities will exist as shadows of what university education is all about. University authorities should look inwards by sourcing for funds to organize workshops, seminars and conferences internally. This will enable lecturers who may not have the opportunity to participate in external ones to participate in the internal ones. As such, the benefits lecturers derive from participating in external capacity building programmes will be available internally. This will also enable them enhance their job performance capacity and also contribute towards the growth and development of universities.



***Adequate Implementation and Presence of Lecturers' Salary Structure:*** The government should ensure adequate implementation and presence of salary structure for lecturers in the universities just like being available and structure for other professions like medical salary structure, Nurses salary structure among others. By doing this, lecturers' job commitment will be tremendously high.

### **Conclusion**

Lecturers are the engine rooms of the universities and they need to be motivated to work well and improve on their job commitment. It is unfortunate that lecturers of the Nigerian universities are facing many challenges that could affect teaching job commitment. Government needs to increase the funding of university education, increase the funding of research programme, motivate the academic staff, provision of effective staff development programme, provision of infrastructural facilities, implementation of union agreement, provision of adequate security and capacity development programme on ICT so that, at the end of the day, university goals will be highly attained through job commitment of lecturers.

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