

NORMATIVE, AFFECTIVE AND CONTINUANCE COMMITMENT AS CORRELATES OF LECTURERS' JOB PERFORMANCE IN COLLEGES OF EDUCATION IN EDO STATE

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Abstract

This research investigated normative, affective and continuance commitment as correlate of job performance of lecturers in Colleges of Education in Edo State. In the study, three hypotheses were developed and tested. The research design of the study was correlational design. All 84 lecturers (academic personnel) at the colleges of education in Edo State were the population and total enumeration adopted as sample size. Organisational Commitment Scale (OCS) and Performance Evaluation Questionnaire (PEQ) were the two instruments that were used in the study. The split-half reliability protocols were used to evaluate the instrument's dependability. At a significance level of 5 percent, the Pearson Product Moment Correlation (PPMC) method was used to test hypotheses 1 through 3. The findings indicated a favourable, moderately significant association between lecturers' job performance and their normative, affective, and continuance commitment. It is therefore, recommended that the state government make an effort to reward academic personnel with special incentives based on exceptional accomplishments to encourage their continuation and meaningful commitment to the school goals.

Keywords: Normative, Affective, Continuance Commitment, Lecturers', Job Performance

Introduction

At the tertiary education level, the importance of colleges of education as centres of higher learning and programmes for the preparation of qualified teachers cannot be understated. This is so that the institution can, among other things, conduct research in all education-based fields of learning for aspiring teachers, provide courses of instruction and other facilities for the acquisition of knowledge in all teacher-related fields, promote the advancement of learning, culture, and character. Olufemioladebinu, Adediran and Oyediran (2018) pointed that there has been an increase in the demand for and need for teacher preparation programmes at institutions of

education in recent years. Numerous causes, including the rising demand for higher education generally and the institutions' incapacity to accept all aspiring students, have contributed to this growing need. The Academic Staff Union of Universities (ASUU)'s ongoing strikes, which have encouraged students to look for alternative admission opportunities, the declining capacity of public universities, public employee layoffs, the demand for teaching-based courses, pressure from outside agencies to cut public services, and an increase in the demand for teachers for temporary and permanent teaching job offers are additional factors. Given that the college of education strives to produce teachers with the following qualities: high levels of personal and professional integrity; dedication; and the necessary knowledge, skills, and attitudes to make it simple to achieve the aforementioned national goals. Alumode and Onuma (2016) said that the nation can only develop competent teachers in institutions where the performance of academic faculty in the discharge of their duties is satisfactory.

Performance, according to Durga (2017), is the act of carrying out a job or achieving something. It refers to how well a person is carrying out their responsibilities or performing their work requirements in order to get excellent outcomes. This suggests that assessing output in connection to what a person performs when doing a certain work activity is important for evaluating job performance. Three factors are used to determine employee performance. The first need is that workers' output adheres to the performance standards established by the company's external clients. Second, the effectiveness of an employee may be measured in terms of how the social processes they use to carry out their duties improve or preserve their capacity to collaborate on future group projects. The employee's demands are finally met, rather than making them unhappy with the team's performance. Performance thus refers to a person's actions and outcomes inside a certain company (Duru, Eze, Yusuf, Udo & Saleh, 2023).

More-so, many academic staff members are burdened with the duty of performing several instructional and administrative activities for the students because of the lack of manpower and the high student-staff ratio in majority of institutions of education (especially public ones) (Alumode & Onuma, 2016). It is worth mentioning that, majority of employees in state-owned institutions like the colleges of education in Edo state do not get quick payment. As a result, many exhibit withdrawal behaviours, which include tardiness, absenteeism, poor turnover, and failure to submit questions and marked scripts by the deadline. Several professors 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 a lack of organisational commitment and job satisfaction, additional academic staff members also seem to be disgruntled and lacking in motivation (Oladejo, Akinpelu, Fagunwa, & Morakinyo, 2011).

One aspect of organisational commitment known as continuance commitment refers to the price that employee perceives as being paid for leaving the company. An employee's perceived financial, time, and effort commitment to an organization—let's use the example of a college lecturer—is

what the employee believes would be lost if the person were to go to another organisation. These investments might take the form of contributions to plans, the development of institution-specific talents or academic standing, or social connection abilities. The advancement of professors' work performance may depend on a variety of factors, which is interesting (Adeoye, Genty, Osagie, & Atiku, 2023). This is due to the possibility that they would execute their responsibilities well in order to keep their jobs, which might boost their morale and excitement. As a result, either directly or indirectly, their work performance may be impacted.

However, affective commitment refers to a person's or a group of people's emotional attachment to their work inside an organisation. For instance, it can be viewed as the emotional attachment of a worker or as a positive feeling of identification, attachment, and involvement with the teaching, research, and societal contribution services in order to achieve the goal of producing high quality teachers for the workplace. Therefore, a lecturer who is affectively devoted is required to be emotionally engaged and display significant connection towards the realisation of obligations put before him or her (Ayoade, 2013). Adeoye, et al. (2023) argued that affectively devoted employees are more likely to execute their jobs well because they have a strong sense of loyalty to the company and gladly complete any tasks that are allocated to them.

Finally, the last aspect of organisational commitment is normative commitment. This is characterised by a sense of not wishing to quit a company. It alludes to a worker's sense of duty to continue working for an organisation. In the context of this research, it may be understood simply as a college of education lecturer's feeling of belongingness to maintain their position as academic staff members with the school. The desire of the employees in taking part in departmental decision-making and joining relevant groups or unions of the institutions may be considered as evidence of this feeling of belonging (Ajala, 2012).

From the aforementioned, it is debatable whether the duty an employee feels to stay with an organisation will have a direct or indirect impact on how well they perform at work. This is due to the fact that the "feeling of obligation to remain" may operate as a catalyst, force, or drive for future good acts, which may then result in an improvement in the worker's performance on the job. It's interesting to note that many academic staff members, like any employee, only express concern for their organisation after the organisation has been able to fulfil some of their fundamental, social, and material requirements. Examples of these demands include career advancement, a competitive pay, and a positive work environment (Duru et al., 2023). Inferring that job happiness and employee performance may be linked, all of these factors may be taken together. In light of the above, this article sought to determine the link between organisational commitment and work performance among academics at colleges of education in the states of Edo and Delta.

In recent years, academics in Nigeria and other countries have conducted studies on normative commitment and work performance among teachers. In Kenya's Maara Sub-County Tharaka Nithi County, Muguongo, Muguna, and Muriithi (2015) looked at the impact of pay on work satisfaction

among secondary school teachers. The findings showed that teachers' job happiness is greatly influenced by their basic income, benefits, and workplace. The study found that teachers were very unsatisfied with every part of the indirect pay they get, which had an impact on their work performance and dedication to their responsibilities.

Oleforo, Ikpe, and Bassey (2015) looked at management techniques and job performance of teachers in Akwa Ibom South Senatorial District in similar research. To accomplish the study's goal, three research questions and three null hypotheses were developed. The research was done using an ex-post facto design. The results showed that dedication and in-service training, in addition to salary, are not related to instructors' work performance. Salisu, Chinyio, and Suresh (2015) also looked at how pay affected the happiness of Jigawa State, Nigeria, employees in the public sector construction industry. The study's methodology was a correlational one. The study's conclusions showed that compensations like bonuses and fringe benefits had a favourable influence on employees' devotion to their jobs, which in turn boosted their performance at work.

In recent years, academics in Nigeria and other countries have conducted studies on emotional commitment and performance among professors. Dauda and Mohammed (2018) looked at the connections between motivation and research performance and motivation and teaching performance. They used a survey study technique to gather information from the academic staff at Nigeria's Ibrahim Badamasi Babangida University, Lapai (IBBUL). Results showed that emotional commitment has a big impact on how well academic staff at Nigeria's Ibrahim Badamasi Babangida University, Lapai (IBBUL) do their jobs. Annierah, Kamarulzaman, Maeda, and Datu (2013) made an effort to determine the association between job satisfaction and work responsibilities among teachers in the Division of Cotabato City. The study's ex-post facto design was used. High levels of emotional commitment were shown to have an impact on employees' performance. Wang (2012) also looked at the idea of how well university professors function, and she identified four factors: organisational commitment, work stress, mental health, and accomplishment motivation. For the research, a descriptive survey approach was used. The findings indicate a considerable link between employees' emotional commitment and work effectiveness.

Scholars have recently conducted studies on perseverance dedication and lecturers' work success. At a local revenue management in Kendari City, Indonesia, Rizal, Idrus, and Mintarti (2017) investigated the impact of pay on employee performance, organisational commitment, and motivation. In order to conduct the research, the ex-post facto design was used. The findings showed that staff performance at a local revenue management in Kendari City, Indonesia, is significantly impacted by continuing commitment. Mphil, Zubair, Ramzan, Ali, and Arslan (2018) looked at the effect of pay on employee performance at several Pakistani banks in similar research. The study's methodology was a correlational one. Results among others showed that consistency dedication has a favourable effect on every employee's performance. Anvari, Amin, Ahmad,

Seliman, and Garmsari (2016) also looked at the connections between psychological contracts, emotional organisational commitment, and strategic compensation practises in Iran. The findings showed that sustained commitment to the perceived psychological contract fulfilment results in greater job performance among workers.

More so, in the recent times research carried out has shoewed the variables influencing the work performance of academic staff in higher education institutions in Nigeria. Regarding organisational commitment, Ajibola, Adeleye, and Tanimola (2018) utilised 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, Adelekun, 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 area were not included in the research described above, despite the organisational commitment of academic staff members at universities being covered to some extent.

Osakwe (2015) added that the three performance yardsticks or criteria for academic staff in higher education are as follows: teaching/instructional services (such as class instruction, knowledge sharing with colleagues, teaching length, teaching load, lesson planning, and teaching evaluation); research and development (such as attendance at conferences, research collaboration, paper publications at local, national, and international levels; and contribution 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 performance at work. Unfortunately, the demand for higher education has grown significantly in recent years, leading to a large annual enrolment of applicants for admission. The major known research by Ayoade (2013) was conducted outside of the Edo area and included academic employees at the college of education. The researcher is unaware of any current research on normative, emotional, and continuous commitment as correlates of lecturers' work performance at colleges of education in Edo State based on the information presented above. The absence of knowledge of any recent research on the relationship between teachers' work performance at Edo State's institutions of education and their normative, emotional, and continuous commitment is currently regarded as a knowledge gap. The following research questions guided the study:

1. Does the normative commitment correlates lecturers' job performance in colleges of education in Edo State?

2. Does affective commitment correlates lecturers' job performance in colleges of education in Edo State?
3. Does continuance commitment correlates lecturers' job performance in colleges of education in Edo State?

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between normative commitment and lecturers' job performance in colleges of education in Edo State.
2. There is no significant relationship between affective commitment and lecturers' job performance in colleges of education in Edo State; and
3. There is no significant relationship between continuance commitment and lecturers' job performance in colleges of education in Edo State.

Methods

The correlational study design was used for the examination of the link between the variables and the degree to which the variables are connected in quantitative terms. The population covered all the 84 lecturers (academic staff) in the two Colleges of Education in Edo State including College of Physical and Health Education, Afuze, Edo and College of Education, Igueben, Edo State. Considering the relatively small sample, the total enumeration method of finite sampling was applied. This implies that no sampling method was used as the entire population representing 100 percent was included in the study.

The Organizational Commitment Scale (OCS), which had been modified to assess organizational commitment among academic employees, was the first instrument used. For the purpose of measuring lecturers' organizational commitment, Meyer and Allen (1997) created the original scale (OCS). Jaros (2007) updated the scale in response to measurement problems with regard to validity and reliability. The updated measure includes the same three subscales as the original: normative, emotional, and continuation 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.

A questionnaire called the Performance Evaluation Questionnaire (PEQ) served as the second tool. The researcher created the instrument (PEQ) based on the findings of Igbojekwe and Ugo-Okoro (2015). The researcher adopted the three performance and evaluation process developed by Igbojekwe and Ugo- Okoro in 2015. They are: Input, output and processes. 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.

The face and content validity of the measures were assessed by personnel psychology experts in Institute of Education at Ambrose Alli University, Ekpoma. More so, the instruments dependability was assessed using the split half reliability methods. A reliability rating of 86% was obtained and the instrument was deemed suitable for the study. The results of the two distinct replies were correlated using the Pearson Product Moment correlation coefficient statistics to get the reliability coefficient. The investigation produced reliability coefficients for the organisational commitment scale and the work performance questionnaire of 0.86 and 0.79, respectively. With the use of the Pearson Product Moment Correlation (PPMC) method, hypotheses one to three were tested. The 5 percent threshold of significance was used to test all of the hypotheses.

Results

Hypothesis 1 There is no significant relationship between normative commitment and lecturers' job performance in colleges of education in Edo State

Table 1: Relationship between Normative Commitment and Lecturers' Job Performance in Colleges of Education in Edo State

Variables	N	r-coefficient	Probability value (p)	Alpha level (α)	Decision/ Remarks
Normative commitment	84	0.497*	0.002	0.05	Reject null hypothesis
Job performance					

*r-coefficient is significant at 0.05 alpha level

¶ r-coefficient indicates the measure of relationship between the variables

Note: Positive/direct relationship (+)

Result in Table 1 showed that the r-coefficient of 0.497 which measures direction and strength (magnitude) of relationship between the variables is significant since the probability value of 0.002 is less than 0.05 alpha level ($p < 0.05$). Therefore, the null hypothesis is rejected. The r-coefficient characteristics further showed that the direction and strength of relationship between normative commitment and job performance of lecturers in Colleges of Education is positive (direct) and moderate respectively. As a consequence, the findings indicate that there is a positive, moderate, and substantial association between normative commitment and the work performance of lecturers in Edo and Delta States' schools of education. This unavoidably means that normative commitment and lecturers' work performance in Edo State's educational institutions move together in a way that makes a rise in one variable correlate to an increase in the other and vice versa.

Hypothesis 2: There is no significant relationship between affective commitment and lecturers' job performance in colleges of education in Edo State

Table 2: Relationship between Affective Commitment and Lecturers' Job Performance in Colleges of Education in Edo State

Variables	N	r-coefficient	Probability value (p)	Alpha level (α)	Decision/Remarks
Affective commitment	84	0.515**	0.003	0.05	Reject null hypothesis
Job performance					

**Coefficient is significant at 0.05 alpha level*

Note: Positive/direct relationship (+)

Result in Table 2 showed that the r-coefficient of 0.515 which measures direction and strength (magnitude) of relationship between the variables is significant since the probability value ($p = 0.003$) is less than 0.05 alpha level ($p < 0.05$). Therefore, the null hypothesis is rejected. The r-coefficient characteristics further showed that the direction and strength of relationship between affective commitment and job performance of lecturers in Colleges of Education is positive (direct) and moderate respectively. Therefore, the findings indicated that emotional commitment and lecturers' work performance in Edo State's educational institutions had a positive, moderate, and significant link. This inevitably means that the job performance of academics at colleges of education in the Edo State move together in a way that a rise in one variable corresponds to an increase in the other and vice versa.

Hypothesis 3: There is no significant relationship between continuance commitment and lecturers' job performance in colleges of education in Edo State

Table 3: Relationship between Continuance Commitment and Lecturers' Job Performance in Colleges Of Education in Edo State

Variables	N	r-coefficient	Probability value (p)	Alpha level (α)	Decision/Remarks
Continuance commitment	84	0.438**	0.001	0.05	Reject null hypothesis
Job performance					

**Coefficient is significant at 0.05 alpha level*

Note: Positive/direct relationship (+)

Result in Table 3 showed that the r-coefficient of 0.438 which measures direction and strength (magnitude) of relationship between the variables is significant since the probability value of 0.001 is less than 0.05 alpha level ($p < 0.05$). Therefore, the null hypothesis is rejected. Further analysis of the r-coefficient features revealed a positive (direct) and moderately strong association between lecturers' continued dedication to their jobs and their performance on the job. As a consequence, the findings indicate that there is a positive, moderate, and significant association between professors' job performance in Edo State's institutions of education and their commitment to continuing their work. This obviously indicates that academics' commitment to their jobs and work performance in Edo State's colleges of education move in tandem, with a rise in one variable corresponding to an increase in the other and vice versa.

Discussion of findings

The findings indicated a favourable, moderately significant association between normative commitment and the professional performance of teachers in Edo State's institutions of education. The increase in professors' devotion to their colleges rather than switching to other institutions may have contributed to the beneficial connection between the two parties. This may be due to the loyalty, feeling of community, and emotional ties that employees have, which may have increased their workplace morale, sparked their interest in their work, and boosted their performance. Additionally, normative commitment in terms of lecturers' emotional connection might be evident in the staff's motivation to actively participate in departmental decision-making and to join relevant organisations or unions of the institutions for an extended period of time. The results are consistent with those of Muguongo, Muguna, and Muriithi (2015), who discovered that teachers were very unsatisfied with every part of the indirect remuneration they get. As a consequence, their

performance on the job and dedication to their jobs were impacted. The findings corroborated those of Oleforo, Ikpe, and Bassey (2015), who found that salary, along with other factors including dedication and in-service training, had no impact on teachers' ability to do their jobs. The outcome is consistent with Chinyio and Suresh's (2015) findings, which showed that compensations like bonuses and fringe benefits had a beneficial influence on employees' devotion to their jobs, which in turn boosted their ability to do their jobs.

The findings indicated that emotional commitment and lecturers' work performance in Edo State's educational institutions had a strong link. The emotional bond between coworkers may have increased their sense of purpose at work and improved their performance. This might be the cause of the problem. As a result, affective commitment of lecturers was positively connected with job performance. It is believed that when a lecturer is affectively devoted to their workplace in terms of their emotional support to their institution, this would improve the worker's job performance. The findings are consistent with those of Dauda and Mohammed (2018), who discovered that emotional commitment had a substantial impact on work performance among academic staff at Ibrahim Badamasi Babangida University, Lapai (IBBUL), in Nigeria. The findings corroborated those of Annierah, Kamarulzaman, Maeda, and Datu (2013) who found that high levels of emotional commitment had an impact on employees' productivity. The findings are in line with those of Wang (2012), who discovered a substantial correlation between emotional commitment and work success.

The findings indicate that there is an association between professors' work performance at Edo's institutions of education and their continued commitment, which is favourable, moderate, and substantial. The significant perceived expense of leaving one school for another may be the reason continuing commitment is linked to academics' work effectiveness. For a professor who may have worked for an institution for a sufficient number of years, the time, effort, and financial resources invested in creating the institution may be significantly lost if he or she quits for another university. Therefore, the instructor could think about doing all they can to, against all odds, keep their employment. Consequently, there is a strong link between professors' job success and their commitment to continuing their work. This finding was in line with the findings of Rizal, Idrus, and Mintarti (2017), who discovered that staff performance at a local revenue management in Kendari City, Indonesia, is significantly impacted by continuation commitment. The result is in accordance with that of Mphil, Zubair, Ramzan, Ali, and Arslan (2018), who found that continuing commitment had the same favourable effect on all workers' performance. The outcome is consistent with that of Anvari, Amin, Ahmad, Seliman, and Garmsari (2016), who found that ongoing commitment to the perceived fulfillment of the psychological contract results in greater job performance among workers.

Conclusion

The work performance of lecturers and organisational commitment characteristics, such as normative, emotional, and continuation commitment, were shown to be positively, moderately, and relevantly correlated.

Recommendations

The following recommendations were offered in light of the study's findings:

1. To encourage academic staff retention and effective dedication to the school structure, the state government should work to provide them with incentives based on great results.
2. To guarantee that instructors are motivated and dedicated to their work, the management team should develop a compensation management system that gives teachers the chance to take advantage of bonuses, incentives, and allowances.
3. Business organisations in Edo State should understand that teachers who are committed to the organisation perform better and, as a result, help the organisation achieve its goals more successfully, including those related to research, teaching, and community service development. Business organisations are therefore urged to fulfill their shared social responsibility by supporting the local colleges of education by giving donations and grants to college teachers to support the welfare of those educators who have demonstrated a commitment to service.

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