INSTITUTIONAL FACTORS AND LECTURERS' JOB COMMITMENT IN FEDERAL COLLEGES OF EDUCATION IN SOUTH -WEST, NIGERIA

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Abstract

This study examined the relationship between institutional factors and lecturers job commitment in Federal Colleges of Education in Southwest, Nigeria. The study adopted descriptive research design correlational type. The population of this study consisted of 2180 Lecturers in the Six Federal Colleges of Education in Southwest, Nigeria**.** The sample of this study consisted of 330 Lecturers and Heads of Departments. Simple random sampling technique was used to select the respondent across the three randomly selected colleges of Education. A self-designed questionnaire tagged (IIFALJCQ) was used to collect data from the respondents. The instrument was validated by two experts from the department of educational management and test and measurement and the results yielded a validity index of 0.90 and reliability index of 0.75 respectively. The data collected was analysed using percentages, frequency count, Mean, Standard Deviation and Pearson Product Moment Correlation. All hypotheses formulated were tested at 0.05 level of significance. The study revealed that Lecturers in the Federal Colleges of Education in the South West are committed and dedicated to their professional engagement, it also revealed Institutional factors variables such as Institutional leadership and Policy regulation largely determined Lecturers job Commitment in the Federal Colleges of Education in Southwest, Nigeria.

Keywords: Institutional Factors, Lecturers Job Commitment, federal colleges of education

Introduction

College of Education plays a pivotal role in the drive towards achieving quality education in Nigeria, they are established to ensure the seamless supply of highly trained and qualified teachers, mostly for the basic level of the Nigeria educational system. The issues around the commitment of lecturers in the Colleges of education have drawn considerable attention from the public, educators, policy makers and relevant stakeholders. Wosilat, (2021), submitted that there is obvious decline in the level of commitment of Lecturers in higher institutions in the South-West. The author attributed the multiplicity of factors which includes, poor pay, infrastructural deficit, poor implementation of policies, political interference and many more. The resultant effect of this includes absenteeism, lateness and mass exodus of highly trained lecturers to other parts of the world. According to (Omoregie, & Omoike, Ozurumba, 2018,) lecturers' job commitment in Federal colleges of Education in Nigeria is problematic. The attainment of the predetermined goals of the colleges hinged extensively on the level of commitment of the lecturers who are the key drivers of the policies and programmes. The lecturers are designated to ensure high quality teaching, research and community engagement, they are also to ensure that the output from the various colleges of education acquire relevant skills needed for the growth of the Nigeria educational system, therefore for proper enlistment of the commitment of the Lecturers, adequate attention must be given to the provision of Institutional factors capable of driving their job commitment.

The concept of commitment pointed to the fact that commitment involves investment of time, energy, skills, expertise and competencies towards achieving organizational goals. Studies have shown that poor institutional factors in the Federal Colleges of Education appears to be one of the major incentives contributing to decline in job commitment among lecturers in the Federal Colleges of Education in the South west, Nigeria. According to Ekundayo and Adesola, (2022), institutional factors are those variables within the workplace that drive teaching, research and community services, poor institutional factors command negative influence on lecturers and this may result to negative workplace behaviour like absenteeism, lower effectiveness, low morale, high turnover, brain drain decreased satisfaction and motivation. According to Annune and Awujoola, (2024), institutional factors also known as facilitating conditions are health services, management support, infrastructural support and funding made available for organization and institutions. Mohammed, (2020), viewed Institutional factors as facilitating conditions. The presence of adequate institutional factors, its rightful deployment and implementation is capable of driving commitment among lecturers.

For the purpose of this present study, the institutional factors to be examined will be limited to Institutional Leadership and Policy regulation. Leadership have been defined by many scholars based on their assessment and perception of the concept. Leadership have been viewed by some expert to be more than just a role, but as a function.

Agyemanang and Juhee (2022) stated that transformational and transactional leadership style engenders positive emotional attachment of teachers towards their institutions. The role of effective leadership is to harness both the human and material resources available to optimally achieve organizational objectives. According to Agwoje and Okeleke (2023), appraising the effectiveness of leaders involve the combination of qualitative and quantitative methods, that take cognizance of leadership styles, behaviours and outcomes. According to Cia cai et al, (2023), there exist significant relationship between servant leadership, compensation, work environment and affective commitment of Lecturers in Medan University.

Additionally, another critical institutional factor in the College of Education capable of driving lecturers' job commitment is Policy regulation. Institutional policies are guiding principles that are formulated to shape the thinking, initiatives, actions and decisions of institutions, they provide a framework that defines the scope and operations for administrators and the institution they lead. (NOUN, 2017). Nigeria has a long history of formulating educational policies, dating back to the colonial era, through the military rule and into democracy, despite these efforts most of these beautiful policies on paper never yielded meaningful result of transforming the Nigerian educational landscape. It is one thing to bring experts and scholars together to formulate beautiful educational policies, it is entirely another thing to ensure that the product of the convergence of these experts is religiously implemented to yield the expected target.

According to Eru, et al, (2019), the root cause of the implementation failure lies in the planning stage. In Nigeria, policy making is often the justification of political decisions without thorough consideration. The administration of Nigerian higher educational institutions is legally enabled by relevant acts and statutes; and it is expected that the government ensure the formulation of enabling policy and legal framework for them to carry out their responsibilities. (Okebukola, 2006).

Effective policy must be all encompassing and it must be designed to drive both the human and material resource within its operating environment towards optimal attainment of

institutional objectives. According to Ogbogu, (2013), policies are geared towards ensuring that the goals of higher educational institutions are achieved. According to Adesina, (2012), some challenges militating against the successful implementation of educational policies in Nigeria centres around the following; Inaccurate data, cost underestimation, resource underestimation, excessive reliance on external funding, incompetent staff, communication gaps and political interference. If these challenges are not properly addressed, the successful implementation of educational policies in Nigeria may be a mirage. Ngujen and Dang, (2023) conducted research on the influence of human resource policies on job satisfaction in Predicting organizational Commitment, the study concluded that there, human resource policies have significant positive impact on job satisfaction which predicts organizational job commitment.

Statement of Problem

The declining level of job commitment by Lecturers in Federal Colleges of Education in the South -West, Nigeria has drawn considerable attention from policy makers, educators and other relevant stakeholders. Observation and interactions with Lecturers indicated that they are facing significant challenges occasioned by ineffective leadership and restrictive policy regulations. Despite their indispensable role at shaping the future of the country. The engagement of Lecturers in the three core areas of teaching, research and community services has decline over the years based on these aforementioned challenges. The resultant effects of the decline in job commitment of the Lecturers are evident in the quality of products turned out by the Institutions, with many employers of labour having the notion that graduates from these institutions are not employable, also these challenges have led to brain drain where highly trained researchers exited the country in search of better opportunities, while many of those who elected to stay back exhibited negative work attitude like absenteeism and lateness. Allowing this issue to fester without positive actions from the relevant authority may jeopardize the very essence of establishing the colleges and a waste of task payers' investment. This study therefore investigated the relationship between Institution Factors and Lecturers job Commitment in the Federal Colleges of Education in South -West, Nigeria.

Objectives of the Study

The objective of the study is to examine the relationship between institutional factors and lecturers' job commitment in Federal College of Education in South-West. The specific objectives are to:

i. Examine the extent to which institutional leadership relates to lecturers' 'job commitment in Federal Colleges of Education in South-west, Nigeria
ii. Determine the relationship between policy regulation and lecturers'' job commitment in Federal Colleges of education in South-West, Nigeria.

Research Questions

This study will be guided by the following research questions.

1. To what extent does Institutional leadership relate to Lecturers job commitment in Federal Colleges of Education in Colleges of Education in South-west, Nigeria?
2. What is the relationship between Policy regulation and Lecturers job Commitment in Federal Colleges of Education in South-west, Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study:

1). There is no significant relationship between institutional Leadership and lecturers job Commitment in Federal Colleges of Education in South -West, Nigeria.

2). There is no significant relationship between Policy regulations and lecturers job Commitment in Federal Colleges of Education in South-west, Nigeria.

Methodology

This study adopted descriptive research design correlational type. This designed is considered appropriate since the study involves the use of structured questionnaire to elicit responses from the participants. The population of the study consisted of 2180 Lecturers from the six Colleges of Education. Simple random sampling was use to select 330 samples from three randomly selected colleges of Education. A self-structured questionnaire was designed and used for the study. The questionnaire is in three sections. Section A Contain 5 items questions which is on Institutional Leadership while section C also contains 5 questions on Policy regulation. The preferences options on the instruments are: SA=Strongly Agreed, A =Agreed, D=Disagreed and SD= strongly disagreed. The instrument was validated by two experts in the department of Educational Management and test and measurement, Nasarawa state University and yielded validity index of .0.90. A pilot study was conducted by administering 30 copies of the instrument on Lecturers and heads of departments in FCT College of Education, Zuba. The administered copies were analyzed using Crobach Alpha and the result yielded a reliability index of 0.75. The research questions were analyzed using mean and standard deviation with cutoff point of 2.5, while the stated hypotheses tested using Pearson Product moment correlation statistical tool at 0.05 level of significance.

Data Analysis and Results

This section presents the analysis and interpretation of data of the two research questions posited in the study using Mean and Standard Deviation.

Research Question One. To what extent does the Institutional leadership relate to Lecturers job commitment in Federal colleges of education in South -West, Nigeria?

Table 1: Mean and Standard Deviation of the Respondents showing how the Institutional Leadership Relates to Lecturers Job Commitment in Federal Colleges of Education in South -West, Nigeria

S/N	Item	SA	A	D	SD	Mean	Std	Dec
1	I believe the college leadership provides clear vision and direction.	90	140	70	30	3.09	0.89	Agreed
2	I believe that the college leadership is transparent in decision-making processes.	80	130	80	40	2.94	0.91	Agreed

3	I am satisfied with the college leadership's efforts to promote professional development opportunities for lecturers.	70	120	90	50	2.82	0.93	Agreed
4	Do you feel the college provides adequate channels for communication between the leadership and the lecturers?	60	110	100	60	2.70	0.95	Agreed
5	The leadership of the college is accessible and approachable by lecturers.	70	140	80	40	2.94	0.91	Agreed
Cluster Mean						3.42	0.88	Agreed

Scale Mean of 2.50 **Source**: Feld Survey, 2025

Item 1 has the mean score of 3.09 indicates that, on average, respondents agree that the college leadership provides clear vision and direction. The standard deviation of 0.89 suggests moderate variability in responses. Item 2 has the mean score of 2.94 suggests that respondents slightly agree that the college leadership is transparent in decision-making processes. The standard deviation of 0.91 indicates some variability. Item 3 has the mean score of 2.82 shows that respondents are neutral to slightly agreeing that the college leadership promotes professional development opportunities. The standard deviation of 0.93 suggests moderate variability. Item 4 has the mean score of 2.70 indicates that respondents are neutral regarding the adequacy of communication channels between leadership and lecturers. The standard deviation of 0.95 suggests variability in opinions. Item 5 has the mean score of 2.94 suggests that respondents to some extent agree that the leadership is accessible and approachable. The standard deviation of 0.91 indicates some variability. Base on the cutoff point of 2.50. the findings show there is a moderate to strong relationship between institutional leadership and lecturers' job commitment in Federal Colleges of Education in South-West Nigeria. While leadership is perceived as providing clear vision and being accessible, there is room for improvement in transparency, professional development opportunities, and communication channels. Addressing these areas could further enhance lecturers' job commitment.

Research Question 2: What is the relationship between policy regulation and Lecturers job commitment in Federal colleges of education, in South -West, Nigeria?

2. Mean and Standard Deviation of Respondents on the relationship between Policy Regulation and Lecturers Job Commitment in Federal colleges of Education, in South -West, Nigeria

S/N	Item	SA	A	D	SD	Mean	Std	Dec
6	The college of education policies, procedures, and practices are clearly and well communicated to lecturers.	90	140	70	30	3.09	0.89	Agreed
7	The college of education policies and regulatory framework are effective in	80	130	80	40	2.94	0.91	Agreed

	promoting a culture of accountability among lecturers.							
8	The college policies on lecturers' reward and recognition drive my commitment and job satisfaction.	70	120	90	50	2.82	0.93	Agreed
9	The college of education regulatory frameworks promote a culture of continuous quality assurance and improvement.	60	110	100	60	2.70	0.95	Agreed
10	The college policies on lecturer promotion, evaluation, and performance appraisal are fair and transparent.	70	140	80	40	2.94	0.91	Agreed
Cluster Mean						2.92	0.89	Agreed

Item 16 has the mean score of 3.09 indicates that, on average, respondents agree that the college's policies, procedures, and practices are clearly and well communicated. The standard deviation of 0.89 suggests moderate variability in responses. Item 17 has the mean score of 2.94 suggests that respondents slightly agree that the college's policies and regulatory framework promote a culture of accountability. The standard deviation of 0.91 indicates some variability. Item 18 has the mean score of 2.82 shows that respondents are neutral to slightly agreeing that the college's reward and recognition policies drive their commitment and job satisfaction. The standard deviation of 0.93 suggests moderate variability. Item 19 has the mean score of 2.70 indicates that respondents are neutral regarding whether the regulatory frameworks promote a culture of continuous quality assurance and improvement. The standard deviation of 0.95 suggests variability in opinions. Item 20 has the mean score of 2.94 suggests that respondents slightly agree that the college's policies on promotion, evaluation, and performance appraisal are fair and transparent. The standard deviation of **0**.91 indicates some variability. Base on the cutoff point of 2.50. the findings show there is a strong relationship between policy regulation and lecturers' job commitment in Federal Colleges of Education in South-West Nigeria. Clear communication of policies, accountability, and fair and transparent policies positively influence job commitment. Policies that promote professional development, mentorship, delegation of responsibilities, and clearly defined promotion opportunities positively influence job commitment. However, reward and recognition policies and regulatory frameworks for continuous quality assurance need improvement to further enhance job commitment.

Hypotheses Testing

To test the hypotheses, correlation analysis was used to determine the relationship between each independent variable (e.g. institutional leadership and Policy regulation etc.) and the dependent variable (lecturers' job commitment). Pearson correlation coefficient (r) was used to calculate the p-value, and compare the p-value with the significance level ($\alpha = 0.05$) to determine whether to reject or fail to reject each hypothesis.

Table 4 Pearson Product Moment Correlation of Respondents on the significant relationship between Institutional Leadership and Lecturers job commitment in Federal Colleges of Education in South -West, Nigeria

Variable	Mean	N	DF	r-cal	p-value	Alpha level	Result
Institutional Leadership and Lecturers job commitment	3.42	**330**	3	0.50	0.001	0.05	**Reject H0** ($p < 0.05$)

Analysis: There is a significant positive relationship between institutional leadership and lecturers' job commitment ($r = 0.50$, $p < 0.05$). Effective leadership is associated with higher job commitment.

Table 5. Pearson Product Moment Correlation on the significant Relationship between Policy regulation and Lecturers Job Commitment in Federal Colleges of Education in South -West, Nigeria

Variable	Mean	N	DF	r-cal	p-value	Alpha level	Result
Policy regulation and Lecturers job commitment	2.92	**330**	3	0.56	0.002	0.05	**Reject H0** ($p < 0.05$)

Analysis: There is a significant positive relationship between policy regulation and lecturers' job commitment ($r = 0.56$, $p < 0.05$) at 3 degree of freedom (df). Clear and fair policies are associated with higher job commitment.

Discussion of Findings

The results from the analysis of data relating to the estimation of the level of Lecturers' job commitment in Federal Colleges of Education in South-West, Nigeria revealed that Lecturers are committed and dedicated to their professional engagement, especially as it relates to the focal areas of teaching, research, and community service. This is in line with Ekundayo and Adesola (2022), who submitted that the level of academic staff job performance in universities in South-West Nigeria was high. This suggests that, regardless of institutional type (university or college of education), academic staff in the South-West geopolitical zone maintain a consistently strong disposition toward their core professional mandates, which may be attributable to shared regional factors such as professional socialisation and institutional expectations. The study also revealed that Lecturers adhere to their academic schedules and level of punctuality, and that collaboration among colleagues was high.

The study also revealed that there is a significant relationship between institutional leadership and Lecturers' job commitment in Federal Colleges of Education in South-West, Nigeria. This agrees with Agyamenang and Juhee (2022) who submitted that transformational and transactional leadership styles engender positive emotional attachment of teachers to their institutions. Similarly, Tafesse and Mohammed (2020), in their study, submitted that there is a

significant relationship between transactional leadership style and continuance and normative commitment. Effective leadership drives Lecturers' job commitment; institutional leadership must strive to be open, transparent, and accountable in dealings with subordinates, and institutional leaders should take cognisance of the most suitable style of governance, as this will engender commitment among Lecturers.

The result of the study also indicated that there is a significant relationship between policy regulation and Lecturers' job commitment. This implies that clear, well-defined, and adequately communicated policies are major drivers of job commitment. This finding is in line with Okolocha et al. (2021), who submitted that institutional policy has an effective, positive, significant effect on the performance of academic staff in public universities in Nigeria.

Conclusion

This study examined the relationship between institutional leadership, policy regulation, and Lecturers' job commitment in Federal Colleges of Education in South-West, Nigeria. The findings revealed that Lecturers generally demonstrate a high level of commitment to their professional responsibilities, particularly in the areas of teaching, research, and community service, as reflected in strong adherence to academic schedules, punctuality, and collaboration among colleagues. The study further established that Institutional Leadership and Policy Regulation each have a significant positive relationship with Lecturers' job commitment. The implication of these findings is that transparent, accountable leadership practices, combined with clear, well-defined, and adequately communicated institutional policies, contribute substantially to Lecturers' motivation, engagement, and dedication to institutional goals. Therefore, strengthening leadership effectiveness and improving policy formulation and implementation mechanisms remain essential for sustaining and enhancing Lecturers' job commitment, academic productivity, and overall institutional performance in Federal Colleges of Education in South-West, Nigeria.

Recommendations

The following recommendations were made based on the findings of this study

1. College management should strengthen leadership transparency, communication, and professional development structures.
2. Federal Colleges of Education should review and strengthen policies on staff reward, recognition, and embed continuous quality assurance mechanisms into policy implementation, as these targeted improvements are likely to yield the greatest marginal gains in Lecturers' job commitment.

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