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INFLUENCE OF ORGANISATIONAL CULTURE AND COMPENSATION SYSTEM ON LECTURERS' JOB COMMITMENT IN COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA

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Abstract

This study investigated the influence of organisational culture and compensation systems on lecturers' job commitment in colleges of education in Southwest Nigeria. The study adopted a descriptive survey research design. The population comprised 2,409 lecturers in 11 public colleges of education in the six states of Southwest Nigeria. A sample of 963 lecturers in six colleges of education was selected using multi-stage sampling and purposive sampling techniques. Three research instruments titled: Organisational Culture Questionnaire, Compensation System Questionnaire, and Lecturers' Job Commitment Scale with reliability coefficients of 0.84, 0.70, and 0.83 respectively were used for data collection. The research questions were analysed using mean and standard deviation, and hypotheses were tested using multiple regression analysis at .05 level of significance. Findings showed that lecturers have a high level of job commitment (Mean = 3.15); the nature of organisational culture was favourable (Mean = 3.14); and compensation system was highly applicable to lecturers. Findings also showed a significant joint contribution of organisational culture and compensation system to lecturers' job commitment, $F_{(2, 817)} = 414.977$; $p < 0.05$. There was a significant relative contribution of organisational culture ($\beta = .362$, $p < 0.05$) and compensation system ($\beta = 0.392$, $p < 0.05$) to lecturers' job commitment. The study concluded that the combined organisational culture and compensation system of public colleges of education in Southwest, Nigeria is a good determinant of lecturers' job commitment. The study recommended among others that management in colleges of education should pay attention to improving affective, normative and continuance commitments of lecturers.

Keywords: Colleges of Education, Compensation System, Lecturers' Job commitment *Organisational culture.*

Introduction

National development is based on education in a broad sense. In line with this, colleges of education determine the educational system in operation because their lecturers are the human capital in charge of training teachers who are responsible for teaching and improving education at the foundational level. In essence, as the major facilitators of teaching and learning activities in tertiary institutions, lecturers are valuable assets as well as major stakeholders in colleges of education. The main task at

colleges of education is to teach and train students to acquire skills and knowledge. It is noteworthy as stated in National Policy on Education for the Federal Republic of Nigeria that “no education can rise above the quality of its teachers” (Federal Republic of Nigeria, 2013). Thus, the expectation of achieving the stated goals and objectives in training of teachers for grassroots level is based on the College of Education lecturers’ job commitment and performance. Basically, the success and sustenance of an organisation are linked to wholesome commitment of staff toward performance (Adegoke, 2021). In recognition of the importance of staff job commitment as a topical issue in educational institutions like every other organisation, several studies have been conducted to understand and analyse the variables regarding employees’ commitment. Thus, the variable has received considerable attention from academics, managers and researchers because it offers important clues concerning the viability of organisations including educational institutions.

Job commitment, according to Relly (2020), is typically conceived as individual’s psychological bond to the organisation, including the sense of job involvement, loyalty and belief in the value of the organisation. Job commitment has emerged as a critical driver of business success in today’s competitive marketplace because it is a deciding factor for organisational success. Not only does commitment have the potential to significantly affect staff productivity and loyalty, but it is also a key link to customer satisfaction, organisation reputation and overall stakeholders’ value (Maleki, 2022).

Relly (2020) posited that job commitment is commonly seen as an individual’s psychological connection to the organization, encompassing feelings of job involvement, loyalty, and belief in the organization’s worth. Because job dedication is a decisive component of organizational success, it has become a vital driver of corporate success in today’s competitive marketplace. In addition to its potential to greatly impact employee productivity and loyalty, commitment is also a critical component of customer satisfaction, an organization’s reputation, and the value that stakeholders place on it overall (Maleki, 2022). Thus, to gain a competitive edge, organisations are turning to human resource management practices to set agenda for staff job commitment (Robinson, 2019). Shammot cited in Nasir and Mahmood (2020), observed that poor levels of commitment and workers’ disenchantment with their jobs have for decades plagued most organisations with challenges; hence, actual employees’ job performance has been below expectations. According to Awodiji et al. (2020), the efficacy of lecturers regarding their tasks and responsibilities at work is gauged by how well they perform on the job. The researcher of this study refers to job commitment as the consciousness of lecturers to fully deploy his/her capacity, knowledge and skills in the pursuit of school goals. This can be shown in three areas of commitment: affective (emotional), normative (moral obligation to stay in the profession), and continuation (lack of alternative).

There are factors that have been studied as antecedents or predictors of staff job commitment and performance; such factors include, but are not limited to, organisational culture, and compensation system (Akinbayo, 2021). Gutterman (2023) defined organizational culture as the set of shared standards that set one organization apart from its members. It can be described as a collection of accepted standards, values, and beliefs that affect how workers feel, think, and act at work. Also, it is the norm that binds the elements of an organisation (Mullins, 2019). Organisations typically reside in a certain culture or socio-cultural milieu that shapes the attitudes, thoughts, and actions of its personnel. The role of organisational culture is crucial to understanding how academic staff behave in respect of job performance. Organisational culture has a significant impact on employee behaviours and attitudes about work (Teja, 2023). Standards and conventions that specify how employees are expected to act inside a particular organisation are known as organisational culture (Martins & Martins, 2020). One aspect of employee behaviour is their dedication to the objectives of their individual organisations (Roseline & Konya, 2019).

Compensation system is another variable of interest in this study. It is the policies and plans that organisations have in place and follow to satisfy the diverse needs of staff to enhance their commitment and performance. Compensation, variously called incentive variable, is becoming an increasingly important technique of retaining a committed employee for an outstanding performance. Onuorah et al. (2022) stated that a compensation system consists of both monetary and non-monetary rewards schemes, including staff training, promotion, fringe benefits, and supervisor assistance. The influence that

remuneration and benefits have on worker productivity and organisational efficacy is contingent upon the specific compensation and performance management initiatives that are in place within a given organisation (Voigredy, 2020). When compensation and perks are increased, most employees usually react positively and become more productive. Several people are most often drawn to the organisation with incentives and compensations (Voigredy, 2020).

Statement of the Problem

Job commitment of academic staff of colleges of education has been called into question due to an observed decline in performance. Unfortunately, tertiary institutions in Nigeria are confronted with significant challenges in engaging their workforce, particularly academic staff. These difficulties are caused by unpleasant working conditions, such as poor or nonexistent facilities for research and instruction, inadequate pay, unfavourable laws like high taxes, and unstable employment with non-pensionable pay. These problems have probably played a part in the drop in employee dedication and subpar work. The quality of research produced by higher institutions determines their performance both domestically in Nigeria and internationally. Meanwhile, academic staff in colleges of education have faced significant setbacks in this aspect primarily due to poor staff welfare and compensation policies. This inadequacy has culminated in poor job commitment. In addition to the challenge, another factor exacerbating the decline in the service delivery of lecturers is the pervasive culture of academic indiscipline and misconduct in some academic circles. Instances of plagiarism, unethical research practices, unprofessional conduct, and even cases of absenteeism have regrettably become increasingly prevalent. These misdemeanours not only tarnish the reputation of the academic community but also erode the integrity of scholarly pursuits.

Objectives of the Study

The main objective of this study was the investigation of the influence of organisational culture and compensation systems on lecturers' job commitment in colleges of education in Southwest Nigeria. Specifically, the study determined:

1. The level of lecturers' job commitment in colleges of education in Southwest Nigeria;
2. The nature of organisational culture and compensation system obtainable in colleges of education in Southwest Nigeria;
3. The joint contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria; and
4. The relative contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria.

Research Questions

The following research questions were raised to guide this study:

- 1) To what extent are lecturers demonstrating job commitment in colleges of education in Southwest Nigeria?
- 2) What is the nature of organisational culture in colleges of education in Southwest Nigeria?
- 3) What is the extent of compensation system applicable in colleges of education in Southwest Nigeria?

Hypotheses

The following null hypotheses were formulated to guide this study:

- H₀₁: There is no significant joint contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria.
- H₀₂: There is no relative contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria.

Literature Review

The understanding of how organizational culture and remuneration structure affect employee commitment to the workplace is supported by several theoretical ideas. The Human Capital Theory is one of the most well-known of these ideas and is especially pertinent to the current investigation. The proponent of Human Capital Theory was Theodore Williams and it was propounded in 1960 (Schultz, 1975 cited in James, 2017). The theory is predicated on the following ideas: people are individuals with a collective set of skills, abilities, and experience; people also have intrinsic abilities, behaviours, and personal energy that contribute to their human capital in the workplace. The underlying premise is that people are an organisation's greatest asset and that investing in people always pays off. In other words, an organisation gains a competitive edge when its human resource pool is dedicated to realising its corporate objectives. An additional supposition is that the human resource is a subset of the organisation's resources, one that facilitates the attainment of competitive advantage and promotes sustained job performance. According to Chang and Lin (2019), the theory views organizational culture as a key factor in determining both performance and competitive advantage. One gap between this theory and practice in Colleges of Education is that the three mandates of academic staff: teaching, research, and community services can only be promoted through qualified and competent academic staff which diverse organisational cultures and compensation systems. According to the theory, an organisation's ability and people resources determine how competitive it is. To establish and retain a sustainable competitive advantage, organisations must continuously train their workforce to make sure they have the appropriate people with the right skills in the right places at the right times (Barney, 2018).

Numerous empirical studies on organizational cultures, pay structures, and employees' dedication to their jobs in public and private sector contexts have been conducted on a national and international level. Boon and Arumugam (2021) conducted a study on the topic "the influence of corporate culture on organisational commitment: a case study of semiconductor organisations in Malaysia". Hierarchical regression analysis was used in testing the hypotheses. The study was aimed at investigating the "influence of four dimensions of corporate culture (teamwork, communication, reward and recognition, and training and development) on employees' organisational commitment within six major Malaysian semi-conductor packaging organisations". The study revealed that "communication, training and development, reward and recognition, and teamwork are positively associated with employees' commitment". Guest and John (2017) studied the impact of four corporate culture dimensions—teamwork, communication, reward and recognition, and training and development—on employees' commitment to the organization. Using a questionnaire survey, the study examined these dimensions and found that all of the corporate culture dimensions selected for the study motivate employees to be committed to their respective organizations. The findings also revealed that communication was perceived as a dominant corporate culture dimension and was also associated with significant improvements in employees' organizational commitment.

Al-Shurafat and Abdul Halim (2018) examined published literature on organizational commitment and culture from 2012 to 2017. While a small number of studies revealed a poor correlation between culture and commitment, and some similarly showed no correlation at all, more than half of the assessed works showed "strong significant interactions" between "organizational culture and organisational commitment." The researchers discussed how variations in technique, the various nations in which the studies were carried out, variations in the respondents, and variations in the observations made for the studies could have contributed to the debates that followed the findings. Four types of organisational culture have been identified by Mba (2013) referring to the organisational goals and decision-making: The openness to change/innovation culture, the task-oriented culture, the bureaucratic culture, and the competition/confrontation culture. Mohan and Sharma (2022) studied organisational commitment and found that other positive organisational outcomes are said to be influenced by robust organisational cultures. The researchers also noted that teaching and administrative employees have different prevailing cultures at universities and colleges. According to their findings, management, and faculty exhibit distinct cultural orientations toward work relationships and performance; put another way, these represent differences in management and faculty beliefs and attitudes on work inside the system.

Similarly, Aina et al. (2021) found a strong correlation between the organizational culture of public tertiary institutions and the dedication of their instructors. Additionally, the researchers found a strong correlation between organizational culture and the three types of organizational commitment: normative, continuing, and affective commitments. Therefore, there is enough data in the literature to support the idea that organizational culture and organizational commitment are related.

Akinbayo (2021) examined, with reference to the Lagos State Health Service Commission, the impact of remuneration systems on public sector commitment. The aim of the study was to explore the correlation between public sector dedication and health and safety practices. Additionally, the study sought to determine whether the lack of a health and safety policy had an impact on employee performance at the Lagos State Health Service Commission (LSHSC). A survey descriptive design was employed, and the findings revealed a significant effect of health and safety practices on public sector commitment and a significant effect of compensation policy on commitment of employees. Endale (2019) conducted a study to investigate the compensation system and staff commitment in Addis Ababa using a quantitative survey of 230 instructors from 15 public secondary schools. According to the study's main conclusion, public secondary teachers had low levels of affective and normative commitments, but their continuous commitment was encouraging. Senior and experienced teachers showed low levels of commitment. Joshua et al (2020) in their study of compensation practices on academic staff's job performance at the Federal University of Agriculture, Nigeria used a multi-stage sampling procedure to distribute questionnaire to 103 respondents of 71.7% males. Mean monthly income was reported as N217,447.29, and these researchers concluded that academic staff perceived a pressing need to review the compensation packages by involving them in the compensation decision making process.

Igbogi's (2018) study looked at the productivity of secondary school teachers in Bayelsa State as a function of their commitment. There was use of a descriptive survey study design. Ten public secondary schools in the Yenagoa Local Government Area were chosen at random. Two hundred pupils, one hundred and forty instructors, ten (10) principals, and three hundred and fifty (350) respondents were present. The study found that teachers' dedication increases their output at work. The study also displayed the overall outcome of the students' performance from 2014 to 2018. Additionally, there was a significant but unfavorable correlation between students' academic achievement on the SSCE exams and the commitment of their professors. The level of dedication secondary school teachers has to their work was examined by Adolphina and Evans (2019). In the Kagera Region of Tanzania, 288 secondary school teachers, 32 academic masters, and 32 heads of schools participated in the study. Convergent parallel design from mixed research approach was used in this study. According to the report, teachers are very committed to upholding their professional obligations as teachers. Furthermore, the study found that a number of obstacles hindered teachers' ability to devote themselves fully to their work, including inadequate training, a lack of frequent seminars, workshops, and professional development opportunities, a lack of training or inadequate training, an inept school head, low pay, a lack of motivation, an unfavorable work environment, and government intervention in the teaching field. The investigation of the relationship between organizational culture and remuneration structure and lecturers' job commitment in South-West Nigerian educational colleges makes this study distinctive.

Methodology

The survey research design of descriptive type was adopted for this study. The design was considered appropriate because the researcher did not have direct control over the variables of interest because these variables had occurred. The population of this study comprised 2,409 lecturers and 225 heads of departments of 11 public colleges of education in the six states of South-West, Nigeria as at January 2022. The sample size selected for this study was nine hundred, and sixty-three (963) which constituted 78% of lecturers in six colleges of education in South-West, Nigeria. The sample were selected using a multi-stage sampling procedure and purposive sampling technique. At stage one, simple random sampling technique was used to select four states out of the six states in South-West, Nigeria: namely Ekiti, Ogun, Ondo and Osun states. At stage two, total population sampling technique (or

censusing) was used to sample all the public (federal and/or state) colleges of education of the selected states. This resulted in a total of six colleges of education. At the third stage, simple random sampling technique was used to select 78% of lecturers' population from the six sampled colleges of education, an equivalent of seventy-eight per cent of lecturers in each sampled college of education.

The researchers used three instruments with Demographic Data Form (DDF) to collect data for the study. These are Organisational Culture Questionnaire (OCQ), Compensation System Questionnaire (CSQ), and Lecturers' Job Commitment Scale (LJCS). Organisational Culture Questionnaire (OCQ) is a self-developed scale that contains twenty (20) items eliciting information on organisational culture from lecturers in selected colleges of education. Compensation System Questionnaire was adapted from Jenna Marshall (2014) which consist of 15 items with a 4-point Likert type format (1 =Strongly 2=Agree; 3=Disagree and 4=Strongly Disagree). The instrument has reliability calculated with Cronbach's Alpha value of 0.91. Lecturers' Job Commitment Scale (LJCS) was adapted from Mowday et al. (1979) and Meyer and Allen (1990). The original instrument has 22 items, but this study made used only 15 items. The authors employed face, content and construct validity to validate the three instruments. The psychometric properties of the two instruments were determined by test-retest reliability. The research instruments were administered on 50 lecturers in Federal College of Education (Special) Oyo, Oyo State. After two weeks, the same instruments were re-administered on the same set of staff. The instrument was analysed with Pearson Product Moment Correlation. The co-efficient of reliability index of 0.84, 0.70, and 0.83 were obtained for Organisational Culture Questionnaire (OCQ), Compensation System Questionnaire (CSQ), and Lecturers' Job Commitment Scale (LJCS) respectively.

The data were administered to the respondents in the proposed selected institutions. Also, three field assistants were engaged by the researcher to assist in the distribution and collection of the instruments in the sampled colleges of education in the Southwest, Nigeria. The questionnaire was retrieved immediately after completion within the stipulated period of its administration. Descriptive statistics of mean and standard deviation were used to analyse data for all the research questions. Inferential statistics of Multiple Regression Analysis was used to analyse the hypotheses formulated. The hypotheses developed for the study were tested at .05 level of significance.

Results

The researcher administered 829 copies of Organisational Culture Questionnaire (OCQ), Compensation System Questionnaire (CSQ), Lecturers' Job Commitment Scale (LJCS) and Lecturers' Job Performance Questionnaire (LJPQ) were correctly filled and retrieved from the respondents out of 963 copies of the copies of questionnaire administered. Thus, Eight Hundred and twenty- nine (829) retrieved represented eighty-six per cent (86.0%) response rate among lecturers in federal and state colleges of education in Southwest, Nigeria. However, three cases were discovered with outliers in job commitment scale and six cases with outliers in job performance scale. These respondents were removed from the data set, which resulted in a total number of eight hundred, and twenty (820) respondents analysed for the study. The summary of results from the analysed data are presented in tables 1 to 3.

Research Question One

To what extent are lecturers demonstrating job commitment in colleges of education in Southwest Nigeria?

Table 1

Job Commitment of Lecturers in Colleges of Education in Southwest, Nigeria (N=820)

S/N	Items	% Response				\bar{X}	S.D	W \bar{X}	Remarks
		SD	D	A	SA				
Affective Commitment									
1	Teaching profession inspired the very best in me	2.4	1.8	26.8	68.9	3.62	.647		
2	I really cared about the fate of the students in this school	3.7	10.5	43.5	42.3	3.25	.784		

3	I would be very happy to spend the rest of my career as lecturer	3.3	12.8	39.5	44.4	3.25	.801		
4	I did feel emotionally attached to this school	9.1	21.1	32.9	36.8	2.97	.972		
5	I felt a strong sense of belonging to this college	5.6	10.2	38.0	46.1	3.25	.853		
	Total					16.34	4.060	3.27	High
	Continuance Commitment								
6	I was afraid of what might happen if I quit my job without having another one lined up	13.8	17.3	35.2	33.7	2.89	1.025		
7	Right now, staying with lecturing is a matter of necessity as much as desire	5.1	13.2	44.4	37.3	3.14	.831		
8	One of the few serious consequences of leaving this teaching job would be the scarcity of available alternatives	3.3	12.7	44.0	40.0	3.21	.785		
9	One of the major reasons I continue with the lecturing is that another organisation may not match the overall benefit I have here	4.3	14.0	39.9	41.8	3.19	.832		
10	This establishment deserves my loyalty	9.4	12.1	45.1	33.4	3.03	.911		
	Total					15.46	4.380	3.09	High
	Normative Commitment								
11	Jumping from organisation to organisation seems unethical to me	5.7	9.6	41.6	43.0	3.22	.842		
12	I feel a moral obligation to stay, which is one of the key reasons I still work for this organisation.	1.8	12.8	48.3	37.1	3.21	.728		
13	I cannot leave lecturing because I don't have skills for other jobs	9.3	17.7	36.7	36.3	3.00	.955		
14	Commitment to lecturing is better in the long run	5.7	13.8	42.1	38.4	3.13	.857		
15	I would feel guilty if I left this college now	14.0	17.1	38.2	30.7	2.86	1.010		
	Total					15.42	4.390	3.08	High
	Grand total					47.22	12.833	3.15	High

Note. SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree; % = Percentage, \bar{X} = Response mean score; S.D = Standard deviation score of responses; $W\bar{X}$ = Weighted mean of items. Decision rule: High job commitment (weighted mean score between 3.00-4.00), moderate job commitment (weighted mean score between 2.00-2.99), low job commitment (weighted mean score between 1.00-1.99).

Results in Table 1 showed that respondents demonstrated high level of job commitment with a weighted mean score of 3.15 which fall within the limit of 3.00-4.00 set for high job commitment. Affective commitment among respondents was high with a weighted mean score of 3.27 followed by continuance commitment with a weighted mean score of 3.09, and normative commitment with a weighted mean score of 3.08.

Research Question Two

What is the nature of organisational culture in colleges of education in Southwest Nigeria?

Table 2

Mean Scores of Respondents on the Nature of Organisational Culture in Colleges of Education in Southwest, Nigeria

S/N	Items	% Response				\bar{X}	S.D	Remarks
		SA	A	D	SD			
1	Organisational policies of the school clearly defined	67.4	28.7	2.6	1.3	3.62	.606	Accepted
2	All staff worked together as a team to achieve school goals	41.2	43.3	12.9	2.6	3.23	.769	Accepted
3	The school management and the employees always engaged in productive working relationship	47.2	41.6	7.8	3.4	3.33	.762	Accepted
4	The leadership has clearly stated the objectives we were trying to meet	38.4	45.5	11.5	4.6	3.18	.809	Accepted
5	Staff were encouraged to make suggestions for improvement	44.1	38.2	12.7	5.0	3.21	.850	Accepted
6	The college valued its people.	40.7	40.7	13.0	5.5	3.17	.855	Accepted
7	The school has respect for the staff's right	46.2	38.3	10.2	5.2	3.25	.843	Accepted
8	Staff got enough information to be efficient and productive	29.8	48.3	16.2	5.7	3.02	.830	Accepted

9	There is a clear mission that gives meaning and direction to our work	40.5	43.2	11.6	4.8	3.19	.821	Accepted
10	Employees' ideas were requested and valued	38.0	39.9	16.5	5.6	3.10	.872	Accepted
11	were encouraged to take initiative and make decisions on their own	39.1	33.5	20.0	7.3	3.05	.940	Accepted
12	There existed HOD/Supervisor/line manager supports	43.0	39.6	10.1	7.2	3.19	.887	Accepted
13	There was low level conflict	37.1	39.6	16.0	7.3	3.06	.906	Accepted
14	There was high level organisational tension	31.0	36.5	22.9	9.6	2.89	.955	Accepted
15	The school had high expectations for performance	43.7	40.6	8.4	7.3	3.21	.879	Accepted
16	The work conditions in this college were highly favourable	32.3	41.3	16.7	9.6	2.96	.936	Accepted
17	Staff's complaints were effectively handled	42.3	34.8	17.3	5.6	3.14	.896	Accepted
18	People trusted one another in this college	34.0	31.6	23.7	10.7	2.89	.997	Accepted
19	The departments are open to suggestions	42.6	41.2	12.2	4.0	3.22	.812	Accepted
20	Staff were adequately motivated towards accomplishment of school goal	34.8	39.8	13.3	12.2	2.97	.984	Accepted
Total						3.14	.860	Favourable

Note. SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree; % = Percentage, \bar{X} = Response mean score; S.D = Standard deviation score of responses; Decision rule: Positive or favourable organisational culture (mean acceptance score between 2.50-4.00), Negative or unfavourable organisational culture (mean acceptance score between 1.00-2.49).

Results in Table 2 showed that the cumulative mean score of items on Organisational Culture Questionnaire (OCQ) was 3.14 with standard deviation score of .860 which is within 2.50-4.00 acceptance limit of positive or favourable organisational culture. This means that organisational culture of public colleges of education in Southwest, Nigeria was positive or favourable.

Research Question Three

What is the extent of compensation system applicable in colleges of education in Southwest Nigeria?

Table 3

Compensation System Applicable to Lecturers in Colleges of Education

S/N	Items	% Response				\bar{X}	S.D	Remarks
		VA	A	NWA	NAA			
1	Remuneration commensurate with staff service	52.8	36.1	7.1	4.0	3.38	.786	High
2	Remuneration as and when due	28.9	45.5	21.2	4.4	2.99	.823	Moderate
3	Staff promotion as at when due	33.0	41.5	16.7	8.8	2.99	.922	Moderate
4	Staff promotion takes immediate effect with financial benefit	30.5	37.4	20.1	12.0	2.86	.983	Moderate
5	The conduct of the promotion (fairness/merit)	36.2	37.6	18.2	8.0	3.02	.931	High
6	Performance based reward	29.4	43.2	19.9	7.6	2.94	.890	Moderate
7	Financial schemes such as loans, housing scheme and car loans	35.6	36.1	21.0	7.3	3.00	.927	High
8	Availability of office accommodation, furniture and other office equipment	33.2	40.7	18.4	7.7	2.99	.908	Moderate
9	Availability of basic working tools, laptops, free data, conventional and online library, etc.	41.1	31.0	21.7	6.2	3.07	.934	High
10	Opportunity for career growth and development	36.0	45.7	13.3	5.0	3.13	.823	High
11	Management support for staff training and development programme (sponsorship for conferences, seminars and workshops)	41.2	40.5	15.0	3.3	3.20	.810	High
12	Equal access for enjoying training and development programmes	35.5	42.1	19.6	2.8	3.10	.809	High
13	General school environment (conduciveness for effective teaching and learning)	40.9	36.6	16.3	6.2	3.12	.898	High
14	Outstanding performance are acknowledged and compensated	35.1	41.5	17.0	6.5	3.05	.882	High
15	Subsidised healthcare for staff and immediate family	33.8	39.1	16.0	11.1	2.96	.970	Moderate
Total						3.05	.886	High

Note. SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree; % = Percentage, \bar{X} = Response mean score; S.D = Standard deviation score of responses; S.D = Standard deviation score. Decision rule: Highly applicable compensation system (mean

score between 3.00-4.00), Moderately applicable compensation system (mean score between 2.00-2.99), Compensation system is applicable to low extent (weighted mean score between 1.00-1.99).

Results in Table 3 showed that the cumulative mean score of items on Compensation System Questionnaire (CSQ) was 3.05 with standard deviation score of .886 which is within 3.00-4.00 benchmark of highly applicable compensation system. This means that compensation system is highly applicable to lecturers in public colleges of education in Southwest, Nigeria.

Hypothesis One (H_{01}):

There is no significant joint contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria.

Table 4

Regression Model Summary Indicating the Joint Contribution of Organisational Culture and Compensation System to Lecturers' Job Commitment

	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.710	0.504	0.503	4.32137		
ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	Remark
Regression	15498.750	2	7749.375	414.977	.000	Sig.
Residual	15256.830	817	18.674			
Total	30755.580	819				

Dependent Variable: Lecturers' job commitment

Predictors: (Constant), compensation system, organisational culture

Table 4 showed the two independent variables (organisational culture and compensation system) jointly contribute significantly to lecturers' job commitment in colleges of education in Southwest, Nigeria, $F_{(2, 817)} = 414.977$; $p < 0.05$. The R^2 adjusted value of 0.503 indicates that 50.3% of the variance in lecturers' job commitment was explained by the combined variation in organisational culture and compensation system. Therefore, the null hypothesis one was rejected.

Hypothesis Two (H_{02}):

There is no relative contribution of organisational culture and compensation system to lecturers' job commitment in colleges of education in Southwest Nigeria.

Table 5

Beta Coefficient and t-Ratio for Relative Contribution of Organisational Culture and Compensation System to Lecturers' Job Commitment

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	17.633	1.061		16.621	0.000
Organisational culture	0.243	0.026	0.362	9.363	0.000
Compensation system	0.312	0.031	0.392	10.120	0.000

Dependent Variable: Lecturers' job commitment

Table 5 showed that the relative contribution of organisational culture to lecturers' job commitment was significant ($\beta = .362$; $t = 9.363$; $p < 0.05$). Also, the relative contribution of compensation system to lecturers' job commitment was significant ($\beta = 0.392$; $t = 10.120$; $p < 0.05$). The

results show that, while the two independent variables both contributed positively to lecturers' job commitment, the potency of compensation system was higher than organisational culture in predicting the dependent variable (lecturers' job commitment). Thus, the null hypothesis two was rejected.

Discussion of Findings

The study investigated the influence of organisational culture and compensation system on lecturers' job commitment in colleges of education in Southwest Nigeria. Finding of research question one ascertained that high level of job commitment was demonstrated by lecturers which portrays their psychological attachment to their institutions. This reflects their positive attitude to the objectives and values of teacher education programmes offered by colleges of education in Nigeria. Lecturers were also found to demonstrate high levels of job commitment across the three dimensions of job commitment (affective, normative and continuance). It thus implied that lecturers in public colleges of education in Southwest, Nigeria pursued the desire, need and obligation to maintain membership with their institutions. The high degree of job dedication exhibited by lecturers in this study is consistent with the results of Adolphina and Evans (2019), who found that teachers demonstrated a high degree of commitment to upholding their professional responsibilities. Their study also found that several issues, including inadequate training, a lack of frequent seminars, workshops, and professional development opportunities, a lack of or inadequate training, an inept school head, low pay, a lack of motivation, an unsatisfactory working environment, and government meddling in the teaching profession, limited teachers' commitment to their jobs.

Findings of research question two which found a favourable organisational culture reflects that public colleges of education in Southwest, Nigeria is a mix of positive shared values, beliefs, and attitudes of lecturers in the areas of professional collaboration, affiliation/collegiality and self-determination/efficacy tailored towards achieving the educational objectives. Favourable organisational culture found in this study is an indication of positive system of values, beliefs and behaviour shared among colleges of education employees. The importance of this finding is that organisational culture characterised by shared assumptions, beliefs, and values can help lecturers to shape and guide their behaviours. This finding is like the revelation made by Ibrahim and Abiakam (2020) that organisational culture in Nigerian tertiary institutions is diverse and influenced by various factors. It often reflects the broader cultural context of Nigeria and the educational system. Common characteristics include a mix of traditional values, hierarchical structures, and a focus on academic excellence. In relation to their findings, this study found that significant proportion of lecturers attested that staff of college of education are encouraged to take initiative and make decisions on their own even at a higher level filled with tension in the organisation.

The findings of this study also indicate that compensation system in public colleges of education is composed of performance and competency-based systems. Performance-based compensation is a reward for lecturers' hard work which usually acts as an acknowledgement of their contribution to the institution while functioning as an incentive to stay with the institution. Meanwhile, competency-based compensation policy in higher educational institutions is a pay structure that rewards lecturers based on how well they perform in academia, rather than the hierarchy of their position or years of experience. The foregoing finding portends that compensation management system in colleges of education is diverse to cater for both performance-based and competency-based. The implication is that it permits higher potential for desirable work outcomes such as high job commitment and performance of lecturers. In addition, a well-organised compensation system with adequate management and implementation will result in improved lecturers' job performance. This finding corroborates the outcome of a study on compensation management practices and job performance conducted by Joshua, Ayansina, Alabi, Oose and Adegboyega (2020) that high level of compensation policy practices increases employees' readiness to learn new skills and preparedness to transfer skills onto the job. Their findings also revealed that compensation policy makes employee committed to the organisation and, therefore, commitment to work

increases. The implication of this finding is that applicability of compensation system to all aspects of lecturers' work life could raise the levels of their job commitment and performance.

Hypothesis one revealed that both organisational culture and compensation system are good determinants of job commitment of lecturers in public colleges of education in Southwest, Nigeria. Invariably, this study found out that approximately half of the observed variation in lecturers' job commitment can be explained by organisational culture and compensation system in place. The implication of the above finding is that there is a strong tie between organisational culture and compensation system and job commitment in colleges of education; and improving organisational culture and compensation system altogether have significantly reliable effect on the commitment level of lecturers to their job. These results are consistent with those of Boon and Arumugam (2021) who investigated the impact of four corporate culture dimensions—teamwork, communication, reward and recognition, and training and development—on organizational commitment. Their research showed that these dimensions are positively correlated with employees' commitment. Similarly, Guest and John (2017), who looked at the impact of corporate culture on employees' organizational commitment, discovered that all the dimensions of corporate culture selected for the study motivate employees to be committed to their respective organizations. The findings also showed that an organization must be aware of the significance of these dimensions to provide its employees with a favorable working environment. The contribution of compensation system to job commitment in the joint model also supports the findings of Endale (2019) and Akinbayo (2021) in their studies. Endale (2019) who investigated compensation system and staff commitment found that compensation system interfered positively on the exhibited affective and normative commitment of teachers. Health and safety procedures have a major impact on public sector commitment, according to Akinbayo's (2021) investigation of the relationship between compensation systems and commitment. The study's findings also indicated a strong correlation between employee dedication and compensation policies.

Hypothesis two affirmed that both organisational culture and compensation system can individually and jointly contribute to the prediction of job commitment. The implication of the foregoing finding is that the two variables (organisational culture and compensation system) should be considered by college management as essential ingredients in addressing job commitment problem in their institution. The above finding concurs with the findings of Mba (2013), Al-Shurafat and Abdul Halim (2018) and Namital (2016). Employee commitment and organizational culture have a substantial relationship, according to Mba (2013), who looked at this relationship in the civil service. According to Al-Shurafat and Abdul Halim's (2018) evaluation of published works spanning from 2012 to 2017, there is a substantial and statistically significant connection between organizational culture and organizational commitment in most of the analyzed research. Also, Namital (2016) who examined the influence of compensation system on organisational commitment levels of staff of public government colleges in Kaduna, Nigeria showed that compensation positively influenced job commitment of staff.

Conclusion

From the findings of this study, it is concluded that the combined organisational culture and compensation system of public colleges of education in Southwest, Nigeria is a good determinant of lecturers' job commitment. In addition, compensation system was perceived as the dominant determinant with significant contributions to lecturers' job commitment. Thus, the management is required to reinforce compensation packages of their institutions.

Recommendations

The following recommendations were suggested based on the findings of this study:

- 1) Management in colleges of education should pay attention to improving affective, normative and continuance commitments of lecturers by creating compelling goals, inculcating a positive and productive work environment, providing ways for lecturers to fit properly into their workplace,

creating a competitive teaching and learning environment, and implementing assessment and staff training programmes.

- 2) There is need for government and managements of colleges of education to formulate and implement institutional policies that will incorporate favourable or positive organisational culture which will recognise the peculiarities of lecturers in meeting their pressing needs. Such institutional policies should lay emphasis on improving productive work-relationship between management and individual academic staff.
- 3) Government should make effort to collaborate with stakeholders in colleges of education on design and re-designing of competency-based compensation policies that are applicable to colleges of education lecturers. Special allowances and attention should be dedicated to staff training and development, career growth and development, basic working facilities, outstanding performance, staff promotion and financial schemes under the new compensation package.

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