

ORGANISATIONAL COMPENSATION MEASURES AND JOB COMMITMENT AMONG ACADEMIC STAFF IN KWARA STATE COLLEGES OF EDUCATION, NIGERIA

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Abstract

This study investigated organizational compensation measures and job commitment among academic staff in Kwara State Colleges of Education, Nigeria. It adopted the descriptive research design of survey type. Proportionate sampling technique was used to select 195 out of the 399 lecturers in the three Colleges of Education owned by Kwara State. “Organisational Compensation Measures Questionnaire” (OCMQ) and “Academic Staff’s Job Commitment Questionnaire” (ASJCQ) were used to collect data. Pearson Product-Moment Correlation Statistics was used to test the four hypotheses formulated. The results showed that, there was a significant relationship between organisational compensation and job commitment among academic staff in Kwara State Colleges of Education, Nigeria ($r=.406$, $p < .05$). The study concluded that effective compensation assists in enhancing job commitment among academic staff in Kwara State Colleges of Education, Nigeria. Based on the findings of the study, it was recommended that Kwara State Government should always ensure adequate provision of compensation which would enable lecturers to be highly committed in the discharge of their duties to facilitate effective realisation of the institutions’ goals.

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Keywords: Compensation; Promotion, Salary, Training Opportunities and Job Commitment

Introduction

Department of Educational Management,

Compensation is an important factor which needs to be given adequate attention by the employer to enhance employees' job commitment in an organization. An organisation with lackadaisical attitudes to the compensation of its employees would find it difficult to harness their job commitment. In Kwara State Colleges of Education, compensation provided to the lecturers in few years back has not been encouraging. For instance, Kwara State Colleges of Education (Ilorin, Lafiagi& Oro) embarked on industrial action in June, 2018 over non-payment of backlog of salaries, promotion and non-implementation of promotion benefits that accrued to them since 2013 (Daily Post, 2018). This scenario is unfair and could hinder lecturers' job commitment.

Ivancevich (2004) stated that compensation is a component of what a human resource manager does in an organisation which specifically focuses on every type of rewards given to the employees by the employer in exchange for services rendered to the organisation to enhance their job commitment. Islam and Ismail (2008) opined that compensation occupies a crucial position in the management of the employees in an organisation. Commitment of the employees who benefit attractive compensation from their employer is likely to be higher than those employees whose employer handles their compensation with levity. Chen (2007) defined commitment as the psychological feelings of the employees to an organisation. The level of commitment an employee has for the organisation determines how he/she performs his/her job. Owoyemi, Oyelere, Elegbede and Gbajumo-Sheriff (2011) observed that when lecturers exhibit high commitment to the job, it would help realize organisational goals. Poor job commitment of lecturers could hinder institutions' success.

The components of compensation considered in this study are promotion, salary and training opportunities. This is because they are very key to the enhancement of job commitment of the academic staff in Kwara State Colleges of Education; but if they are inadequately or irregularly provided, the situation could adversely affect their commitment to the job. According to Surbhi (2015), salary is a fixed amount of money given to the workers at regular periods for the services rendered to achieve

organisational goals. Ezeani (2005) asserted that ability of an organisation to achieve its goals depends to a large extent on how regular and adequate, employees' salaries are paid. Wasiu and Adebajo (2014) maintained that one of the benefits of prompt payment of salaries is that, it helps to harness employees' commitment and consequently leads to goal achievement. According to Chris (2009), promotion is also one of the variables of compensation and it helps in realising high commitment of the employees. It should be noted that promotion is not only an effective tool for employees' commitment but a facilitator of fruitful outcomes from an organisation. Lazear (2000) explained that promotion is a movement of employees from lower cadre to higher cadre which results in increased task and bigger compensation. Not only that, it assists in enhancing workers' commitment to the organisation.

Ezeani and Oladele (2013) elucidated that training is an important aspect of human resource management. It connotes any exercise meant for developing effective, cognitive and psych-motor skills which employees need to help their organisation achieve its goals. Obisi (2001) viewed training as the process of boosting the talents, skills and knowledge of an employee to enhance their job commitment. Nelson (2017) stated that, the ultimate goal of the Colleges of Education is production of competent and qualified teachers for the basic schools. Some scholars had carried out studies related to this study. Osibanjo, Adeniji and Falola (2014) investigated compensation packages: A strategic tool for employees' performance and retention in selected private universities in Ogun State, South-west, Nigeria. Aina, Adeyeye and Ige (2012) worked on organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. All these are germane to this study but none of them focused on organisational compensation (promotion, salary and training opportunities) and job commitment among lecturers in Kwara State Colleges of Education, Nigeria and this is the gap which this study filled.

Statement of the Problem

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In recent times, the commitment of some lecturers in Kwara Colleges of Education, Nigeria seems not encouraging. This is based on what was gathered from some

students in these institutions that, some of their lecturers do not regularly go to the lecture rooms to teach, some go to the lecture rooms but do not effectively teach while some engage in other services at the expense of their official duties, to earn them additional money to sustain their lives.

It was also gathered from some lecturers of Kwara State Colleges of Education that in few years back, their institutions witnessed unprecedented mass exodus of academic staff to other organisations. All these are signs of poor commitment which could be as a result of inadequate compensation of lecturers by the Kwara State Government. According to Musa (2016), inadequate compensation of lecturers has been well pronounced in many State Colleges of Education in Nigeria. This unattractive treatment could cause poor lecturers' job commitment and consequently hinder effective realisation of the stated goals of the institutions. Nelson (2017) argued that job commitment of some lecturers in State Colleges of Education in Nigeria which seems poor could be as a result of inadequate compensation provided for them by their employers. Based on the foregoing discussions, this study was set out to examine organisational compensation and job commitment among academic staff in Kwara State Colleges of Education, Nigeria.

Purpose of the Study

The purpose of the study was to investigate organisational compensation measures (salary, promotion and training opportunities) and job commitment among academic staff in Kwara State Colleges of Education, Nigeria. Specifically, the study:

- i. examined the relationship between promotion and academic staff's job commitment in Kwara State Colleges of Education, Nigeria;
- ii. determined the relationship between salary and academic staff's job commitment in Kwara State Colleges of Education, Nigeria; and
- iii. investigated the relationship between training opportunities and academic staff's job commitment in Kwara State Colleges of Education, Nigeria.

Research Hypotheses

The following research hypotheses were formulated to guide the study.

Ho₁: Promotion and academic staff's job commitment are not significantly related in Kwara State Colleges of Education, Nigeria.

Ho₂: There is no significant relationship between salary and academic staff's job commitment in Kwara State Colleges of Education, Nigeria.

Ho₃: Training opportunities and academic staff's job commitment are not significantly related in Kwara State Colleges of Education, Nigeria.

Literature Review

This section discussed related literature to compensation; components of compensation such as salary, promotion and training opportunities; job commitment and its measures: affective, continuance and normative.

Compensation is an important tool which could be used to achieve employees' commitment. According to Osibanjo, Pavithra and Adeniji (2014), compensation means the benefits workers get in return for performing organizational tasks. It covers salaries, promotion, bonuses, allowances, medical benefits, capacity building benefits and loan benefits. Teeseema and Soeters (2006) opined that compensation provides income and other forms of benefits to the employees and incurs some costs on the employer, but contributes greatly to the enhancement of employees' commitment thereby facilitating organisation's effectiveness. The components of compensation in this study are promotion, salary and training opportunities. To buttress this, the finding of the study carried out by Emmanuel (2016) revealed that compensation significantly contributed to the lecturers' job commitment in Benue State Colleges of Education. In addition, the finding of the study conducted by Sulyman (2020) also revealed that there was a significant relationship between compensation and lecturers' job commitment in State colleges of Education, North-central Nigeria.

Dolan, Tzafrir, and Baruch (2005) viewed commitment as psychological immersion of an employee in an organisation via sense of belonging, contribution to goals and being ready to accept challenges. Silva and Dias (2016) explained that commitment is divided into three ways: affective, continuance and normative. Affective commitment occurs when employees stay in an organisation because they feel the sense of responsibility, continuance commitment has to do with employees' identification with an organisation because of the costs of leaving, while normative commitment covers employees' moral obligation to stay in an organisation.

Gupta (2011) elucidated that promotion means movement of an employee to a higher post accompanied with greater responsibilities, higher status and better salary. It is the advancement of an employee in the organisation's hierarchy to another higher position which earns him greater authority, status and better working conditions. Promotions are used to compensate workers for effective performance and to motivate them for greater efforts. Prasad (2010) believed that promotion is the most common form of internal mobility of personnel in an organisation. It is an essential feature of an individual's career. It refers to employees' advancement in the organisation which involves a change from one position to another higher or better position in terms of status and responsibility. Promotion is a factor which is expected to boost employees' job commitment, but Kolawole (2017) found out in his study that there was no significant relationship between promotion and lecturers' job commitment in Kwara State colleges of Education, Nigeria.

According to Odoh (2011), salary is usually based on mutual agreement between the employees and the employer which may be sometimes an individual, group of individuals or government, depending on the ownership of the job. Surbhi (2015) stated that salary is a fixed amount of money given to the lecturers at regular periods for the services rendered towards the realisation of organisational goals. Maduabum (2006) opined that employees whose salary are being paid adequately are likely to be highly motivated to perform effectively and are much more unlikely to stay away from work (absenteeism) or to leave the organisation altogether (turn over). The finding of the

study carried out by Kee, Ahmad and Abdullahi (2016) revealed that there was a significant relationship between salaries and organisational commitment among the workers in the organisation.

According to Fanibuyan (2001) training is the process of systematically altering workers' behaviour or attitudes to enhance improvement in the realisation of organisational goals. Kennedy, Chyung, Winiecke and Brinkerholff (2013) believed that one of the ways by which an organisation could achieve continuous employees' commitment towards actualisation of the stated goals is by periodically assessing their training needs and map out training programmes which would help them acquire the needed skills and knowledge identified during the assessment. Contrary to the information above, Sunday (2010) conducted a study and the finding revealed that training opportunities did not have significant relationship with lecturers' job commitment in Kogi State Colleges of Education, Nigeria.

Methodology

This section discussed research design, population, sample and sampling techniques, instrument, validity, reliability, procedure for data collection and data analysis techniques.

Research design

The study adopted the descriptive design of survey type. According to Parkidisi (2003), a survey is a general procedure for collection of data and description of the conditions of the sample; and the results realized are generalised on the entire population from which the sample is drawn.

Population

The population of the study consisted of all the 399(Ilorin, 178;Lafiagi, 106; and Oro, 115) academic staff in Kwara State Colleges of Education as at January, 2019.

Sample and Sampling Techniques

The sample of the study comprised 195 academic staff. Proportionate sampling technique was used to select 87 lecturers out of the 178 in Kwara State College of Education, Ilorin; 56 lecturers out of the 115 in Kwara State College of Education, Oro; and 52 lecturers out of the 106 in Kwara State College of Education, Oro to make a total respondents of 195, using Krejcie and Morgan Table (1970) for sample size determination.

Instrument

Researcher-designed instrument titled Organisational Compensation Measures Questionnaire "OCMQ" and Academic Staff's Job Commitment Questionnaire "ASJCQ" were used to collect data for the study. The OCMQ had three sub-sections (salary, promotion and training opportunities) with five items under each; while Likert rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point was used for scoring. The ASJCQ also had three sub-sections (affective, continuance and normative) with five items under each; while rating scale of Very High (VH) = 5 points, High (H) = 4 points, Moderate (M) = 3 points, Low (L) = 2 points and Very Low (VL) = 1 point was used for scoring.

Validity of the Instruments

To ensure validity of the instrument, the draft of OCQ and ASJCQ was presented to three experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria to make their inputs. The final draft of the instrument was produced based on the observations, corrections and recommendations made by the experts.

Reliability of the Instruments

To determine the reliability of the instrument, 20 copies of OCQ and ASJCQ were administered to some academic staff in Kwara State College of Education, Ilorin, who were not part of the sample of the study. The data gathered were analysed using Cronbach's Alpha at 0.05 level of significance and reliability coefficients realised for

OCQ and ASJCQ were 0.79 and 0.83 respectively. This adjudged that the questionnaires were reliable to be used for this study.

Procedure for Data Collection

The researcher collected letter of introduction from the Department of Educational Management to the selected Colleges of Education. Two research assistants helped the researcher in the process of data collection. The research assistants were properly educated to help the researcher in the administration and retrieval of the filled questionnaires from the respondents. Questionnaires were given to the respondents and collected back upon completion of filling after two days.

Data Analysis techniques

Inferential statistic of Pearson Product-Moment Correlation Statistics was used to test the four hypotheses at 0.05 level of significance. All the analyses were done using Statistical Package for Social Sciences (SPSS).

Results

All the 195 copies of the questionnaires distributed to the respondents were retrieved for data analysis. Pearson Product-Moment Correlation Statistics was used to analyse the gathered data at 0.05 level of significance and the results derived were presented as follows:

Ho₁: *Promotion and academic staff's job commitment are not significantly related in Kwara State Colleges of Education, Nigeria*

Table 2

Promotion and Academic Staff's Job Commitment

Variable	N	\bar{X}	Sd	Df	r-value	p-value	decision	Remark
Promotion	195	2.42	0.57	193	.384	.011	Ho ₁	Significa

Rejected nt

Academic Staff' 2.53 0.69
Job Commitment

Pearson Product-Moment Correlation Statistics was used to test hypothesis two because the study aimed at finding the relationship between promotion and academic staff's job commitment. Table 2 shows the calculated r-value (.384) which means that there was a moderate and positive relationship between promotion and academic staff's job commitment while the p-value (.011) which is less than the significance level (.05) at 193 degree of freedom means that the relationship was significant. Therefore, hypothesis two (H_{02}) is rejected. This signifies that there was a moderate, positive and significant relationship between promotion and academic staff's job commitment in Kwara State Colleges of Education, Nigeria.

H_{02} : There is no significant relationship between salary and academic staff's job commitment in Kwara State Colleges of Education, Nigeria

Table 3

Salary and Academic Staff's Job Commitment

Variable	N	\bar{X}	Sd	Df	r-value	p-value	decision	Remark
Salary	195	2.37	0.71	193	.376	.023	H_{03} Rejected	Significa nt
Academic Staff' Job Commitment		2.53	0.69					

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Pearson Product-Moment Correlation Statistics was used to test hypothesis three because the study was carried out to find the relationship between salary and academic

staff's job commitment. Table 3 shows the calculated r-value (.376) which means that there was a moderate and positive relationship between salary and academic staff's job commitment while the p-value (.011) which is less than the significance level (.05) 193 degree of freedom means that the relationship was significant. Therefore, hypothesis three (Ho₃) is rejected. This implies that was a moderate, positive and significant relationship between salary and academic staff's job commitment in Kwara State Colleges of Education, Nigeria.

Ho₃: *Training opportunities and academic staff's job commitment are not significantly related in Kwara State Colleges of Education, Nigeria*

Table 4

Training Opportunities and Academic Staff's Job Commitment

Variable	N	\bar{X}	Sd	df	r-value	p-value	Decision	Remark
Training Opportunities	195	2.42	0.57	193	.391	.011	Ho ₄ Rejected	Significant
Academic Staff' Job Commitment		2.53	0.69					

Pearson Product-Moment Correlation Statistics was used to test hypothesis four because the study aimed at finding the relationship between training opportunities and academic staff's job commitment. Table 4 shows the calculated r-value (.391) which

means that there was a moderate and positive relationship between training opportunities and academic staff's job commitment while the p-value (.003) which is less than the significance level (.05) at 193 degree of freedom means that the relationship was significant. Therefore, hypothesis four (H_{04}) is rejected. This denotes that was a moderate, positive and significant relationship between training opportunities and academic staff's job commitment in Kwara State Colleges of Education, Nigeria.

Discussion of Findings

The finding of the hypothesis one tested revealed that there was a significant relationship between promotion and academic staff's job commitment in Kwara State Colleges of Education, Nigeria. This finding corroborates the view of Onoyase (2017) that, promotion is an important factor because it leads to an increase in employees' monthly pay and recognition for more important roles; and could help increase their zeal, sense of belonging and commitment to the organisation. The finding of Kolawole (2017) contradicts the finding of the present study, because it found out that there was no significant relationship between promotion and lecturers' job commitment in Plateau State Colleges of Education, Nigeria. If the lecturers of Kwara State colleges of Education, Nigeria are timely promoted, the feeling of higher status, coupled with increased monthly take home, would help improve their commitment towards the job.

The finding of the hypothesis two tested revealed that there was a significant relationship between salary and academic staff's job commitment in Kwara State Colleges of Education, Nigeria. This finding supports the view of Peretomode (2012) that, adequate salary payment would trigger employees' commitment and effective job performance thereby leading to realisation of the stated goals. The finding of the study carried out by Kee, Ahmad and Abdullahi (2016) supported the finding of the present study that there was a significant relationship between salaries and organisational commitment among the workers in the organisation. When the salary of academic staff in Kwara State Colleges of Education, Nigeria is adequately and timely paid, they

would be financially buoyant to cater for their needs; hence, enhancement of their commitment to the job.

The finding of the hypothesis three tested revealed that there was a significant relationship between training opportunities and academic staff's job commitment in Kwara State Colleges of Education, Nigeria. This finding agrees to the view of Musset (2010) that, training opportunities assist in updating, developing and broadening the lecturers' knowledge and equip them with new professional skills and techniques to be more committed and effectively discharge their duties. The finding of Sunday (2010) is not in agreement with the finding of the present study, because it revealed that training opportunities did not have significant relationship with lecturers' job commitment in Kogi State Colleges of Education, Nigeria.

However, in Kwara State Colleges of Education, Nigeria if the government is committed to provision of periodic and regular training opportunities for the academic staff, it would help them acquire more professional skills, knowledge and techniques needed to effectively enhance their commitment to the job.

Conclusion

Based on the findings of the study, it was concluded that effective organizational compensation assists in enhancing academic staff's job commitment in Kwara State Colleges of Education, Nigeria; timely implementation of promotion is an important factor which could help achieve academic staff's job commitment; adequate and timely payment of salary could help enhance academic staff's job commitment; and adequate provision of training opportunities to the academic staff in these institutions could facilitate their commitment to the job.

Recommendations

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The study recommended that:

- i. Kwara State Government should always ensure adequate provision of compensation which would enable lecturers to be highly committed in the discharge of their duties to facilitate effective realisation of the institutions;
- ii. there is need for government to make sure that promotion is timely implemented to boost academic staff's morale, so that their total commitment towards the job could be secured;
- iii. government should at all times ensure that salary is timely and adequately paid at the end of the month to enhance lecturers' commitment towards the job; and
- iv. training opportunities should be intensified for lecturers to make them acquire more knowledge, techniques and skills which would make them more relevant professionally, thereby improving their commitment to the job.

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