

PROMOTION AND ACCESS TO TRAINING OPPORTUNITIES AS CORRELATES OF LECTURERS' JOB COMMITMENT IN PRIVATE UNIVERSITIES

SYLVESTER OKAN^{1*}, OSHOMAH YUSUF², SANNI ASEMHOXHAI ASEMHE³

^{1,2}DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT, FACULTY OF EDUCATION, AMBROSE ALLI UNIVERSITY, EKPOMA, EDO STATE, NIGERIA

³DEPARTMENT OF EDUCATIONAL MANAGEMENT, ADEKUNLE AJASIN UNIVERSITY, AKOKO-AKUNGBA, ONSO STATE, NIGERIA

**Corresponding author: okansylvester@gmail.com*

To cite this article (APA): Okan, S., Yusuf, O., & Asemhe, S. A. (2025). Promotion and access to training and development opportunities as correlates of lecturers' job commitment in private universities. *AAU Journal of Business Educators*, 5 (1), 72-79.

Abstract

The study examined the relationships between promotion, access to training and development opportunities and lecturers' job commitment in Private Universities in Edo State, Nigeria. The study adopted a quantitative research design. The population of the study comprised of 567 lecturers in the four Private Universities in Edo State, Nigeria. A sample size of 284 lecturers representing 50% of the population was drawn from each of the target institutions in the State using simple random sampling technique. The instrument for data collection was a questionnaire titled: Promotion, Access to Training and Development Questionnaire and Lecturers' Job Commitment Questionnaire. The Research Question was descriptively analyzed using mean (\bar{X}) and standard deviation (SD). Pearson's Product Moment Correlation Coefficient (PPMCC) Statistic was used to test Research Hypotheses 1 and 2. Results showed that staff promotion, access to training and development opportunities significantly and moderately predicted lecturers' job commitment in Private Universities in Edo State, Nigeria. Based on findings it was recommended, among others, that administrators of universities should endeavor to reduce the rate at which they use autocratic style of leadership because it has counterproductive effect on lecturers' job commitment in Private Universities in Edo State, Nigeria.

Keywords: Access to Training Opportunities, Access to Development Opportunities, Lecturers' Job Commitment, Private Universities

Introduction

The need for private universities in Nigeria has been enhanced by a number of factors such as: increasing demand for higher education and the inability of the public universities to satisfy the growing societal demand for university education. This implied that the main aim of private university is to expand access to university education (Ajadi, 2021). In addition to these factors are the declining capacity of public universities; the retrenchment of public servants, failure in the part of the federal government with no compliance with ASUU agreement, resulting in strike actions by Academic Staff Union of Universities (ASUU); the demand for courses and subject of study which had changed; pressure by external agencies to cut public services; a growing emphasis on the need for a highly skilled labour force among others. Regrettably, these may have effect on the job commitment of staff in the university.

Job commitment refers to how attached or dedicated a worker is in the attainment of the predetermined organizational goals and objectives. Morakinyo (2020) defined commitment as a force that binds an individual to a course of action of relevance to one or more targets. He noted that employees are

theorized to experience this force in the form of three bases, or mindsets: affective, normative, and continuance, which reflect emotional ties, perceived obligation, and perceived need to keep performing a duty, till the objective is attained. Hence, job commitment can be classified into three major core conditions or dimensions, namely: affective commitment, continuance commitment and normative commitment.

Staff promotion is one of the job features that is designed to ensure a sense of achievement and progress for both academic and non-academic workers within the university hierarchy. For instance, the National University Commission (NUC) recommended that a minimum of a Ph.D. degree or a Master degree holder with enrolment in a doctoral degree programme should be the minimum academic qualification of any lecturer in the university. This minimum academic qualification of a Ph.D. entitles a newly employed lecturer the position of Lecturer II. As years of teaching experience and academic publications increase, such lecturers move up the academic ladder to a Lecturer I, Senior Lecturer, associate professor (Reader), Professor. As much as this order of promotion takes effort, commitment, hard work and dedication, many lecturers stay hopeful and work patiently for about three years before they attain the level of the professorial cadre in the University system. Unfortunately, many lecturers in private universities sometimes become unsatisfied with how long it takes them to get their promotion as at when due. In some cases, many are denied their promotion such as a promotion. In some cases, some eventually receive promotion letters after years of waiting; without getting the benefits accrued to the newly attained level. All of these may reduce lecturers' morale, enthusiasm and job interest to a point their commitment and loyalty to the employer may be affected.

Access to training and development programme is another other forms of challenges confronting lecturers in institution. Training and development programme simply means on-the-job professional development. They are programmes that are aimed at enhancing the capacity of lecturers to be effective and efficient in their ability to accomplish the predetermined objectives of the institution. For instance, in-service programme represents a veritable medium which aim at correcting certain deficiencies in order to accelerate technological advancement through the educational system. In addition, workshops, conferences, seminars serve as effective measures of dissemination of information concerning academic practice (Amadi & Anaemeotu, 2013). Unfortunately, not every lecturer has access to these programmes in their institutions and this could constitute another challenge to lectures that seek on the job professional development. This problem may further be compounded by lectures' work load and inadequate financial support from institutions for further training.

From the foregoing, it can be seen that lecturers are faced with a host of challenges such as leadership style of Heads of Department, staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare on a day to day basis at work. These constraints may affect lecturers' job morale, their work relations and job commitment. In addition, the dynamic and competitive nature of private universities is such that new and skilled academic staffs are needed to man the various departments. This is derived from the fact that the best assets in any university organization are skilled and competent staffs who need to be managed effectively to ensure job commitment. To promote effectiveness and efficiency in the private universities, it is pertinent to examine the influence of some of the aforementioned lecturers on job commitment of lecturers.

Studies on lecturers' promotion and training development opportunities and their job commitment have been investigated by scholars. For instance, Adeoye and Ziska (2014) investigated the relationship between promotion of management and employees' job commitment in insurance sector in Nigeria. The study revealed that compensation management and employees' job performance are significantly correlated, though weak and that compensation management has an impact on motivation and employees job commitment.

Iyida (2015) also investigated the effect of increase in wage and fringe benefits on the productivity of workers in Nigeria using Federal Ministry of Transportation (works) Enugu as a case study. The study revealed that increasing wages in the Federal Ministry of Transportation enhanced the job performance or

productivity of workers to a large extent. The study also found that monetization of fringe benefits has improved the employees' commitment. Osibanjo, Adeniji, Falola and Heirsmac (2014) examined the effect of promotion packages on employees' commitment and retention in a selected private University in Ogun State, South-West Nigeria. The findings indicated that there was a strong correlation between the tested dependent and independent variables (salary, bonus, incentives, allowances, and fringe benefits).

The nexus between access to training and development opportunities and job commitment of employees has attracted the attention of several scholars. For instance, Oni, Ijaiya, and Mohammed (2013) examined the impact of training and management development in Nigeria Banking Industry. The result showed that there is great impact of training and management development on job commitment of employees. Saka and Haruna, (2013) investigated Staff development as a motivating factor in job performance among personnel in branch libraries, University of Maiduguri. The result showed that staff development programmes collectively increases, the job commitment of staff tends to be higher. Abomeh and Nwakoby (2015) examined effects of training on employees' commitment in Nigeria insurance industry. The findings showed that in order for organization to achieve optimum returns from her investment, there is the need to develop on-job training programs and effectively managed training of employees which is the most vital asset of organizations and the dynamic of their commitment. Emeti (2015) assessed the effects of training and development on the performance of paint manufacturing firms in Rivers State. The study revealed that on-job training programme has significant influence on job commitment of employees.

Studies have also tried to investigate issues bordering around lecturers' challenges and its implication on their commitment, productivity and quality of higher education in Nigeria. For instance, Asiyai and Oghuvbu (2009) examined the challenges of lecturer's quality in higher education in Nigeria in the 21st Century, but did not include private universities in their investigation. Empirical studies by Peretomode and Chukwuma, (2017) and Uvah (2017) included private universities; and discussed the effect of lecturers' challenges on manpower, educational and national development but did not empirically examine the effect of the former (lecturers' challenges) on their job commitment in universities. Furthermore, empirical studies (e.g., Amadi & Anaemeotu, 2013; Ohunakin, Adeniji & Akintayo, 2016) attempted to bridge this gap were all conducted outside Edo State region) and only investigated one or more of lecturers challenges within selected institutions in one local government area. From the foregoing, one would wonder if promotion and access to training and development opportunities will in any way correlate with lecturers' job commitment. Most of the studies in literature did not jointly investigate the correlation between promotion, training and development opportunities and lecturers' job commitment in Private Universities in Edo State. Therefore, this is the gap the present study has closed.

Research Questions

This study was guided by the following research questions:

Research Question: What is the levels of lecturers' promotion and access to training and development opportunities in Private Universities in Edo State?

Research Hypotheses

The following research hypotheses was tested at a 0.05 level of significance:

Research Hypothesis 1: There is no significant relationship between promotion and lecturers' job commitment in Private Universities in Edo State.

Research Hypothesis 2: There is no significant relationship between access to training and development opportunities and lecturers' job commitment in Private Universities in Edo State.

Methods

Research Design

The study adopted correlational research design. The correlational research design describes the association between two or more variables in quantitative terms (Obasanmi, 2003). Therefore, the correlational research design was used because the researcher investigated the relationship between lecturers' challenges and their job commitment. Furthermore, the design was adopted because it helped to show the direction of relationship between the two variables in private universities in Edo State.

Research Participants and Sampling Procedure

The population of the study comprised all the 567 lecturers in private universities in Edo State, Nigeria. A sample size of 284 lecturers representing 50% of the population was drawn from the population. The simple random sampling technique was used to draw a sample of 50% of lecturers from each of the target institutions in the state.

Research Instrument

The instrument used in this study was the questionnaire, titled: "Promotion and Access to Training and Development Opportunities and Job Commitment Questionnaire". The instrument was divided into three Sections A, B and C. Section A was used to collate data on demographic profile of Heads of Department such as name of institution and department. Section B comprised five parts, namely: Promotion and Access to Training and Development Opportunities. Section C measured lecturers' job commitment. All the items were rated on a four-point scale, namely: Strongly Agreed-4, Agreed -3, Disagreed -2 and Strongly Disagreed -1.

Validation and Reliability of Research Instrument

The face validity was performed on the questionnaire. The split-half reliability procedure was adopted for the study. This was done by administering copies of the questionnaire to a group of 10 lecturers from a private university outside the study area and was chosen in order not to include participants who were included in the main administration of the instrument. A response rate of 284 (100%) was recorded.

Data Analysis

The research Questions was descriptively analyzed using mean (\bar{X}). A mean score of 2.50 was used as the benchmark for determining the levels of lecturers' promotion and access to training and development opportunities in Private Universities in Edo State. This was obtained by adding up the four (4) Likert scales such as Strongly Agreed-4, Agreed -3, Disagreed -2 and Strongly Disagreed -1. Pearson's Product Moment Correlation Coefficient (PPMCC) Statistic was used to test Research Hypotheses 1 and 2, All the Hypotheses were tested at a 0.05 level of significance. Please note that the decision rule are as follows: Pearson r- coefficient $\pm .00 - .39$ = Weak relationship, Pearson r- coefficient $\pm .40 - .69$ =Moderate relationship, Pearson r- coefficient $\pm .70 - .99$ =Strong relationship, and Pearson r- coefficient ± 1.00 = Perfect relationship.

Result

Research Question: What is the levels of lecturers' promotion and access to training and development opportunities in Private Universities in Edo State?

Table 1: Mean Scores on the Levels of Lecturers’ Promotion and Access to Training and Development Opportunities in Private Universities in Edo State, Nigeria.

s/n	Staff Promotion	\bar{X}	Remarks
1.	I get promoted as at when due.	2.50	Agreed
2.	I have not been denied my promotion to any cadre or rank upon due date.	2.46	Disagreed
3.	My colleagues do not complain of been delayed their promotion in my universities.	2.49	Disagreed
4.	Benefits accrued to my promotion are often paid as at when due.	2.45	Disagreed
5.	The promotion committees does not delay in the appraisal of lecturers in my university.	2.48	Disagreed
6.	I get promotions to the next levels when necessary requirements are met.	2.88	Agreed
Mean score = 2.54			
Access to Training			
7	Seminars for teachers.	2.71	Agreed
8	National conferences.	2.35	Disagreed
9	International conferences.	2.30	Disagreed
10	Workshop for teachers.	2.14	Disagreed
11	Computer training and ICT literacy programme for teachers.	2.01	Disagreed
12	Symposium.	2.23	Disagreed
Mean score = 2.29			

Note. N = 284, *Significant Mean ($X \geq 2.50$)

Table 1 showed that majority of the respondents agreed on items 1, 6, 7,17, 18,20,21, 22 and 23 at a mean score ranging from 2.50 to 2.88 and disagreed on items 2, 3, 4, 5, 8, 9, 10, 11, 12, 19 and 23 at a mean score range of 1.77 to 2.48 respectively. However, result from the table further showed that the mean score of items 1 to 6 on staff promotion was 2.54, the mean score on items 7 to 12 on access to training was 2.29 the mean score on items 13 to 18 on availability of human resources was 2. 23, the mean score on items 19 to 24 on availability of staff welfare was 2.52. Hence, the result showed that access to training and availability of human resources were the challenges mostly faced by lecturers in Private Universities in Edo State, Nigeria.

Hypotheses Testing

Research Hypothesis 1: There is no significant relationship between promotion and lecturers’ job commitment in Private Universities in Edo State.

Table 2: Pearson’s Correlation on the Relationship between Promotion and Lecturers’ Job Commitment in Private Universities in Edo State.

Variables	N	\bar{X}	SD	r	p	Level of Sig.	Decision
Promotion	284	2.54	.876	-.411**	.003	.05	Hypothesis Rejected
Lecturers’ Job commitment		2.49	.462				

Note. * *r*-coefficient is significant at 0.05 level.

Table 2 shows that the Mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=284) were $\bar{X} = 2.54$ and $SD = .876$ for promotion and 2.49 and .462 for lecturers' job commitment respectively, while the Pearson correlation coefficient of $-.411$ was statistically significant; since the probability (p) value was less than the level of significance at which the null hypothesis test was conducted ($p > .00$ at $.05$). Therefore, the null hypothesis was rejected. This indicates a significant relationship between promotion and lecturers' job commitment in Private Universities in Edo State, Nigeria.

Research Hypothesis 2: There is no significant relationship between access to training and development opportunities and lecturers' job commitment in Private Universities in Edo State.

Table 3: Relationship Analysis between Access to Training and Development Opportunities and Job Commitment of Lecturers in Private Universities in Edo State

Variables	N	\bar{X}	SD	r	p	Level of Sig.	Decision
Access to training and development opportunities	284	2.29	.646	-.644	.002	.05	Hypothesis rejected
Lecturers Job Commitment		2.49	.462				

Note. * *r-coefficient is significant at 0.05 level.*

Table 3 showed that the mean (\bar{X}) and Standard Deviation (SD) of the respondents (N=284) were $\bar{X} = 2.29$ and $SD = .646$ for access to training and development opportunities and 2.49 and .462 for lecturers' job commitment respectively while the Pearson's correlation of $-.644$ was statistically significant, since it was greater than the value of 0.000. Therefore, the null hypothesis was rejected. This indicates a significant relationship between access to training and development opportunities and job commitment of lecturers in private universities in Edo State.

Discussion

The result showed that staff promotion and access to training and development were the challenges mostly facing lecturers in private universities in Edo State. The result is in line with that of Dalluay and Jalagat (2016) who found that, leadership styles significantly affected job commitment in selected small-scale businesses in Cavite, Philippines. The result agrees with that of Ukaidi (2016) that democratic leadership style had significant positive relationship with job commitment. The result supports that of Anyango (2015) who found that leadership style (democratic) had a positive significant influence on employee commitment. The result corroborates that of Saasongu (2015) that leadership styles exert a positive but insignificant effect on job commitment while autocratic leadership style had a positive significant effect on job commitment. The result is in line with that of Kiboss and Jemiryott (2014) who found that autocratic leadership style affected teachers' job satisfaction and school job commitment.

The result showed that there was a significant relationship between staff promotion and job commitment of lecturers in private universities in Edo State. The result is in line with that of Saka and Haruna, (2013) who found that staff development programmes collectively increases, the job commitment of staff tends to be higher. The result is in line with that of Abomeh and Nwakoby (2015) who found that for organisation to achieve optimum returns from her investment, there is the need to develop on-job training programs and effectively managed training of employees which is the most vital asset of organisations and the dynamic of their commitment. The result agrees with that of Emeti (2015) who found that on-job training programme has significant influence on job commitment of employees.

Conclusion

Based on findings, the researcher concluded that leadership style of Heads of Department, staff promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services are challenges confronting lecturers' job commitment in Private Universities in Edo State. This indicates that lecturers' job commitment can be attributed to leadership styles of Heads of Department, promotion, access to training and development opportunities, shortage of human resources and shortage of staff welfare services

Recommendations

Based on the findings, the following recommendations were made:

1. Head of Department should employ a mix task of both democratic and autocratic leadership styles to promote efficient job commitment, congenial climate, high morale among members of the various unions of the university.
2. The Governing Council of universities should encourage functional communication network and promote free information flow across department. This would help to secure an atmosphere of mutual trust, promote prompt resolution of grievances and encourage cordiality in relationship among management, employee, students and the university entire community.

References

- Abomeh, O.S., & Nwakoby, N. P. (2015). Effects of Training on Employees' Productivity in Nigeria Insurance Industry. *British Journal of Economics, Management & Trade*, 7(3), 227-235.
- Adeoye, A. O., & Fields, Z. (2014). Compensation management and employee job satisfaction: A case of Nigeria. *Journal of Social Science*, 41(3), 345-352.
- Ajadi, T. O. (2021). Private universities in Nigeria- The challenges ahead. *America Journal of Scientific Research*, 10(7), 15-24.
- Asiyai, R.I., & Oghuvbu, E. P. (2009). An empirical analysis of the causes and challenges of quality in higher education in Nigeria in the 21st Century: Possible solutions to decline in quality of tertiary education in Delta State, Nigeria. *Journal of Sociology and Education in Africa* 8(2), 1-13.
- Emeti, C. I. (2015). The effects of training/development on the performance of paint manufacturing firms in Rivers State. *European Journal of Business and Social Sciences*, 4(3), 66-74.
- Iyida, M. N. (2015). The effect of increase in wage and fringe benefit on the productivity of workers in Nigeria: A case study of Federal Ministry of Transport, Enugu, Nigeria. *Journal of Research in Humanities and Social Sciences*, 3(1), 13-18.
- Jacob, O. N., Samuel, A., & Pajo, W. (2022). Staff development programme for primary education teachers in Nigeria: Challenges and ways forwards. *International Journal of Marketing & Human Resource Research*, 1(01), 52-63.
- Johnson, R.A., Houmanfar, R., & Smith, G.S. (2010). The effect of implicit and explicit rules on customer greeting and productivity in a retail organization. *Journal of Organizational Behaviour Management*. 30 (1), 38-48.
- London, M., & Smither, J. W. (1999). Empowered self-development and continuous learning. *Human Resource Management*. 38(1), 3-15.
- McMahon, B. (2007). *Job commitment, relationship commitment and their association with attachment style and locus of control*. An unpublished M.Ed Thesis submitted to the School of Psychology, Georgia Institute of Technology
- Ngwama, J. C., & Ogaga-Oghene, J. O. (2022). Leadership change and employee commitment. An empirical study of transformational and transnational leadership style in a University. *International Journal of Economic Behavior*, 12(1), 101-121.
- Obasanmi, S. A (2003). *Descriptive and inferential statistics*. Ibadan: Lukman Ventures
- Okoye, P., & Dike-Aghanya, A. A. (2021). Effects of perceived leadership style and organizational

commitment on job satisfaction among non-teaching employees of Federal Universities in South-East Nigeria.

- Orunbon, N. O., & Modupe, I. P. M. (2021). School organizational silence, teachers' job commitment and productivity in Senior Secondary Schools Education District I of Lagos State, Nigeria. *Journal of Educational Sciences*, 5(3), 569-583.
- Osibanjo, O. A. Adeniji, A. A. Falola, H. O., & Heirsmac, P. T. (2014). Compensation packages: a strategic tool for employees' performance and retention. *Leonardo Journal of Sciences*. 25 65-84.
- Owan, V. J., Odigwe, F. N., Okon, A. E., Duruamaku-Dim, J. U., Ubi, I. O., Emanghe, E. E., & Bassey, B. A. (2022). Contributions of placement, retraining and motivation to teachers' job commitment: Structural equation modelling of the linkages. *Heliyon*, 8(4),