

**LECTURER COMPENSATION, JOB COMMITMENT AND GOAL ACHIEVEMENT IN
STATE COLLEGES OF EDUCATION, NORTH-CENTRAL NIGERIA**

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07/25OE159**

**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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DECLARATION

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CERTIFICATION

This is to certify that this research was carried out by SULYMAN, Kamaldeen Olohundare (07/25OE159) and has been read and approved as meeting part of the requirements for the award of the Degree of Doctor of Philosophy (Ph. D.) in Educational Management, in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria

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DEDICATION

This project is dedicated to my late friend, ABDULKARIM, Abdullahi for his support towards the development of my life. May Allah continue to shower His blessings upon his soul. Amin.

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ABSTRACT

Compensation of lecturers which serves as a basis for their job commitment and consequently leads to goal achievement of the State Colleges of Education, North-central Nigeria has been found to be at the low ebb. Hence, this study examined lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The objectives of the study were to: (i) investigate the level of compensation provided to the lecturers; (ii) assess the level of lecturers' commitment to the job; (iii) determine the level of goal achievement; and (iv) examine the relationship between salary and lecturers' job commitment.

The study adopted a descriptive research design of correlation type. The population of the study comprised 2,015 lecturers in all the 10 State Colleges of Education, 2,602 Principals and 13,643 Head Teachers in all the public Basic Schools respectively in North-central Nigeria. Random sampling technique was used to select three (Kwara, Kogi and Niger) out of the seven states in the Geopolitical Zone while purposive sampling technique was used to select all the six State Colleges of Education in the sampled states. Proportional sampling technique was used to select 289 out of the 1,144 in the selected Colleges of Education, 299 out of the 1,331 Principals and 363 out of the 6,589 head teachers of basic schools in the selected states. Lecturer Compensation Questionnaire (LCQ), Job Commitment Questionnaire (JCQ) and Goal Achievement Questionnaire (GAQ) were used to collect data for the study. The LCQ, JCQ and GAQ were validated with reliability coefficients of 0.72, 0.78 and 0.90 respectively. Of the 951 copies of the questionnaire administered, 777 were completed and used for analysis. Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient (PPMCC) were used to analyse the data at 0.05 level of significance. The benchmark (mean scores) for determining the level of lecturer compensation, job commitment and goal achievement was 1.00-2.44, low; 2.45-3.44, average; 3.45-4.44, high and 4.45-5.00, very high.

The findings of the study were that:

- i. the level of compensation provided to lecturers was low ($\bar{X} = 2.12$);
- ii. the level of lecturers' commitment to the job was average ($\bar{X} = 2.68$);
- iii. the level of goal achievement was average ($\bar{X} = 2.55$); and
- iv. there was a significant relationship between salary and lecturers' job commitment ($r = .586, p < 0.05$).

The study concluded that adequate compensation contributes to the enhancement of lecturers' job commitment which would consequently facilitate actualisation of institutional goals in the State Colleges of Education, North-central Nigeria. The implication of the study is that if lecturers are well compensated, it would enhance their job commitment and consequently lead to goal achievement. The study recommended that state governments should intensify their efforts by paying more attention to lecturer compensation through the prompt and adequate payment of salary, timely promotion, provision of affordable health services and improved training opportunities.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers are the tripod of the educational system irrespective of the level. This is because no matter the adequacy of non-human resources (classrooms, libraries, laboratories, tables and chairs, textbooks, internet facilities and teaching aids) provided in schools, the goals of education would be difficult to achieve, unless teachers conscientiously exert their efforts. Colleges of Education play important role in nation-building, because they are saddled with the responsibility of producing qualified and competent teachers for the basic schools in Nigeria. For these institutions to continually achieve this goal, lecturers who are to train students to become qualified and competent teachers need to be well compensated by the government, to make them develop high commitment towards their job.

It was observed by the researcher that a few years ago, inadequate compensation of lecturers has been persistent in some State Colleges of Education in Nigeria; and this could affect lecturers' job commitment which ultimately might hinder goal achievement of these institutions. For example, Kwara State College of Education, Oro embarked on industrial action in May, 2016 because they were owed 10-month salaries. Kwara State College of Education, Ilorin followed the suit in October, 2017 over non-payment of their five-month salaries (National Pilot, 2017; The Punch, 2016). The Colleges of Education owned by Kwara State (Ilorin, Lafiagi and Oro) also went on strike in June, 2018 over non-payment of their backlog of salaries, promotion and non-implementation of promotion benefits that accrued to them since 2013 (Daily Post, 2018). Plateau

State Colleges of Education went on strike in September, 2018 because the state government did not fulfill its promise of clearing the backlog of salaries owed members of the staff before the end of year 2016 (The Nation Newspaper, 2018). Also, Nasarawa State College of Education, Akwanga went on strike in February, 2019 over non-implementation of their four-year promotion areas since four years (The Herald, 2019). These scenarios could affect job commitment of the lecturers which might eventually lead to habits like refusal to go to the lecture rooms, ineffective teaching, absenteeism or absconding from work which would later affect goal achievement of the institutions.

In recent times, the commitment of some lecturers in the State Colleges of Education, North-central Nigeria has not been adequate. As gathered from some students in these institutions, some of their lecturers do engage in other services at the expense of their official duties, to earn them additional money to sustain their lives. This is a sign of inadequate commitment which could be as a result of inadequate compensation of lecturers by the state governments. Also, it was discovered 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; while some lecturers who have not got better offer remained in the service of the institutions with poor commitment. This could hinder the institutions' goal achievement. Islam and Ismail (2008) opined that, an organisation with no attractive compensation system for its employees would not achieve effective operation and the stated goals might not be well actualised. Therefore, every organisation needs to give compensation of its workforce a priority. Musa (2016) stated that in some state-owned institutions in Nigeria, lecturers have not been well-compensated. This has caused intermittent strikes of different forms which could affect realisation of the stated goals of

these institutions. Ololube (2004) opined that adequate compensation could encourage lecturers to effectively perform their job in a way which could facilitate goal realisation.

Commitment is an affective response and the degree of loyalty which employees display towards the organisation. The level at which employees are committed to the organisation contributes a lot to the level of goal achievement (Ongori, 2007). Commitment of the lecturers is a key to realising the goals of the Colleges of Education. Unless the lecturers display high level of commitment, the goals would not be smoothly achieved (Oshegbemi, 2003). Lecturers are important in higher institutions of learning. When the level of their commitment is high, they would be eager to contribute their time and energy to actualising the stated goals (Hunjra, Ali, Chani, Khan & Rehman, 2010). The ultimate goal of the Colleges of Education is production of competent and qualified teachers for the basic schools. Unless lecturers are adequately compensated, it might be difficult to realise this goal (Nelson, 2017). Lecturers in some Colleges of Education owned by state governments in Nigeria are currently facing the challenge of inadequate compensation in the aspects of salary and allowances payment, promotion and the likes. This could not only affect lecturers' dedication to job negatively but hinder smooth actualisation of the stated goals of these institutions (Umaru & Ombugus, 2017). Ability of the higher institutions of learning to harness lecturers' job commitment in Nigeria depends on how the government compensates lecturers (Obwogi, 2011). Before, the state governments adequately compensated the Colleges of Education lecturers with regular salaries, timely promotion, prompt payment of allowances, adequate capacity building and provision of conducive working environment. Adequate provision of all these assisted in enhancing lecturers' commitment and also facilitated effective actualisation of the institutional goals; but in recent times, reverse is the case. Adequate compensation coupled with high level of lecturers' job commitment is very

significant to goal achievement of the institutions. When lecturers are not adequately compensated, actualisation of the stated goals could be a mirage. That is, building castles in the air (Obe, 2009). The fore-going discussions have shown that lecturer compensation and job commitment are needed to realise the goals of the State Colleges of Education. Without adequate compensation, lecturers' job commitment might not be adequately harnessed; job performance could be hampered, thereby leading to the production of graduates who are not well grounded in all that is required to be effective teachers. It is on this basis that this study examined the relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria.

Statement of the Problem

Colleges of Education in Nigeria are expected to provide experienced basic school teachers who are disciplined, dedicated, knowledgeable, skilled and possess attitudes that would enhance realisation of the country's goals (Federal Government of Nigeria, 2012). However, some occurrences in some public basic schools across the country have put one in doubt as to whether these goals are being adequately achieved or not. For instance, based on the researcher's observation and the information gathered from the principals and the head teachers of some public basic schools in Kwara State, the knowledge and skills of some teachers (recent graduates of the State Colleges of Education who are already on the field) are not adequate, as they find it hard to explicitly explain concepts while imparting knowledge to the learners.

Also, discipline and dedication of some of these teachers have not been encouraging, as it is conspicuously manifested in their attitudes: poor lesson note preparation, lateness to school, absconding from work, absenteeism from work and lackadaisical attitudes towards the update of

school records. Based on what was observed in these teachers, there is an indication that the stated goals have not been well-actualised; and this probably could be as a result of ineffective compensation and poor job commitment of the lecturers who taught them while they were in schools. Many researchers have carried out studies which are related to the variables of this study. For instance, Aina, Adeyeye and Ige (2012) examined organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. Osibanjo, Adeniji and Falola (2014) conducted a study on compensation packages: A strategic tool for employees' performance and retention in selected private universities in Ogun State, South-west, Nigeria. Salary, bonus, incentives, allowances and fringe benefits were used as measures of compensation. Olasumbo (2014) investigated lecturers' job commitment and job performance: Leadership implications for Nigerian higher education development. Muguongo, Muguna and Muriithi (2015) investigated effects of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya.

Furthermore, Abdulkareem, Sheu and Kayode (2015) carried out a study on corporate culture and university goal achievement in South-west Zone, Nigeria. Mathew and Dauda (2015) examined the impact of effective communication on goal achievement in Nigerian polytechnics. Pepra-Mensah, Adjei and Agyei (2017) investigated the effect of compensation on basic school teachers' job satisfaction in the Northern zone: The case study of Ghana. Lumbanraja, Salim and Gultom (2017) also carried out a study on effect of compensation, organisational culture and Islamic work ethics on lecturers' job satisfaction in private Islamic universities, Indonesia. However, based on researcher's knowledge, none of these previous studies focused on the relationship among lecturer compensation, job commitment and goal achievement in State Colleges of Education, North-central Nigeria and this is the gap which this study filled.

Purpose of the Study

The study was carried out to investigate the relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. Specifically, the study

- i. investigated the level of compensation provided to the lecturers;
- ii. assessed the level of lecturers' commitment to the job;
- iii. determined the level of goal achievement;
- iv. examined the relationship between salary and lecturers' job commitment;
- v. investigated the relationship between promotion and lecturers' job;
- vi. assessed the relationship between health services and lecturers' job commitment;
- vii. determined the relationship between training opportunities and lecturers' job commitment;
- viii. examined the relationship between lecturers' affective job commitment and goal achievement;
- ix. investigated the relationship between lecturers' continuance job commitment and goal achievement; and
- x. determined the relationship between lecturers' normative job commitment and goal achievement all in the State Colleges of Education, North-central Nigeria.

Research Questions

The following research questions were raised to guide the conduct of the study:

- i. What is the level of compensation provided to the lecturers?

- ii. What is the level of lecturers' commitment?
- iii. What is the level of goal achievement all in the State Colleges of Education, North-central Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the conduct of the study:

Main Hypothesis

H₀: There is no significant relationship among lecturer compensation, job commitment and goal achievement.

Operational Hypotheses

H₀₁: There is no significant relationship between salary and lecturers' job commitment.

H₀₂: There is no significant relationship between promotion and lecturers' job commitment.

H₀₃: There is no significant relationship between health services and lecturers' job commitment.

H₀₄: There is no significant relationship between training opportunities and lecturers' job commitment.

H₀₅: There is no significant relationship between lecturers' affective commitment and goal achievement.

H₀₆: There is no significant relationship between lecturers' continuance commitment and goal.

H₀₇: There is no significant relationship between lecturers' normative commitment and goal achievement all in the State Colleges of Education, North-central Nigeria.

Scope of the Study

The study examined the relationship among lecturer compensation, job commitment in State Colleges of Education, North-central Nigeria. Three, out of the seven states including Federal Capital Territory in the geopolitical zone and six out of the 10 State Colleges of Education were used in the study. The respondents for the study were two hundred and eighty-nine Lecturers, 299 Principals and 363 Head Teachers of public Basic Schools. Measures of lecturer compensation were limited to salary, promotion, health services and training opportunities for lecturers; job commitment was measured using affective, continuance and normative commitment; while the measures of goal achievement were based on dedication, discipline, knowledge and skills of teachers (graduates of the State Colleges of Education) in North-central Nigeria. Researcher-designed questionnaires entitled Lecturer Compensation Questionnaire (LCQ), Job Commitment Questionnaire (JCQ) and Goal Achievement Questionnaire (GAQ) were used to collect data for the study while Mean, Standard Deviation, Path Analysis and Pearson product-moment correlation statistic were used to analyse the collected data.

Significance of the Study

It is hoped that the findings of the study would benefit the state governments, lecturers, provosts of the Colleges of Education, basic schools and other researchers in the field of education.

The outcome of the study would give the state governments more insight into the roles played by compensation (salary, promotion, training opportunities, and health services) in

facilitating goal achievement in their Colleges of Education. With the findings of this study, state governments could be more motivated to improving upon its attention to the lecturer compensation in these institutions.

The findings of the study would also be significant to the lecturers in the sense that if the government gives more priority to compensation, it would add more quality to their lives. Also, when state governments pay more attention to compensation, it could enhance commitment of the lecturers which would consequently lead to realisation of the stated goals of State Colleges of Education.

The findings of the study would be of great help to the provosts of the State Colleges of Education. This is because when the state governments give more priority to compensation and lecturers improve their commitment to the job, it would help the provosts to record huge success in the actualisation of the goals for which the institutions are established. Basic schools would benefit from the outcome of the study. When the state governments adequately compensate the lecturers in the State Colleges of Education and lecturers also improve job commitment, the institutions could succeed in producing teachers with adequate knowledge, skills, dedication and discipline for the basic schools (primary and junior secondary schools). This could also facilitate realisation of improved students' academic performance at this level of education.

It is hoped that the findings of the study would serve as a reference point to other researchers in Educational Management and other fields in education who may want to conduct studies related to this study.

Operational Definition of Terms

The following terms were operationally defined as used in the study.

Lecturer Compensation: both financial and non-financial rewards provided to lecturers in State Colleges of Education, North-central Nigeria. In this study, compensation was limited to salary, promotion, health services and training opportunities made available for lecturers.

Job Commitment: the psychological feelings of lecturers in State Colleges of Education, North-central Nigeria towards their job. In this study, it covered affective, continuance and normative commitment.

Goal Achievement: the extent to which State Colleges of Education, North-central Nigeria have produced graduates who are disciplined, knowledgeable and skilled and dedicated to the teaching job.

Salary: the fixed amount of money paid monthly to lecturers in the State Colleges of Education, North-central Nigeria. In this study, the regularity and adequacy of the salary being paid to lecturers were examined.

Promotion: the movement of lecturers in state Colleges of Education, North-central Nigeria from a lower level to a higher level. In this study, conditions attached to promotion of the lecturers were investigated.

Health Services: activities carried out by the governments to enhance mental and physical fitness of the lecturers in the State Colleges of Education, North-central Nigeria. These included health insurance scheme and provision of well-equipped sick bay for lecturer use.

Training Opportunities: the extent to which lecturers in the State Colleges of Education, North-central Nigeria were sponsored by the state governments in North-central Nigeria to attend seminars, workshops and conferences to enhance their instructional delivery.

Affective Commitment: the willingness of lecturers of the State Colleges of Education, North-central Nigeria to remain in the service of the institutions because they considered it a sense of responsibility.

Continuance Commitment: the feeling of lecturers to remain in the service of the State Colleges of Education, North-central Nigeria considering what they might likely lose, if left the system in terms of prompt payment salary, internet facilities and conduciveness of the working environment.

Normative Commitment: the desire of the lecturers to remain in the service of the State Colleges of Education, North-central Nigeria, considering it as a moral right.

Principals: highly experienced and long serving teachers appointed to manage public primary schools in Nigeria from basic 7 to 9.

Head teachers: highly experienced and long serving teachers appointed to manage public primary schools in Nigeria from pre-basic to basic 6.

Basic Schools: the public places in Nigeria where elementary education is given to pupils from pre-basic to basic 9.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on review of related literature to this study and it was discussed under the following sub-headings:

Theoretical Framework

Concept of Lecturer Compensation

Concept of Job Commitment

Concept of Goal Achievement

Lecturer Compensation and Job Commitment

Job Commitment and Goal Achievement

Conceptual Framework

Empirical Studies on Lecturer Compensation, Job Commitment and Goal Achievement

Appraisal of Literature Reviewed

Theoretical Framework

This study was premised on two theories of motivation. They are:

- i. Two-factor theory; and
- ii. Vroom's expectancy theory.

Two-factor theory: this theory was propounded by Fredrick Herzberg in 1959. The theory was considered necessary for this study because it deals with human motivation; and compensation revolves around motivation of lecturers in the State College of Education in North-central Nigeria. According to the theory, the factors which motivate employees in an organisation are separated into two, namely: Motivating factors which lead to satisfaction and hygiene factors which cause dissatisfaction. The motivators include responsibility, advancement, growth, work itself, recognition and achievement; while the hygiene factors cover salary, relationship with peers, relationship with boss, work conditions, security, company policy and supervision. When motivating factors are present in an organisation, it can lead to satisfaction; and when hygiene factors are not present, it can create dissatisfaction but the two factors do not connote opposites of each other (Saiyadain, 2009).

The same way employees in other organisations need motivation, so also lecturers need to be adequately motivated so that their official duties can be effectively performed. Based on this, salary is a hygiene factor. When it is not paid at the right time or lecturers are owed backlog of salaries, there is no doubt that they would develop high level of dissatisfaction towards the job; hence, goal achievement is hindered. This is because salary is the only monthly stable compensation which lecturers expect from the employers, to make them capable of satisfying their physiological needs (food, clothing and shelter) and to take proper care of their families.

Also, training opportunities, promotion and health services are categorised under motivating factors. Training opportunities give lecturers the chance to acquire more skills, knowledge and techniques needed to be more effective in job performance; promotion leads to pay increment and higher recognition while health services promote physical and mental balance. When salary, promotion, health services and training opportunities are regularly and adequately provided to the lecturers, it would not only boost their morale to effectively perform their job but also facilitate effective realisation of the institutions' goals. Hence, to ensure that motivating factors and hygiene factors postulated by Herzberg in his two-factor theory are properly handled in the State Colleges of Education, governments need to adequately compensate lecturers.

Expectancy theory is the second theory of motivation which this study hinges upon and it was postulated by Victor Vroom in 1964. According to Vroom, motivation is the output of expectancy, instrumentality and valence. The theory has four assumptions:

- i. people join organisations with anticipations about their desires and motivations;
- ii. an individual's behaviour is predetermined by conscious choice he makes. That is, the expectancy calculations make people to choose certain behaviours;
- iii. people expect various things from the organisation (e.g. good salary, job security, advancement, and challenge); and
- iv. to optimise outcomes for themselves, people will choose among available alternatives.

Lunenburg (2011) stated that an individual would be motivated when there is possibility that effort would yield acceptable performance (expectancy); performance would lead to reward (instrumentality); and the level at which the reward is absolutely positive (valence). Parijat and Bagga (2014) stated that, expectancy theory focuses on the cognitive processes which influence enthusiasm of workers in organisations. This is based on connectivity among three factors

(expectancy, instrumentality and valence). This theory is akin to this work in the sense that it deals with the process through which motivation occurs to the employees in organisations. However, lecturers are employees and Colleges of Education are institutions which have specific goals to achieve. For these goals to be achieved, the proprietors of these institutions must make the lecturers have the confidence that their efforts will result in performance (expectancy), performance will bring about rewards/work outcomes (instrumentality), and reward/work outcomes will lead to the attainment of their personal goals. When this flow is totally or partially disconnected, job performance of lecturers would be ineffective and this could affect realisation of the goals of the institutions

Concept of Lecturer Compensation

Compensation of the employees is a significant phenomenon, because it determines employees' job commitment. Ivancevich (2004) defined compensation as a component of what a human resource manager does in an organisation, which specifically focuses on every type of rewards provided to the personnel by the employer in exchange for their positive contributions to the organisation. This is necessary to make the employees more committed to the realisation of the stated goals. Compensation refers to some basic features which make employees satisfied on the job among which include incentives, allowances, salaries, bonuses, promotion and recognition (Martineau, Lehman, Matwa, Kathyola & Storey, 2006; Werner, 2001). In the opinion of Osibanjo, Pavithra and Adeniji (2014), compensation means the benefits workers get in return for performing organisational tasks. It covers wages, salaries, bonuses or commission, housing allowances, incentive bonus, meal allowances, medical benefits, utility allowances, shift allowances, hospitalisation expenses, out of station allowances, vehicle loan benefits, annual leave allowances and car basic allowances.

Compensation covers direct cash payment, indirect payments in terms of incentives to boost employees' morale, in order to effectively perform their job. A good compensation scheme is a good stimulator. Lecturers as indispensable elements of the higher institutions of contribute vital roles in achieving the goals of these institutions. Therefore, it is imperative for every management of higher institutions of learning to ensure that lecturers are adequately compensated (Teeseema & Soeters, 2006).

Furthermore, Osibajo, Adeniji and Falola (2014) believed that, ability of an organisation to appropriately attract and keep experienced and effective employees; depends on how it compensates them. Wasiu and Adebajo (2014) opined that, in a school system, it is highly necessary for the administrator to develop the most suitable incentives and good reward system to facilitate actualisation of success of the organisation. Effectiveness of workers is hinged on some determinants such as managerial factors, interpersonal relationship among the employees, adequacy of equipment and a host of others. However, the roles played by compensation in determining workers' effectiveness in an organisation cannot be over-emphasised (Stajkovic & Luthans, 2006). The basic fact in compensation is that, it provides income and other forms of benefits to the employees and incurs some costs on the employer but constitutes greatly to the goal attainment of the organisation (Martocchio, 2011). Compensation is a great determinant of any employee-employer relationship and it is a factor with references to monthly pay and other rewards which employees are entitled to, in accordance with the conditions of service (Osibanjo, Pavithra & Adeniji (2014).

Robbins, Judge and Sanghi (2009) viewed compensation as a very significant factor because it assists the organisation to achieve commitment and dedication of workers thereby resulting in effective realisation of goals. Positive behaviour of employees can be maintained in any organisation via attractive compensation. Compensation of the employees varies from one organisation to the other. Compensation could be referred to as employee remuneration. It plays a crucial role in the life of workers. Compensation packages provided to workers have significant impacts on their morale and commitment to the organisation. Well-compensated workers could have higher remarkable performance or productivity and promotion of ethical practices within the organisation than those ones who are poorly compensated (Qureshi & Sajjad, 2015). As observed by Mustafa and Othman (2010), compensation is an indispensable part of the lecturers because it usually motivates them to be committed to their job. Salisu, Chinyio and Suresh (2015) asserted that compensation is imperative because it provides high level of motivation to the lecturers and it directly influences the goal achievement of an organisation. Employees usually give compensation a central focus because it shows how their employers value them in the organisation. Ciarniene and Vienazindiene (2010) observed that employees would not effectively perform their jobs without return for the labour as postulated by classical theory that, the return for labour is reward. Therefore, employees in any organisation including educational institutions are rendering their services, because of compensation they will get. Compensation is a crucial factor which organisation should not handle with levity because it determines the outcomes like workers' performance and productivity, absenteeism and turnover (Onukwube, 2012).

As opined by Bright (2008), workers are usually proud to identify with an organisation when they are well compensated for the services rendered. Indeed, when employees are well treated with good compensation, they would be able to satisfy their needs and this could enhance

their commitment to the job. Salary is a motivating factor but the fact remains that it is not the only factor which motivates the employees. However, other motivating factors such as promotion, training, bonuses, allowances and other intangibles should also be adequately provided to the employees so that their morale could be boosted to perform effectively (Fuhrmann, 2006).

Compensation helps in attaining employees' job commitment and retention. It comprises benefits which attract, encourage and satisfy human resources. Not only that, it helps in realising continuous effective job performance and positive behaviour of the employees towards enhancing competitive advantage of the organisation (Osibajo, Adeniji & Falola, 2014). An organisation with poor compensation packages for the employees could be of lower productivity compared to its counterpart with better compensation packages. The components of compensation in this study were salary, promotion, health services and training opportunities.

Salary is an aspect of lecturer compensation which needs to be given adequate attention by the employers to facilitate effective performance of the organisation. It connotes monthly pay which workers get in an organisation. Salary is a fixed amount of money given to the workers at regular periods in appreciation to their contributions towards the realisation of organisational goals (Surbhi, 2015). According to Odoh (2011), salary is usually based on agreed contract between employers and workers which may be sometimes an individual, group of individuals or government, depending on the ownership of the job. Salary is a fixed amount of money given to the lecturers at regular periods for the duties carried out towards the realisation of organisational goals (Surbhi, 2015). In the opinion of Maduabum (2006), employees whose salary is 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). Oladejo (2017) stated that when lecturers are owed salaries, it could lead to poor lecturers' commitment

and consequently affect goal achievement of the institutions. Adelabu (2003) believed that people join organisation because of the need to actualise an array of goals or to satisfy some needs, lecturers not exempted. Based on this, timely payment of lecturers' salaries is very imperative; for them to satisfy their personal needs and that of their family members. Ezeani (2005) asserted that, ability of an organised enterprise to achieve its goals is determined by how regular employees' salaries are paid. Indeed, the manager may not succeed in actualising the stated goals of the organisation, when salaries are not regularly paid to the employees. Wasiu and Adebajo (2014) asserted that, one of the benefits of regular salary payment is that it helps the organisation to properly retain the competent, committed and highly motivated employees it needs to clinch success. Salary contributes majorly in setting and boosting morale of the workers. Regular salary payment could create productive human resources who are competent, committed and dedicated to the job, which in turn could facilitate effective realisation of the organisational goals (Haryati, 2012). As opined by Muhammad-Rafiq (2012), to achieve effective discharge lecturers' duties and institutional growth, salary needs to be paid to the employees at the right time. Attractive salary package is a significant determinant of employees' job commitment and goal realisation.

Rosser (2012) believed that inadequate or delay in the payment of salaries could cause poor employees' commitment to the job. Kamoh, Ughili and Abada (2013) stated that, some lecturers, out of bid to comfort themselves have introduced all forms of fraudulent tendencies. Some do have some students in their classes who serve as their agents to other students. The agents hint their colleagues after every examinations that sorting of a particular course is in progress, the interested members would then give their registration number and the specified amount for the grade they want. Agburu (2012) opined that, salary is supposed to be timely and adequately given to lecturers. Inadequate and untimely payment of salaries can quickly attract the

anger of lecturers. Salary is very important because without it, life becomes extremely precarious for the employees and members of their families. Employees mostly emphasise on salary because it takes the centre stage as far as compensation provided for them is concerned (Ombugus, 2013). Salary is a significant factor which could affect the overall goal achievement of the Colleges of Education in Nigeria. Hence, government needs to ensure adequate payment of salaries so that lecturers can properly take good care of themselves and their families (Rosser, 2006).

According to Tettey (2008), timely payment of salaries could enhance high morale of employees, to a very large extent. This could enable employees to perform their work smoothly and thus, impact positively on the organisation. Irregular payment of salaries could hamper the commitment and satisfaction of the employees, thereby affecting smooth running of the organisation (Okpara, 2014).

As observed by Sunken (2008), salary and goal achievement are indispensable twin concepts in an organisation. First, salary serves as an effective tool for achieving goal as an end; secondly, salary is an important cause to reaching goal achievement as favourable effects; and lastly, salary is the stimulus to trigger goal achievement as a response. Prompt payment of salary is needed to make employees perform their job effectively just as engines need fuel to operate. This is highly imperative, to ensure that employees are always motivated to do their job in a way which could enhance goal achievement. If an organisation is determined to attract and retain productive, competent and dedicated employees; it has to pay adequate attention to prompt salary among other motivational factors (Manolopoulos, 2008). Irregularity of salaries results in workers' dissatisfaction which could lead to declined job satisfaction, poor attitude to work and pay-related grievances (Muhammad, Hazoor, Nosheen & Masood, 2015).

Promotion is another component of compensation. According to Chris (2009), promotion is a variable of compensation and it helps in motivating employees. It should be noted that, promotion is not only an effective tool for employees' motivation but also a facilitator of fruitful outcomes for the organisation. Lazear (2000) explained that promotion is a movement of employee from a particular cadre to a higher cadre; and it is followed by an increase in task, and bigger compensation. According to McCausland, Pouliakas and Theodossiou (2005), promotion is the process of transferring an employee to a rank with bigger assignments. The issue of promotion is an important aspect of compensation which should not be held with levity by an organisation. Promotion leads to higher movement in terms of status, increased salary and fringe benefits. In some organisations, the duties which employees perform may change when they are promoted (Kalesh, Curley & Stefanov, 2007).

Promotion occurs when an employee is given opportunity to proceed to the point where he performs greater responsibility and get higher pay. It could be said that irregularity or delay in the implementation of the employees' promotion could lower their morale and also affect goals actualisation (Dessler, 2008). Promotion refers to the situation when a worker is given chance to have upward movement in organisational hierarchy, to occupy a place of higher responsibility (Dessler, 2008). Promotion connotes increase in the assignment given to an employee in the organisation. This usually results in increased pay and status and may demand acquisition of more skills to effectively perform the tasks before him or her. The importance of promotion to the employees cannot be over-emphasised; because it helps in improving the confidence which the employees have in their employers, as well as boosting their morale towards effective job performance. Promotion enables an organisation to effectively harness the skills and potential of its employees; thus, good performance is realised (Bohlander, 2004).

Bedfast (2004) stated that, promotion is used as a means of rewarding employees and also a yardstick for determining placement of workers in the positions they fit. Promotion needs be given a thorough consideration because it motivates employees to discharge their duties effectively. 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 or her greater or higher authority, status and better working conditions. Promotion is used to compensate workers for more effective performance and to motivate them for greater efforts.

Promotion is the form of internal mobility of personnel in an organization from one level to another. Promotion is an essential feature of an individual's career. It refers employees' advancement in the organisation which involves a change from one job or position to a higher or better one in terms of status and responsibility. Promotion is usually accompanied with increased monetary compensation and privileges (Prasad, 2010). In the view of Chew (2004), salary alone is not what the personnel need in an organisation, opportunities to progress is also inclusive. When employees are static in their position, they might not be encouraged to be committed to their job and this could affect the success of the organisation. Promotion gives the workers opportunity to grow and it is a motivator which can be utilised to retain employees. Danish (2010) opined that, employees are the most significant of all the resources which every organisation normally has, so they should be given enough opportunity to progress within the organisation. Promotion as a key concept dictates how an organisation is able to retain its efficient, competent and experienced workforce. Employees who receive promotion as and when due could be stimulated and this could assist the organisation to achieve its goals. Lawler (2003) believed that, the survival or

success of an organisation is facilitated by how the workers are treated. One of these treatments is how they are being promoted. When an employee is promoted at the right time, it could help in actualising organizational goals; and reverse could be the case, when they are not timely promoted.

Saharuddin and Sulaiman (2016) opined that, promotion shows a kind of recognition to an employee's performance. An employee who is promoted is expected to have a higher commitment to the job. Promotion of the employees is very crucial, because it helps in ensuring employees' stability of the organisation. Naveed, Usman and Bushra (2011) believed that, promotion usually leads to increased salary; and employees' jurisdiction of authority and control. Promotion gives employees more sense of recognition within the organisation and it could make them more productive. When employees are adequately promoted, they feel motivated to be effective contributors to the success of the organisation.

Adair (2009) elucidated that in any organisational environment, promotion serves as an effective strategy to boosting employees' morale for more effective performance. In any educational institution, promotion makes an employee more recognised and this could facilitate increase in his or her effectiveness and dedication to the job. One of the ways of encouraging employees to effectively perform their duties is by giving them promotion timely. Promotion gives employees higher chances in the organisation. When employees have contributed to the goal achievement of an organisation over a particular time; as a way of compensating them, they should be given promotion, so that their monthly take home can be increased (Cook & Crossman, 2004; Caruth & Humphreys, 2008; Prowse & Prowse, 2009; Macey, Schneider, Barbera & Young, 2009).

Workers tend to be more dedicated to their jobs when there is certainty that their employer would give them opportunity to be more recognised and advanced on the job in terms of promotion. Contrarily, if they are stagnant in the organisation, they would feel less motivated and it could make them think of seeking greener pasture elsewhere (Tuwei, Matelong, Boit & Tallam, 2013). Employees' commitment could be high when they have confidence that the organisation does not play with their promotion. In this situation, they would feel motivated to perform their job in a way which could enhance goal achievement (De Souza, 2002).

Health services: health is very significant because employees cannot be productive when they are not healthy. Adegboye (2005) defined health services as primary medical care provided by the employers to their employees, so as to keep their body and mind in a stable situation. Employees need to be physically and mentally fit, in order to perform their job effectively, so that the stated goals can be realised. This makes health services to the employees a necessity in an organisation. It is imperative that every organisation is committed to providing health services to the workers, because of its significant influence on the goal achievement. An organisation with employees with poor health status would find it cumbersome to smoothly achieve its goals like its counterpart with employees with good health status. Sadiku (2007) stated that, health services provision is a good initiative which every organisation needs to prioritise, because it contributes significantly to the wellbeing of workers. When employees are not physically and mentally fit; their job performance would not be effective, hence productivity of the organisation continues to wane. Sanusi (2008) believed that, health service is a significant aspect of compensation, because it helps in maintaining employees' body balance. According to Sadiku (2007), health care is an important aspect of employee compensation in an organisation, because no organisation can achieve the stated goals when its employees are not healthy.

In the same vein, Sanusi (2008) opined that, provision of health services to the employees is very essential, because it contributes to the improvement of their health status. This is very necessary, because unless workers are healthily balanced, effective job performance cannot be realized; hence, difficulty in the actualisation of organisational goals. Commitment to providing health services to the employees is very vital, because of its productive benefits to the success of the organisation. Employees' health needs to be maintained, to make them physically and mentally fit to contribute their quota towards realisation of the stated goals of the organisation.

Khanka (2008) observed that workers' physical health and organisational success work are inseparable; while an unhealthy employee works less quantitatively and qualitatively compared to the set standard, commits accidents and remains absent from work, a healthy employee produces results opposite to these. Mental health refers to the mental soundness. Friday (2003) opined that, health services refer to any function aimed at treating employee's injury, illness or disability. It could also mean all sorts of medical care which an organisation gives to its workers, to make them fit to perform their job. The fact that no employee can perform effectively with poor health status necessitates adequate provision of quality medical care to the employees. Ogunlana (2006) elucidated that, health care services refer to the maintenance or improvement of the employees' health via the diagnosis, treatment and prevention of disease, illness, injury, and other physical and mental impairments. Medical care provision is very necessary in an organisation, because it helps to realise the health needs of the workers, required for effective job performance. As observed by Khanka (2008), health service is very necessary in an organisation, because it helps in the reduction of absenteeism and turnover, accidents and occupational diseases.

The issue of health services needs adequate attention in an organisation, because it helps in maintaining and improving the employees' performance, reducing employees' absenteeism and

turnover, minimising industrial unrest and indiscipline, and improving employees' morale and motivation. Inadequate attention to health services could result in chemical, biological, psychological and environmental hazards (Benjamin, 2004). In an institution of learning, health services should be adequately provided for the lecturers through establishment of school clinics, periodic medical examination and health insurance scheme to reduce the burden of heavy medical expenses in case of serious illness (Khanka, 2008). Health is related more to the role of working environment in preventing illness and disease (Abass, 2005).

Health services include all the efforts put forward by the employer to improve the body and mental situation of the employees. When workers' bodies and minds are not in a balanced situation, it would affect organisational success negatively. To provide quality health care services in an organisation; doctors, nurses, laboratory scientists, counselors, drugs and medical instruments should be adequately made available. Henderson (2002) believed that health services contribute to organisational effectiveness. Employees are the engine room of any organisation and unless they are bodily and mentally balanced, they would not be productive as expected. Samson (2007) observed that, provision of medical care to the lecturers is a way through which the stated goals can be actualised. Any institution which cares about the health status of its workers is likely to achieve more success than its counterpart with lackadaisical attitude towards the provision of health services to the lecturers. Mathew (2009) asserted that, health care services contribute a lot to the attainment of the goals of any organisation. Hence, employers of labour need to care for their employees' health, so that they could have sound health which would enable them to perform their job in a way that the predetermined goals could be actualised. The importance of training opportunities to the realisation of organisational goals cannot be over-emphasised. According to Fanibuyan (2001), training means improving employees' attitudes, skills and

knowledge to enhance improvement in the realisation of organisational goals. Ezeani and Oladele (2013) elucidated that, training refers to a course of action or any exercise meant for developing effective, cognitive and psychomotor skills which employees need, to help the organisation to achieve its goals. Training is a vital concept which creates enabling environment for the lecturers to progress from a current state of understanding and capability to a future state in which more knowledge, skills and competencies are needed. It widens the horizon of lecturers' understanding of how the job is carried out and prepares them to exercise wider or increased responsibilities (Armstrong, 2006). In the view of Obisi (2001), training as the process of boosting the talents, abilities and understanding of an employee to enhance improved job performance. The objectives of training must first be identified before it takes place, so as not to render it meaningless. Workers are the most important resources of every organisation. So, they need adequate information and required skills. Employees who are given adequate training are likely to perform their job better than those with inadequate training (Elnaga & Imran, 2013). As observed by Khan, Khan and Khan (2011), from the time immemorial, training has been identified as a crucial factor which helps in increasing both employees and organisational efficiency and effectiveness. Edralin, 2004; Lynton and Pareek (2010); and Vemić (2007) in their various studies stated that, today, the level of competition is very high among the existing corporate organisations. However, the effectiveness of any of these organisations is premised on its commitment to training its human resource to be creative, innovative and inventive. Employees are inseparable asset and significant tool for an organisation. However, for employees to have the knowledge and skills which enable them to help the organisation have a greater edge over its counterparts, they should be properly trained (Houger, 2006).

Kennedy, Chyung, Winiecke and Brinkerholff (2013) believed that, to ensure continuous actualisation of the goals of an organisation, it is imperative for the management to periodically assess training needs of the workers and map out training programmes which would help them acquire the needed skills and knowledge identified during the assessment. McCourt and Derek (2003) believed that, it is very paramount to state that organisations must be able to itemise the needs for training, design appropriate strategies for carrying out the training, embark on implementation and thereafter evaluate the outcomes of the training.

Ngirwa (2009) asserted that, no organisation can compete with its counterparts without prioritising adequate training of its employees. Training assists organisations to improve the knowledge, skills or attitudes required of their employees to perform job effectively. It could be tailored towards increasing an employee's level of self-awareness, competency and motivation to carry out his or her duties effectively. Employees could develop feelings in an organisation, when they are adequately trained to acquire the needed skills and knowledge for the job performance. Training gives workers more sense of belonging, increases their skills and knowledge, stimulates them and also improves organisational productivity (Pynes, 2008). As opined by Devi and Shaik (2012), training could be seen as the key to unveiling the prospective growth and development opportunities of the employees. For so long, researchers have been working on the importance of training as a crucial duty of the management (Irene, 2013). Training helps to bring out physical, social, intellectual and mental development in personnel; in order to contribute to realisation of the organisational goals (Olusanya, Awotungase & Ohadebere, 2012). For the workers to be effective on the job, they need to possess adequate knowledge and skills which can be acquired via training (McDowall & Saunders, 2010).

Training is an important element of non-financial employee compensation in an organisation. Training involves investment in employees, so that they can be well-equipped to smoothly carry out their official duties (McDowall & Saunders, 2010; Elnaga & Imran, 2013). Training is widely accepted as an integral element of every organisation. For an organisation to have adequate number of employees who are technically and socially competent, training is highly needed. Therefore, every organisation should adequately pay attention to this important part to make its productivity continues to go higher (Sabir, et. al., 2014). To achieve the goals of a training programme in an organization; the design and implementation must be planned, systematic and tailored towards enhancing employees' performance and organisational productivity (Asfaw, Argaw & Bayissa, 2015).

Concept of Job Commitment

Employee commitment is a very significant factor which helps an organisation to achieve its stated goals. According to Dolan, Tzafirir and Baruch (2005), commitment refers to emotional absorption of an employee in an organisation via sense of belonging, contribution to objectives and alertness to admit and face challenges. Newstrom and Davies (2002) elucidated that job commitment means how a worker passionately enjoys his membership in an organisation and readiness to actively participating in realisation of the goals. Job commitment means a situation where by an employee gives all of himself to an organisation while at work. Every organisation has some goals to achieve and for these goals to be successfully achieved, workers must be committed. Crosswell (2006) defined commitment as a strong sense of attachment of an employee to an organisation. It is a professional characteristic of the lecturers which influence the institutional goals. Job commitment means emotional status of the employees which determines how they identify with the organisation.

Silva and Dias (2016) explained that, commitment is separated into three ways, that is affective, commitment and normative. Mullins (2009) believed that, job commitment covers things such as constructive time usage, adequate attention to affairs of the organisation, high dedication, embracing required change, cooperation with other workers, self-development, respecting trust, pride in performances, seeking improvements and giving unalloyed support to the organisation. Akintayo (2010) believed that, unless the lecturers are wholeheartedly committed, their job performance might not be effective and this could affect goals realisation negatively. Chen (2007) opined that, commitment is viewed as the psychological state of workers to an establishment. How an employee is committed determines the way he or she performs his job. Committed employees always have high enthusiasm and commit themselves to moving the organisation forward, regardless of the challenges involved.

Yukl (2006) believed that, commitment shows the reflection of an employee's passion for the organisation. Commitment reveals how an employee enjoys being part of a particular organisation. Commitment means a condition whereby an employee is consistent with organisation, wishes to maintain his membership with the organisation and enthusiastic to contribute his quota to the goals realisation (Robbins & Judge, 2007). According Armstrong (2006), with changing times and high healthy competition among organisations, every organisation needs to provide services which would make employees committed to realisation of its goals.

Dannetta (2002) believed that, for a tertiary institution to compete with its counterparts in terms of quality outputs, employees' commitment is of high significance. No matter how effective the manager of any educational institution is, unless lecturers are committed, actualising the stated goals would be difficult. Meyer, Stanley, Herscovitch, and Topolnytsky (2002) stated that, all the

three types of commitment affect how workers perform their job. In any tertiary institution, the commitment of lecturers might be suitably assessed through measurement of their attitudes toward achieving students' academic attainment and to maintaining positive student-student and teacher-student relationships. Chen, Tsui and Farh (2002) opined that, the level of lecturers' commitment to the school may be influenced by organisation's support, style of leadership, personnel management practices and recognition. Committed lecturers are the ones who focus squarely on both academic achievement of the students and other goals of the institution. Park, Henkin and Egley (2005) asserted that, lecturer commitment is an effective tool needed to realise the organisational success. Poor commitment of the lecturers would hamper smooth running of the institutions. Commitment of any employee to an organisation is influenced by salary, fringe benefits, supervision, interpersonal relationship, working environment, recognition, opportunities for growth/promotion and praise from their superiors for good performance (Robbins, Judge & Sanghi, 2009).

As stressed by Iverson and Buttigieg (2008), workers who are committed accept organisational values with passion while taking responsibility for their deeds. When an organisation fails to enhance its employees' commitment, it could increase the level of absenteeism, staff turnover could be high. Committed workers are very important to achieving organisational goals. Briscoe and Claus, (2008); Fugate, Stank and Mentzer (2009) in their various studies believed that, job commitment is an important aspect of the employees which the employer should always pay attention to. Committed employees are the ones who are dedicated, work conscientiously, promote the services and seek continuous success of the organisation (Madigan, Norton & Testa, 2009). An employee's commitment could be affected by the following factors such as personal characteristics, experience in the job, working environment and

compensation packages. (Armstrong, 2006). Employee commitment is somewhat hard to conceptualise. It is an area in the fields of management, organisational behaviour and personnel management which determines organisational success (Cohen, 2007). Organisational policies, salary, interpersonal relationship among the employees, supervision, leadership and working environment are key variables which determine employees' commitment (Armstrong, 2012). When lecturers positively exhibit high level of commitment, it will boost their job performance, hence, realisation of the organisational goals (Owoyemi, Oyelere, Elegbede & Gbajumo-Sheriff, 2011).

Affective commitment is a crucial component of employee commitment and it goes a long way in determining the success of an organisation. According to Segerstrom (2007), affective commitment is defined as an employee's sense of attachment and concern to his place of work. Kimura (2013) stated that, when workers develop great concern for an establishment, they would be highly ready to put in their best. Ongori (2007) submitted that, how employees are dedicated or loyal could be determined by the way they are compensated.

Affective commitment, like other aspects of commitment, has attracted research attentions. This is because, unless an organisation achieves great commitment of its workers, actualisation of the stated goals could be cumbersome (Akintayo, 2010; Tumwesigye, 2010). Affective commitment is an important component of commitment which helps in achieving organisational success. Employees with low affective commitment may not perform their job passionately, while doing their job; they may not be highly focused on the realisation of the success of that organisation. Irefin and Mechanic (2014) stated that, employees with low affective commitment tend to have low passion for the overall achievement of the organisation. Employees with poor affective commitment are also likely to look at themselves as outsiders and may have

weak feelings for the organisation. The variables which help to achieve high affective commitment of lecturers are also the veritable tools needed to achieve the goals of higher institutions of learning (Dee, Henkin, & Singleton, 2006; Hulpia & Devos, 2010). There is probability that lecturers with high affective commitment would have better job performance and they tend to create a better lecturer-student relationship in accordance with the professional values than those with poor affective commitment.

According to Meyer, Meyer, Stanley, Herscovitch and Topolnytsky (2002), affective commitment of the employees helps an organisation in various ways. One of these ways is that, it assists the organisation to record low employee turnover, low absenteeism and improved productivity. Saygan (2011) believed that in an organisation, any worker who has high affective commitment continues to perform his job with great zeal. When an establishment caters for the welfare of its employees, there is the tendency that high affective commitment could be developed. Martins and Coetzee (2007) believed that, affective commitment makes an employee to feel comfortable in an organisation, develop personal esteem, build affective ties with the organisation and performs his duties effectively. Employees with high affective commitment are likely to feel happy to stay in the organisation. As suggested by Daylo and Rodalyn (2008), affective commitment means an employe's strong identification with, affection to, and passionate participation towards the success of an institution. It is a form of commitment and denotes a passionate affection to the organisation. Mohammed Shire and Bon (2017) believed that, affective commitment correlates strongly with job performance more than other aspects of commitment. Employees who are affectively committed tend to be very proactive, while carrying out their official duties, zealous when pursuing organisational goals, creative, and happy to solve the organisation's problems (Saks, 2006).

Continuance commitment is an aspect of commitment and it is premised on employees' consideration of what leaving the organisation can cost them. Yousef (2001) explained that, continuance commitment is the deliberate decision of an employee to stay in an organisation because of different investments which he has made. Umoh, Amah and Wokocha (2014) believed that, continuance commitment means a deliberate intention of an employee to retain his membership with an organisation because of personal investment in form of non-transferable factors such as deep working relationships with co-employees, retirement investments and career investments, acquired knowledge, skills and techniques.

Aydin, Sarier and Uysal (2011); Bergami and Bagozzi (2000) all opined that, continuance commitment makes workers to stay in the organisation to avoid the costs of quitting the organisation such as decrease in salary, fringe benefits or access to resources. Employees who have a strong continuance commitment maintain their membership with the organisation because they choose to stay there. Continuance commitment means awareness of the costs associated with jettisoning an organisation for another. Workers who attached to the organisation based on continuance commitment stay within it because they are conscious of some benefits which they may lose if they leave. Normative commitment is another component of employees' commitment and it also determines the success of an organisation. As explained by Balassiano and Salles (2012), employees with normative commitment would continue to work in an organisation, due to moral compulsion. Gelaidan and Ahmad (2013) elucidated that, an employee is said to have normative commitment when he or she sees the reason to reciprocate having gained some benefits from the organisation. Based on this, employees are said to be operating on normative commitment when they are attached to the organisation on moral ground.

Mouhamadou, Peter and Moussa (2016) stated that, the higher the employees' normative commitment, the greater the possibility of achieving the stated goals. Every organisation should try to put in place good compensation packages which would make employees develop high moral link to the organisation. Meyer, et al. (2002) stated that, all the three types of employees' job commitment could influence job performance in an organisation. Particularly, normative commitment affects how an employee discharges his duties/responsibilities.

Coyle-Shapiro (2008) opined that normative commitment reveals an employee's readiness or determination to retain his/her membership with the organisation because he/she observes that it is morally right to stay therein. Normative commitment is universally accepted as a salient sub-variable of employee commitment; but it has been discovered that it is substantially interwoven with affective commitment. According to Allen and Meyer (2000), every component of employee commitment could determine the level of goal achievement of an establishment. Normative commitment focuses on an employee's feeling of obligations to the organisation based on his/her personal values and beliefs. A worker could be said to have normative commitment when he or she decides to remain in an organisation, simply because he considers it necessary. When employees have normative commitment towards an organisation it will enhance their effective job performance and this could facilitate goals realisation. John, David, Lynne and Laryssa (2002) believed that, normative commitment covers loyalty, willingness and emotions of workers which make them extensively explore their vigor, ability and knowledge in the course of performing their job. It shows the grand value which employees have for the organisation.

As observed by Sarah, Jolian, Robert and Karl (2011), normative commitment is connected to employees' loyalty and optimism towards an organisation. Employees with normative commitment are faithful, usually have a good sense of responsibility, behave positively

and perform their job effectively, and happy to pronounce their membership with the organisation anywhere (Green, 2008). Normative commitment means a worker's emotional state of responsibility to remain in that organisation. It is believed that normative commitment of an employee towards an organisation is influenced by his experiences both before and after employment (Anttila, 2014). Normative commitment of the Colleges of Education lecturers is very significant to the realisation of the stated goals for which these institutions are established.

Concept of Goal Achievement

Goal refers to a long-term plan which an organisation aims to achieve. It forms the basis for setting up an organization. No organisation is established without having a specific goal to achieve. Bello (2014) stated that, goal achievement is the prime motive of establishing of any tertiary institution as the dearth of goal will render the organisation meaningless. Daft (2009) stated that goal achievement means how an organisation has attained its goals over a particular period of time. In a formal organisation like school, goal achievement could be measured via the students' academic performance or the overall effectiveness the graduates.

Thomas (2002) asserted that ability of any College of Education to take off and achieve its goals depends on how it attracts, retains and maintains its staff. Obwogi (2011) elucidated that, Colleges of Education being higher institutions of learning are expected provide adequate manpower planning and development for the goals to be achieved. Therefore, they should not neglect adequate compensation of their workers to record huge success.

The goal of Colleges of Education in Nigeria is produce teachers with strong discipline and integrity, dedication, appropriate knowledge, skills and attitudes that would trigger achievement of national goals (FGN, 2012). However, for these institutions to realise the goal of

producing teachers with above qualities, lecturers must be adequately compensated, in order to effectively perform their jobs. Goal achievement refers to how an institution has produced quality graduates. It refers to how Colleges of Education have produced teachers who are fitted into the teaching profession. The manner in which lecturers are compensated by the institutions' proprietors could bring about differences in the goal achievement (Ahmed, 2003).

According to Oshegbemi (2003), organisations that have achieved their goals must have satisfied their workforce through adequate compensation. Higher institutions of learning are saddled with the responsibility of establishing some goals. However, for these institutions to achieve these goals, their employers have to take care of the lecturers very well through adequate compensation (Ebisine, 2013). As elucidated by Umaru and Ombugus (2017), lecturers are currently facing many challenges such as inadequate infrastructures; irregular payment of salaries; lack of enabling research environment; disparity in salary and allowances and this has resulted in intermittent strike actions. As opined by Omoregie (2005), one of the factors affecting effective realisation of the goals of tertiary institutions in Nigeria is population explosion. The aftermath of population explosion is that classrooms are congested while laboratories and other learning materials are grossly insufficient and this causes ineffective teaching and learning.

Fund is crucial in facilities provision, staff capacity building (to cater for the enrolment increase) and for policy implementation. When there is insufficiency of funds, other inputs suffer setback, which in turn affects realisation of the stated goals (Jaiyeoba & Atanda, 2005). The measures of goal achievement in this study are dedication, discipline, knowledge and skills.

Dedication is a key element which could determine how employees carry out their official duties. According to Garrison and Liston (2004), dedicated teachers are those who are always enthusiastic to impart knowledge to the learners and have strong interest in students' academic success. Hewitt Associates (2004) stated that, in an organisation, dedicated employees could be identified through tripartite ways: they give positive information about the organisation to the people within and outside; show an ultimate interest in identifying with the organisation and put in extra effort and always exhibit behaviour which could facilitate organisational success. Employee dedication is very important to the success of the organisation. Employee dedication is a prime issue which every organisation needs to give adequate attention to. An organisation with an array of employees with high dedication might be more effective in its operations than the one with employees with low dedication, all things being equal (Crim, & Gerard, 2006; Watson, 2012). As opined by Dale Carnegie Training (2012), employee dedication is a factor which could make one organisation more productive or effective than another. It is a significant benefit which makes an organisation to have sustainable competitive advantage over other organisations. Mart (2013) believed that, teachers who are dedicated always believe in stimulating students towards active learning and exploring intellectual and moral development of students is a compulsory assignment which they must carry out with high enthusiasm. Teachers with dedication perform their job with great zeal and attach significant value to it.

Dale Carnegie Training (2012) stated that, a dedicated employee tends to create smooth interpersonal relationship with the employer and his/her colleagues within the organisation, foster positive working environment and always eager to take the risk which could facilitate success of the organisation. Highly-dedicated teachers tend to be loyal and assist the school to achieve quality outputs which can withstand that of other schools. Dedicated teachers are characterised by

their commitment to actualisation of improved students' academic performance. Teacher dedication is a veritable tool for achieving school effectiveness. Dedicated teachers consider academic development of their students as a prime issue, assiduously work and motivate students towards learning, tirelessly develop curiosity spirit in students and ready to assist students when they have any academic challenge (Mart, 2013). As elucidated by Fried (2001), the following ten basic characteristics depict a dedicated teacher:

- i. work with the learners cheerfully, and always interested in making them acquire more knowledge and ideas;
- ii. intensifies effort and build up self-encouragement to assist students when their performance is poor;
- iii. pays adequate attention to students and show concern for them;
- iv. acquaints himself with happenings around the globe and effectively incorporate them into his classroom teaching;
- v. should be focused and has sense of humor;
- vi. tolerates negative behaviours exhibited by students within or outside the classroom and always ensures that they are morally developed;
- vii. avoids condemning students' ideas when they are wrong and should have of mutual respect for them;
- viii. takes risks and pays attention to students' mistakes during the lesson and;
- ix. tries to create and sustain a learning environment where students can acquire more knowledge from their errors; and
- x. works tirelessly based on his missions and his beliefs and ideas should be clearly reflected in their daily duties.

Discipline is very essential in an organization, because it determines how employees perform their job. According to Mangkunegara and Octorend (2015), discipline refers to the ability of an employee to control himself so as not to exhibit behaviour or perform an action which is not in consonance with the rules and regulations of the organization. Were (2006) believed that, discipline is a system which guides the employees to make reasonable decision in an organisation. An employee, if disciplined at an early stage in the organisation grows up to become responsible and well-behaved. A disciplined employee usually strives to be dedicated, competent and committed to the organizational success. Discipline is a prime issue which should be maintained in an organisation. Wedaga (2012) opined that, when employees are not disciplined, they tend to indulge in negative acts such as lateness, tardiness and absenteeism and this could affect the organisation adversely. No organisation can succeed in achieving its set goals and objectives when there is high level of indiscipline among the employees.

Ouma, Simatwa and Serem (2013) believed that, discipline is a significant part of employees' behaviour. Without discipline, workers might not be effective; hence, inability of the organisation to actualise the stated goals. In the view of Ali, Dada, Isiaka and Salmon (2014), a disciplined teacher is that whose attitudes comply with the stated rules and regulations of a school system. Masitsa (2008) believed that discipline is unanimously agreed to be imperative for creating a positive school climate which can ensure smooth services delivery of teachers. Gitome, Katola and Nyabwari (2013) stated that, when lecturers are disciplined, their job performance could be effective. Discipline is very crucial to effective job performance of the teachers (Njoroge & Nyabuto, 2014). Discipline of the teachers is very significant to their effective job performance (Nakpodia, 2010).

In all institutions of learning, discipline is very important because it guides teachers to develop and exhibit acceptable behaviour which could make them display positive attitudes towards their job (Henry, Onderi & Odera, 2012). In the opinion of Afni (2012), discipline is expected to increase the performance of workers in any organisation. If employees are disciplined, their attitudes would be favourable to the organisation, hence, increased productivity. Mangkunegara and Octorend (2015) opined that, employee discipline should be considered very important in any organisation, if at all, realisation of the stated goals is of high priority. When the leadership of an organisation is not effective, it would give the employees opportunity to display series of indiscipline acts such as negligence of duty, absenteeism, lateness and the likes. The management should ensure that employees are disciplined to enhance their increased commitment which the organisation needs for the stated goals to be actualised.

Adeyeye, Adeniji, Osinbanjo and Oludayo (2015) elucidated that, employees' discipline could manifest through their level of commitment to the organisational success without being forced or intimidated; maintaining good interpersonal relations with co-employees; assuming responsibilities and caring for other employees' interests. For any organisation to succeed, it must have disciplined employees who usually behave in a manner which synchronizes with the organisation's philosophy, aligning inwardly with the core values, conforming to a code of ethics and matching actions with beliefs across a variety of situations (Pattison & Edgar, 2011). Employee discipline reveals how they are committed to the job and readiness for the productivity of the organisation. Every organisation should be concerned with ways of encouraging its employees to be highly disciplined.

Knowledge is very important to the employees. Without adequate knowledge, employees might not effectively perform the job. Hunt (2003) opined that, when the employees do not have

sufficient understanding of the job they perform, the organisational productivity may not be appreciable. Knowledge is seen as a belief which is true and justified. Munby, Russell and Martin (2001) stressed that, teachers acquire knowledge via pre-service and some capacity building programmes attended while in service such as seminars, conferences, lecturers, and workshops which give them a variety of learning opportunities. Knowledge of the subject is very crucial, because it determines the excellence of the teachers' content of instruction (Niess, 2005). As concluded by Adediwura and Tayo (2007), knowledge has a significant relationship with what lecturers impart to the learners as well students' academic performance. Cochran-Smith and Zeichner (2005) stated that, the importance of knowledge to the teachers cannot be over-emphasised. The level of a teacher's knowledge in a particular subject could determine performance of the students in that subject. Teacher education and professional growth of the teachers need to be given more adequate attention because those are the key ways through which teachers acquire knowledge of subject matter (Cochran-Smith & Zeichner, 2005; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

Baumert et al (2010); Hill, Rowan and Ball (2005) asserted that, the knowledge which every teacher needs can be partitioned into pedagogical and content knowledge. The two aspects of knowledge can influence teachers' instructional delivery as well as students' academic performance. Hill, Schilling and Ball (2004) believed that, one of the factors which determine how a teacher teaches students is the level of his or her knowledge of the subject matter. It is an important factor which dictates a teacher's success in the classroom.

According Eggen and Kauchak (2001), the knowledge which teachers need to effectively impart knowledge to the students can be divided into content, pedagogical and general knowledge. The three components are very significant because it could be cumbersome for any

teacher without sufficient information of the three components to achieve effective instructional delivery. Adediwura and Bada (2007) asserted that, teachers who have thorough understanding of topic teach students with confidence, their lesson presentation is more connected, and they provide better explanations than those teachers with little knowledge about the topic. Every teacher should be versed in his area of specialisation. Kimberly (2009) opined that, if a teacher does not have adequate understanding of the subject he teaches at his fingertips, then any hope of teaching effectiveness goes right out the window. Teacher's knowledge contributes to effective classroom teaching. Darling-Hammond and Sykes (2003) opined that, teachers should have adequate and sound knowledge of what they teach to make them have effective job performance. The knowledge which teachers need to function effectively include: knowledge of purposes, knowledge of learners, knowledge of curriculum, instructional knowledge and the likes (Hashweh, 2005). The effectiveness of a teaching and learning to some extent depends on how knowledgeable the teacher is in his area of specialisation (Schneider & Plasma, 2011). Teacher's knowledge of what he teaches could determine students' success in the lesson (Kola & Sunday, 2015).

The importance of skills to the workers cannot be over-emphasised. Bhanot (2009) posited that, skills are not only important to employees' personal professional growth but also organisational effectiveness. Victor (2006) observed that, since teachers must relate with students, it is very important that they are skilled in planning, organising, directing, and coordinating the classroom activities so as to enhance students' academic performance. Caleb (2008) asserted that, one of the factors responsible for poor students' academic performance in Nigerian public secondary and primary schools is inadequate possession of teaching skills by some teachers.

Jolayemi (2008) believed that, adequate possession and utilisation of teaching skills assists teachers to plan the classroom activities in a way that could enhance effective learning; organise sitting arrangement of the students properly; monitor the students' behaviour towards learning and coordinate their general activities during the lesson to facilitate realisation of the lesson objectives. Students are human beings, and, as such, they are not only dynamic in nature but difficult to control. Hence, teachers should be highly skilled in managing students' behaviour to make them serious to learning (Banjo, 2004). Today, every organisation is conscious of the fact that in order to get some competitive advantages over others, it is a must to recruit employees with skills to handle the job, peacefully interact with the colleagues and the customers (Bhanot, 2009). According to Salami (1999), there so many skills which teachers need to possess in order to make them effectively discharge their duties. However, among these required skills include:

- i. skill in recognising the nature, needs and ability of the students as revealed in their behaviour;
- ii. skill in guiding group behaviour and understanding group dynamics as they affect individual learning;
- iii. skill in organising and directing the activities of large and small groups so as to ensure maximum individual participation;
- iv. skill in effective communication and classroom interaction in order to influence behaviour and facilitate learning;
- v. skill in instructional analysis and material development so as to facilitate appropriate planning and coordination of resources available to promote learning;

- vi. skill in instructional material design, development and production to fit the objective of education, the intended learning outcome and particular classroom interaction;
- vii. skill in effective utilisation of resource materials and adaptation of the environment to provide convenience in the teaching-learning situation, and therefore facilitate attitudinal modification;
- viii. skill in research and observation as may relate to students' learning problems as well as the event of teaching so as to allow the teacher appreciate and choose from the many alternatives available to him;
- ix. skill in listening, responding and attending to pupils' problems and in adapting to students' functional values and capabilities; and
- x. self-appraisal skill as in understanding oneself, one's strengths and weaknesses, prejudice, feeling and emotion as a person and as this may affect one's professional practice.

Lecturer Compensation and Job Commitment

Compensation plays key role in realising employees' commitment in an organisation. According to Aslam and Ghaffar (2015), compensation is a very key factor which an organization needs not to play with for a second. Compensation packages which employees receive from its employers include wages, salaries, health insurance scheme and bonus, An organisation with no attractive compensation system for its employees could find it difficult to harness their commitment towards realisation of the stated goals. Salim (2010) stated that, importance which employees attach to compensation cannot be over-emphasised. In an organisation, compensation

does not only contribute to the enhancement of employees' commitment but also serves as a channel through which people have knowledge of how a particular organisation values its employees. Kuznia (2008) asserted that, attractive compensation as an important aspect of human resources management does not only help in enhancing organisational commitment but also assist in retaining competent and experienced employees. Alimi, Alabi and Ehinola (2011), lecturers are indispensable valuable asset to the tertiary institutions. How compensation packages provided to them satisfies their personal goals contributes to their commitment to teaching and other services which they are to render to facilitate effective realisation of the stated goals. Ikenyiri and Ihua-Maduenyi, (2011) opined that, an institution's success is hinged on how commitment of lecturers is enhanced by the management. Lecturers with high commitment strive to perform their job more effective than those with poor commitment.

Osibanjo, Adeniji, Falola and Heirsmac (2014) asserted that, compensation is not only a significant tool for making lecturers committed to their job but also an instrument for achieving the goals of an institution. When the management of an institution adequately compensates lecturers with prompt salary payment, periodic capacity building programmes, timely payment of allowances and regular promotion, high level of lecturers' job commitment could be enhanced. Nwosu (2015) believed that, Nigerian tertiary institutions are established to provide students with adequate and appropriate skills, knowledge, social and religious values. For this to be realised, government is expected to pay rapt attention to all the compensation factors which could assist to achieve high level of lecturers' commitment towards their job. Rantanen (2008) opined that, compensation as an aspect of personnel management which is very significant, because it deals with benefits which employees derive from the organization they work with.

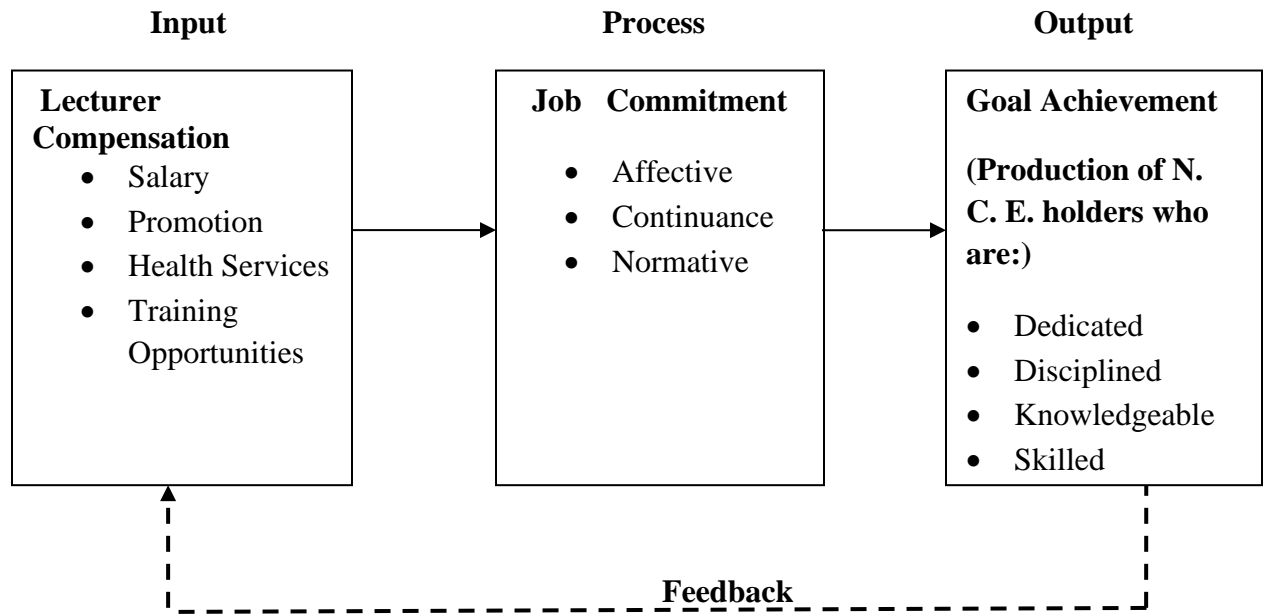
Savickas (2011) opined that, compensation of lecturers is an important area of personnel management which should always be given priority. This is because compensation is a factor which is used to enhance commitment of the lecturers towards discharging their duties in a way which could facilitate goals realization. Pynes (2008) stated that, compensation, effective leadership, effective communication and adequate provision of instructional delivery resources are facilitators of job commitment of the lecturers but the role played by compensation in achieving this cannot be under-estimated.

Job Commitment and Goal Achievement

Lecturers' job commitment is very crucial because it assists in achieving institutions' goals. Monday (2016) believed that, effectiveness of an organisation could be determined by how committed employees are. Lee and Olshfski (2002) stressed that, commitment can predict effectiveness of the lecturers and goal achievement of the institution. Job commitment is divided into three. Affective commitment helps in actualising the stated goals of any institution. Good interpersonal relations among the employees, prompt salary payment, adequate capacity building of the lecturers, conducive working environment, health services, recreational facilities and the likes are needed to build high affective commitment in lecturers to make them highly motivated while performing their job. Sanchez and McCouley (2006) opined that, affective commitment of the lecturers has significant relationship with goal achievement of any tertiary institution. Affective commitment determines the level of lecturers' job performance as well as overall performance of an organisation. It can be stated that affective commitment brings about self-motivation (internal power) which encourages lecturers to have positive feelings for the institution and this could facilitate goal achievement (Šavareikienė, 2008).

Lecturers with affective commitment tend to develop a sense of belonging towards the institution and this stimulates them to contribute their quota towards the success of the institution. Also, affective commitment could trigger lecturers towards ensuring that goals of the institution are achieved (Rhoades, Eisenberger & Armeli, 2001). When employers properly cater for employees' compensation, the fear of losing timely salary payment, adequate training opportunities, membership, conducive working environment which employees enjoy in the organisation could make them develop high continuance commitment, hence, goal achievement is facilitated. According to Robertson, Carlos and Shui (2003), for the goals of an organisation to be properly actualised, employer needs to pay adequate attention to the provision of factors such as salary, promotion, health and staff development which would enhance employees' commitment. Continuance commitment of lecturers would be high when they are adequately taken care of and this would not only bring about their effective job performance but also the actualisation of organisational success (Kuo, Ho, Lin & Lai, 2009). A way, through which institutions could realise their goals, is by ensuring that lecturers are well compensated to make them develop high level of commitment (Batau & Mohammed, 2016). Normative commitment of the lecturers has significant relationship with the goal achievement of any tertiary institution. This is because it is intrinsic in nature and it brings about deliberate determination of the lecturers to immensely contribute to the success of the institution. Normative commitment of the lecturers is a key to the attainment of institutional goals. Lecturers with high normative commitment tend to perform their job with great zeal; hence, success is realised for the institution (Dehghan & Ma'toufi, 2016).

Figure 1



Conceptual Framework on Lecturer Compensation, Job Commitment and Goal Achievement

Source: Researcher Design, 2018.

Figure 1 shows the relationship among lecturer compensation, job commitment and goal achievement. Lecturer Compensation is the dependent variable; Job Commitment is the intervening variable while Goal Achievement is the dependent variable. Compensation is vital concept which every organisation needs to achieve commitment of its employees. For employees to develop appreciable commitment to their job, adequate compensation has to be provided by the employer. Hence, lecturers are valuable asset which Colleges of Education need because they are in the position to explore the provided learning resources and also impart knowledge to the students. As shown in the model, the components of compensation are salary, promotion, health services and training opportunities. Therefore, state governments need to pay adequate attention

to the provision of all these components of compensation because they are strong tool which could help to harness lecturers' commitment to the job. As shown in the model, job commitment of lecturers is needed for the goals of the institutions to be achieved. Hence, no matter the efforts put in place by the state-governments in terms of resources provision for the Colleges of Education, unless lecturers' job commitment is well harnessed, attainment of the stated goals would be difficult. Based on this, it can be deduced that, lecturers' job commitment contributes to the goal achievement of these institutions. Also, the elements of goal achievement of the Colleges of Education as shown in the model are dedication, discipline, knowledge and skills. This shows that for these institutions to succeed in producing graduates (teachers) who are dedicated, disciplined, knowledgeable and skilled, state governments need to adequately compensate lecturers, to make them develop high level of commitment towards their job.

Empirical Studies on Lecturer Compensation, Job Commitment and Goal Achievement

Many researchers have worked on the variables considered in this study. Lumbanraja, Salim and Gultom (2017) investigated the effect of compensation, organisational culture, Islamic work ethics and lecturers' job satisfaction in private Islamic universities, Indonesia. Two hundred and 295 lecturers were used as the respondents while seven hypotheses were postulated. Data were collected through the use of questionnaire while Structural Equation Modelling was used to analyze the collected data. The study found that significant relationship existed among compensation, organisational culture, Islamic work ethics and job satisfaction of lecturers in private Islamic universities, Indonesia. Xiaoa and Wilkins (2015) examined the effects of lecturer commitment on students' perceptions of teaching quality and students' satisfaction in Chinese higher education. Hypotheses were postulated while data were collected with the use of questionnaire. The study sample comprised 24 lecturers and 456 students selected from one

Chinese university. The findings revealed that lecturer commitment to students' academic achievement and the social integration of students positively relate to students' satisfaction.

Muguongo, Muguna and Muriithi (2015) carried out a study on effects of compensation on job satisfaction among secondary school teachers in Maara Sub-county of Tharaka Nithi County, Kenya. Three research questions were raised while three hypotheses were formulated in the study. Out of the target population of 474, 214 teachers selected through the use of stratified random sampling technique were used as respondents in the study. The findings revealed that, allowances, work environment and the basic pay contribute significantly to job satisfaction of teachers. The study concluded that, teachers were greatly not satisfied with all the components of compensation they received. It was recommended that, government should revisit compensation of teachers to be in conformity with the services rendered.

In the study carried out by Pepra-Mensah, Adjei and Agyei (2017) on effect of compensation on basic school teachers' job satisfaction in the Northern zone: The case of Ghana, one research question was raised, while three research hypotheses were formulated in the study. One hundred basic school teachers were selected as respondents, using convenience sampling procedure. The results showed that perception of teachers about compensation practices of the service was negative and there was significant relationship between compensation dimensions of basic pay, incentives and benefits and teachers' job satisfaction. Ami, Boaten and Yamoah (2015) also carried out a study on assessment of compensation determinants and its impact on employee commitment in private tertiary institutions in Ghana. Descriptive research design of survey type was used in the study while 157 teaching staff were used in the study. The study found that compensation was determined by both internal and external factors and the tenure and job position positively influenced the maintenance of organisational membership. It was also realized

that, financial rewards only increased continuance commitment but not affective commitment. This study creates awareness and sensitises stakeholders about the impact of ineffective compensation on employees' and institutional performance and how compensation can be tailored to individual needs and wants in achieving both individual and organisational goals.

Mathew and Dauda (2015) investigated the impact of effective communication on goal achievement in Nigerian polytechnics. Three research questions were raised, while one hypothesis was formulated to guide the study. One hundred and two respondents were selected from three polytechnics, while questionnaire was used to collect data for the study. Mean, standard deviation, and Pearson product-moment correlation statistic were used to analyse the data collected. This finding indicated that negligence of ideal communication structure could result in organisational failure where goal congruence is illusive. It was recommended that the leadership of Nigerian public polytechnics should give attention to cordial superior/subordinate relationship and occasional update on communication skills. Olasumbo (2014) examined lecturer job commitment and job performance: Leadership implications for Nigerian higher education development. The population of the study consisted of lecturers from 29 (public and private) South-west universities. Random sampling technique was used to select 12 universities from the six states in South-western Nigeria while a sample of 360 lecturers was selected from the chosen universities. Five research hypotheses were formulated while descriptive statistics of Mean and Standard Deviation and inferential statistic of Pearson product-moment correlation statistic were used for data analysis. The study found that there was significant positive relationship between lecturers' job commitment to work and their job performance ($r=.765$, $p<0.05$). The study recommended that leaders at the university level and the government should ensure periodic review of salaries,

provide opportunities for personal advancement on the job as well as sponsorship for training programmes.

Abdulkareem, Sheu and Kayode (2015) conducted a study on corporate culture and university goal achievement in South-west Zone, Nigeria. Proportional sampling technique was used to select 1,361 lecturers while purposive sampling technique was used to select 96,595 graduates of five federal universities in South-west geo-political zone between 2008/2009 and 2012/2013 academic sessions as respondents for the study. Three research questions were raised to guide the study, while questionnaire tagged "Corporate Culture Questionnaire" and proforma titled "Students' Academic Performance Proforma" were used to collect data for the study. The study found that the corporate culture in South-west universities is both collegial and bureaucratic in nature; university goals have been achieved to a high extent in South-west geo-political zone, Nigeria; and there was significant relationship between corporate culture and university goal achievement in South-west geo-political zone, Nigeria. It therefore recommended that university administration should ensure that team work, lecturers' development and research collaborations strive in the universities to ensure high university goal achievement. Aina, Adeyeye and Ige (2012) carried out a study on organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. Four hypotheses were formulated in the study. The study adopted descriptive research design. The population for the study comprised the entire non-teaching and teaching staff in public tertiary institutions in Lagos State. Four tertiary institutions were selected for the study out of the seven in Lagos State using simple random sampling technique. Simple random sampling technique was further used to select 50 staff from each of the four public tertiary institutions comprising a total of 200 samples for the study. An instrument tagged "Organisational Culture and Employees Commitment Questionnaire" was used to collect

data for the study. Descriptive and inferential statistics were used to analyse the collected data. The findings of the study indicated that significant relationship existed between organisational culture and employees' commitment in public tertiary institutions in Lagos State. The study recommended that management of the Lagos State tertiary institutions should improve on the current rewards system in their institutions to enhance employees' commitment levels as well as output among others.

Osibanjo, Adeniji and Falola (2014) conducted a study on compensation packages: A strategic tool for employees' performance and retention in selected private universities in Ogun State, South-west, Nigeria. One hundred and eleven respondents (academic and non-academic staff) were sampled for the study, while questionnaire was used to collect data from them. Six hypotheses were formulated in the study. Simple percentage and structural equation modeling were used to analyse the data collected. The study found that there was strong relationship between compensation packages and employees' performance and retention. The study recommended that management and decision makers should endeavour to review compensation packages at various levels in order to earn employees' satisfaction and prevention of high labour turnover among the members of staff. However, this study is different from the previous studies examined in this work in the sense that none of the previous studies focused on the relationship among lecturer compensation, job commitment and goal achievement. Also, none of the previous studies used North-central Colleges of Education as the geographical scope.

Appraisal of Literature Reviewed

All the literature reviewed in this study showed that compensation and job commitment are very significant to the realisation of the goals of any organisation. For instance, Filak and Sheldon

(2003); Osibajo, et al (2014); Heirsmac (2014); and Pynes (2008) agreed that employee compensation is an important factor which determines goal achievement of an organisation. Any organisation which aims at actualising the stated goals must take cognizance of adequate compensation of the employees in terms of regular salary, promotion, health services, training opportunities, bonuses and the likes. All these need to be adequately provided so that employees can effectively perform their job. It is very important to note that none of the authors whose literature was reviewed in this study opined that employee compensation has no significant relationship to the realisation of the organisational goals.

However, the researcher agreed with the opinions of these authors that compensation plays important roles in facilitating goal achievement of the organization. As revealed by the literature, inadequate or poor compensation of the employees could hamper effective realisation of the goals for which any organisation is established. With this, it could be stated that for the state-owned Colleges of Education in North-central Nigeria to achieve its stated goals (production of teachers with personal and professional discipline and integrity, dedication, attitudes, knowledge and skills), government needs to prioritise, salary payment, promotion implementation, health services provision and adequate training. The opinions of Dannetta (2002); Park, et al (2005); Robbins, et al (2009); Brisco and Claus, 2008; and Fugate, et al (2009) on job commitment of the employees revealed that for the goals of an organisation to be actualised, employees have to be committed. Unless an organisation works towards enhancing the commitment of its employees, the stated goals may not be achieved.

The researcher also agrees with the opinions of these authors that job commitment relates with goal achievement of an organisation. It is also significant to emphasise that none of the authors whose works have been reviewed in this study argued that commitment of the employees

is not needed for an organisation to achieve its goals. With this, it could be stated that for the goals of the state-owned Colleges of Education in North-central Nigeria to be actualised, lecturers have to be committed to their jobs. Therefore, based on the opinions of these scholars, there is need to examine the relationship among lecturer compensation, job commitment and goal achievement in North-central Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discussed the methods used in carrying out the study under the following sub-headings:

Research Design

Population, Sample and Sampling Techniques

Instrumentation

Procedure for Data Collection

Methods of Data Analysis

Research Design

Descriptive research design of correlation type was used for the study. This is because it enabled the researcher to carry out adequate observation and documentation of what was observed in the sample derived from the entire population of the study so that perfect analysis could be carried out to get accurate findings upon which recommendations were made. This design was considered appropriate because it helped the researcher to determine the relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria

Population, Sample and Sampling Techniques

All the two thousand and fifteen lecturers in the entire 10 State Colleges of Education, North-central Nigeria; 2,602 Principals and 13,643 Head Teachers in the entire public Basic Schools in the geopolitical zone as at March, 2018 constituted the population of the study. The target population of the study comprised the entire 1,144 lecturers in the six State Colleges of Education, 1,331 Principals and 6,589 Head Teachers of public Basic Schools that cut across Kwara, Kogi and Niger States. Multi-stage sampling technique was used for the study in order of states, institutions and respondents. Out of the seven states including Federal Capital Territory in the North-central Nigeria, three States were selected using random sampling technique. All the six State Colleges of Education in the selected States were purposively selected. This is because, for the past few years, lecturers in these institutions had gone on intermittent strikes due to inadequate compensation.

Proportional sampling technique was used to select 45 Lecturers out of the 178 in Kwara State College of Education, Ilorin; 29 Lecturers out of the 115 in Kwara State College of Education (Technical), Lafiagi; 26 Lecturers out of the 105 in Kwara State College of Education, Oro; 50 Lecturers out of the 196 in Kogi State College of Education, Ankpa; 25 Lecturers out of the 98 in Kogi State College of Education, Kabba; and 114 Lecturers out of the 452 in Niger State College of Education, Minna totaling 1,144 Lecturers through the use of Krejcie and Morgan (1970) table for determining sample size from a given population. See appendix iii. Stratified sampling technique was used to group public Basic School managers into Principals and Head Teachers while proportional sampling technique was used to select 99 Principals of Basic Schools out of the 440 and 88 head teachers of Basic Schools out of the 1,591 in Kwara State, 118 Principals out the 2,153 and 111 Head Teachers out the 493 in Kogi State, 89 Principals out of the

398 and 157 Head Teachers out of the 2,845 in Niger State, amounted to 299 Principals and 363 Head Teachers via the use of Krejcie and Morgan (1970) table for sample size determination. See appendix iii.

Instrumentation

Three researcher-designed instruments were used to collect data for the study. Lecturer Compensation Questionnaire (LCQ) and Job Commitment Questionnaire (JCQ) were used to collect information from the lecturers on compensation and job commitment while Goal Achievement Questionnaire (GAQ) was used to collect data from Principals and Head Teachers of public Basic Schools on the extent to which teachers (only N. C. E. holders from the state-owned Colleges of Education in their respective schools) were dedicated, disciplined, knowledgeable and skilled.

LCQ had response options of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) while JCQ had response options of: Very High (VH), High (H), Moderate (M), Low (L) and Very Low (VL). GAQ had one section consisting of 20 items. Items 1-10 had response options of: Always So (AS), Often So (OS), Rarely So (RS) and Never So (NS), while items 11-20 had response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Respondents were asked to put a tick (✓) against each of the items to make their choice. The draft of the questionnaires was presented to the researcher's supervisor and five other experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria for validation. The final draft of the instruments was produced based on the observations, corrections and recommendations made by the experts. To determine the reliability of the instruments, 30 copies each were administered to sets of respondents (lecturers, principals

and head teachers) in some Kwara State public Basic Schools and Kwara State College of Education, Ilorin, who were outside the sample of the study. The data gathered were analysed using Cronbach's Alpha at 0.05 level of significance and reliability coefficients of 0.72, 0.78 and 0.90 were realized for realised for LCQ, JCQ and GAQ respectively. This adjudged that the instruments 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 and public Basic Schools. Five research assistants were properly educated to help the researcher in administering and retrieving instruments from the respondents.

Methods of Data Analysis

Descriptive statistics of Mean and Standard Deviation were used to answer the three research questions raised while inferential statistics of Path Analysis and Pearson product-moment correlation statistic were used to test the main and the seven operational hypotheses respectively at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data analysis and discussion of the findings derived from the study carried out on lecturer compensation, job commitment and goal achievement in State Colleges of Education, North-central Nigeria. Out of 951 copies of distributed questionnaires, only 777 were returned for analysis.

Descriptive Analysis

Research Question 1: *What is the level of compensation provided to the lecturers in the State Colleges of Education, North-central Nigeria?*

Descriptive statistics of Mean and Standard Deviation were used to answer the research questions 1-3.

Table 1

Mean and Standard Deviation of the Level of Compensation Provided to the Lecturers

S/N	Variables	N	\bar{X}	SD	Decision
1.	Salary	289	1.73	0.53	Low
2.	Promotion	289	2.47	0.89	Low
3.	Health Services	289	1.86	0.65	Low
4.	Training Opportunities	289	2.43	0.52	Low
	Grand Mean		2.12	0.65	Low

Key

\bar{X}	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very High

Table 1 explains the mean and standard deviation of the level of compensation provided to the lecturers in the State Colleges of Education, North-central Nigeria. It was discovered that salary, promotion, health services and training opportunities had mean scores of 1.73, 2.47, 1.86 and 2.43 respectively and were found to be low. Therefore, the grand mean of 2.12 clearly shows that the level of compensation provided to lecturers in the State Colleges of Education, North-central Nigeria was low.

Research Question 2: *What is the level of lecturers' Commitment to the job in the State Colleges of Education, North-central Nigeria?*

Table 2

Mean and Standard Deviation of the Level of Lecturers' Commitment to the Job

S/N	Variables	N	\bar{X}	SD	Decision
1.	Affective Commitment	289	3.35	1.46	Average
2.	Continuance Commitment	289	2.14	0.72	Low
3.	Normative Commitment	289	2.56	1.03	Average
	Grand mean		2.68	1.07	Average

Key

\bar{X}	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very High

Table 2 presents the mean and standard deviation of the level of lecturers' job commitment in the State Colleges of Education, North-central Nigeria. Therefore, affective and normative commitment had mean scores of 3.35 and 2.56 respectively and as such considered average while continuance commitment was low with a mean score of 2.14, thereby considered

low. Hence, the grand mean of 2.68 shows that the level of lecturers' commitment to the job in the State Colleges of Education, North-central Nigeria was average.

Research Question 3: *What is the level of goal achievement in the State Colleges of Education, North-central Nigeria?*

Table 3

Mean and Standard Deviation of the Level of Goal Achievement

S/N	Variables	N	\bar{X}	SD	Decision
1.	Discipline	488	2.59	0.86	Average
2.	Dedication	488	2.56	0.69	Average
3.	Knowledge	488	2.50	0.72	Average
4.	Skills	488	2.53	0.90	Average
	Grand mean		2.55	0.79	Average

Key

\bar{X}	
1.00-2.54	Low
2.55-3.54	Average
3.55-4.54	High
4.55-5.00	Very High

Table 3 presents the mean and standard deviation of the level of goal achievement in the State Colleges of Education, North-central Nigeria. It was found out that discipline, dedication, knowledge and skills as the indicators of goal achievement had mean scores of 2.59, 2.56, 2.50 and 2.53 respectively as such considered average. Therefore, the grand mean of 2.55 indicated that the level of goal achievement in the State Colleges of Education, North-central Nigeria was average.

Hypothesis Testing

Ho: *There is no significant relationship among lecturer compensation, job commitment and goal achievement in State Colleges of Education, North-central Nigeria*

Inferential statistic of Path Analysis was used to test the main hypothesis.

Table 4

Relative Contributions of Lecturer Compensation to Job Commitment, and Job Commitment to Goal Achievement

Variables	B	Std. Error	Beta	t-values	p-values
Lecturer Compensation → Job Commitment	2.33	0.12	0.65	19.08	0.000
Job Commitment → Goal Achievement	0.73	0.03	0.75	24.97	0.000

p-value<0.05

Table 4 shows the relative contributions of lecturer compensation to job commitment, and job commitment to goal achievement in the State Colleges of Education, North-central Nigeria. It reveals that lecturer compensation contributed Beta weight of 0.65 with the t-value of 19.08 which was significant at 0.000 while job commitment contributed Beta weight of 0.75 with the t-value of 24.97 which was significant at 0.000. This shows that job commitment contributed more to the goal achievement than lecturer compensation. Furthermore, the standard error of lecturer compensation was 0.12 while that of job commitment was 0.03. This analysis indicates that in the State Colleges of Education, North Central Geopolitical Zone, Nigeria, every increase in the goal achievement would be produced by 0.12 and 0.03 units of lecturer compensation and job commitment respectively. This implies that to achieve the goal of these institutions, lecturer compensation (independent variable) and job commitment (moderating variable) have to play their roles.

Table 5**Path Analysis of the Relationship among Lecturer Compensation, Job Commitment and Goal Achievement**

R	R Square	Std. Error of the Estimate	p-value
0.49	0.24	0.151	0.000

p-value<0.05

Table 5 shows the relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The correlation (R) value was 0.49 while that of multiple correlations (R^2) was 0.24 with the p-value of 0.000 which is less than significance level of 0.05. On this basis, the hypothesis which stated that there was no significant relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. Furthermore, the R^2 value of 0.24, as contained in the table, means that the variables of lecturer compensation and job commitment jointly predicted goal achievement by 24%; which, therefore, means that 76% of variation in goal achievement was accounted for by other variables not considered in this study.

Ho₁: *There is no significant relationship between salary and lecturers' job commitment in the State Colleges of Education, North-central Nigeria*

Inferential statistic of Pearson product-moment correlation statistic was used to test the operational hypotheses 1-7.

Table 6

Salary and Lecturers' Job Commitment

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Salary	289	1.73	0.53	.586	0.002	Ho ₁ Rejected
Lecturers' Job Commitment	289	2.68	1.07			

p-value<0.05

As shown in Table 6, the calculated r-value is .586 while the p-value (0.002) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between salary and lecturers' job commitment in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between salary and lecturers' job commitment in the State Colleges of Education, North-central Nigeria.

Ho₂: There is no significant relationship between promotion and Lecturers' job commitment in the State Colleges of Education, North-central Nigeria

Table 7

Promotion and Lecturers' Job Commitment

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Promotion	289	2.47	0.89			
				.353	0.000	Ho ₂ Rejected
Lecturers' Job Commitment	289	2.68	1.07			

p-value<0.05

From Table 7, the calculated r-value is .353 while the p-value (0.000) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between promotion and lecturers' job commitment in the State Colleges of Education, North-central Nigeria. This implies that there was a significant relationship between promotion and lecturers' job commitment in the State Colleges of Education, North-central Nigeria.

Ho₃: There is no significant relationship between health services and lecturers' job commitment in the State Colleges of Education, North-central Nigeria

Table 8

Health Services and Lecturers' Job Commitment

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Health Services	289	1.86	0.65			
				.486	0.001	Ho ₃ Rejected
Lecturers' Job Commitment	289	2.68	1.07			

p-value<0.05

As presented in Table 8, the calculated r-value is .486 while the p-value (0.001) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between health services and lecturers' job commitment in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between health services and lecturers' job commitment in the State Colleges of Education, North-central Nigeria.

Ho₄: *There is no significant relationship between training opportunities and lecturers' job lecturers' commitment in the State Colleges of Education, North-central Nigeria*

Table 9

Training Opportunities and Lecturers' Job Commitment

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Training Opportunities	289	2.43	0.52	.497	0.001	Ho ₄ Rejected
Lecturers' Job Commitment	289	2.68	1.07			

p-value<0.05

As shown in Table 9, the calculated r-value is .497 while the p-value (0.001) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between training opportunities and lecturers' job commitment in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between salary and lecturers' job commitment in the State Colleges of Education, North-central Nigeria.

Ho₅: *There is no significant relationship between lecturers' affective commitment and goal achievement in the State Colleges of Education, North-central Nigeria*

Table 10

Lecturers' Affective Commitment and Goal Achievement						
Variable	N	$\bar{\mathbf{X}}$	SD	Cal. r-value	p-value	Decision
Lecturers' Affective Commitment	289	3.35	1.46	.407	0.002	Ho ₅ Rejected
Goal Achievement	488	2.55	0.79			
p-value<0.05						

As presented in Table 10, the calculated r-value is .407 while the p-value (0.002) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between lecturers' affective commitment and goal achievement in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between lecturers' affective commitment and goal achievement in the State Colleges of Education, North-central Nigeria.

Ho₆: *There is no significant relationship between lecturers' continuance commitment and goal achievement in the State Colleges of Education, North-central Nigeria*

Table 11

Lecturers' Continuance Commitment and Goal Achievement						
Variable	N	$\bar{\mathbf{X}}$	SD	Cal. r-value	p-value	Decision
Lecturers' Continuance Commitment	289	2.14	0.72	.398	0.002	Ho ₆ Rejected
Goal Achievement	488	2.55	0.79			
p-value<0.05						

Table 11 shows the calculated r-value of .398 while the p-value (0.002) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between lecturers' continuance commitment and goal achievement in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between lecturers' continuance commitment and goal achievement in the State Colleges of Education, North-central Nigeria.

Ho7: *There is no significant relationship between lecturers' normative commitment and goal achievement in the State Colleges of Education, North-central Nigeria*

Table 12

Lecturers' Normative Commitment and Goal Achievement						
Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Lecturers' Normative Commitment	289	2.56	1.03	.324	0.002	Ho7 Rejected
Goal Achievement	488	2.55	0.79			

p-value<0.05

As shown in Table 12, the calculated r-value is .324 while the p-value (0.002) is less than the significance level (0.05). Therefore, the hypothesis which stated that there is no significant relationship between lecturers' normative commitment and goal achievement in the State Colleges of Education, North-central Nigeria was rejected. This implies that there was a significant relationship between lecturers' normative commitment and goal achievement in the State Colleges of Education, North-central Nigeria.

Discussion of Findings

The findings of the research question one revealed that the level of compensation provided to the lecturers in the State Colleges of Education, North-central Nigeria was low with grand mean score of 2.12. This shows that the compensation provided to the lecturers in these institutions has not been encouraging enough and the fact is that if the situation continues to stand at the level revealed in this study without improvement, job commitment of the lecturers might not be well enhanced; hence, inability of the institutions to effectively achieve the goals for which they are established. This finding is in line with the view of Oshegbemi (2010) that lecturers are the soul of institutions, irrespective the type. For institutions to continually actualise commitment of the lecturers, they must be keyed into their effective compensation. Lumbanraja, Salim and Gultom (2017) also opined that in any organisation, effective compensation of the employees should not be held with levity. Compensation serves as a bond which does not only tie the employees to the organisation but also dictate their attitudes towards job performance. The manner in which employees perform their job could be the product of the extent to which their compensation is catered for.

The findings of the research question two revealed that the level of lecturers' job commitment in the state Colleges of Education, North Central Geopolitical Zone, Nigeria was average with grand mean score of 2.68. This means that there was still room for improvement in the job commitment of the lecturers in these institutions. Average level of the lecturers' job commitment is not good enough to facilitate effective realisation of the goals of the State Colleges of Education, North-central Nigeria. Commitment is important for effective services delivery of the lecturers, and consequently, for the attainment of the stated goals. This finding corroborates the view of Oladejo (2017) that commitment of the employees is an important factor which the

employers of labour in organisations have to continually pay adequate attention to. This is because, the higher the commitment of the employees, the higher the goal achievement of the organization; and the lower their commitment, the lower the goal achievement would be. Bello, Ogundipe and Eze (2017) believed that in tertiary institutions, lecturers' job commitment is considered to have significant influence on the overall functioning of the institutions.

The findings of the research question three revealed that the level of goal achievement in the State Colleges of Education, North-central Nigeria was average with grand mean score of 2.55. This implies that the goal of the State Colleges of Education, North-central Nigeria, in terms of the production of teachers with high personal and professional discipline, dedication, knowledge and skills has not been adequately realised. As the level of the goal achievement of these institutions was found to be average, the implication of this is that the products of the state Colleges of Education who are teaching at the basic schools in the North Central Nigeria have not been well equipped with all they need to effectively facilitate adequate realisation of the goals of this level of education. This finding agrees with the view of Lawrence (2016) that that the inability of many graduates of Nigerian Colleges of Education to effectively impart knowledge to learners is due to inadequate possession of teaching skills and knowledge, acquired during their days in these institutions. This is an evidence that goal achievement of these institutions have not been well actualised.

The findings of the main hypothesis tested revealed that there was a significant relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed the correlation (R) value of 0.49 and the p-value (0.000) which is less than significance level (0.05). Furthermore, the R^2 value of 0.24, as contained in the table, means that the variables

of lecturer compensation and job commitment jointly predicted goal achievement by 24%; which, therefore, means that 76% of variation in goal achievement was accounted for by other variables not considered in this study. This connotes that when the state governments are well-committed to adequate compensation of the lecturers in the State Colleges of Education, North-central Nigeria their commitment to the job is expected to be well-enhanced, thereby leading to effective realisation of the stated goals.

This finding is in tandem with the view of Gabriel (2016) that no matter how sufficient physical, human, material and financial resources are made available in an organisation, unless the employees are adequately compensated, it would be difficult to achieve their job commitment and this could affect realization of the stated goals. Robertson, Carlos and Shui (2003) that commitment of the employees could be regarded as the gateway to the success of any organisation. An organisation with employees who are highly committed is likely to achieve better operation which would facilitate goal realisation than others which have employees with low commitment. Nazari, Pihie, Basri and Idris (2012) opined that lecturing is a profession with heavy workload; as such, it requires total commitment of lecturers for the goals to be actualised. It can be concluded that the higher the lecturers' commitment to their job, the higher the organisational goal achievement and vice versa.

The findings of the hypothesis one tested revealed that there was a significant relationship between salary and lecturers' job commitment in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.002) is less than significance level (0.05). This shows that when the salary of lecturers in these institutions is adequately and timely paid, they would be financially buoyant to cater for their needs. Consequently, they would be happy about their job, encouraged and enthusiastic; hence,

commitment to the job is enhanced. This finding is in line with the view of Peretomode (2012) that adequate salary payment would trigger employees towards effective job performance thereby leading to realisation of the stated goals. Rosser (2012) maintained that the importance of salary to the employees cannot be over-emphasised. Salary brings about commitment and job satisfaction of Colleges of Education lecturers; hence effective job performance which would facilitate realisation of the stated goals.

The findings of the hypothesis two tested revealed that there was significant relationship between promotion and lecturers' job commitment in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.000) is less than significance level (0.05). This means that when lecturers are timely promoted, the feeling that their status in the institutions is increasing coupled with additional pay in their monthly take home could help improve their commitment towards the job.

This finding corroborates the view of Onoyase (2017) that promotion is an important factor to the employees in an organisation because it leads to the increase in monthly pay and recognition for more important roles; and could help increase their zeal, sense of belonging and commitment towards effective realisation of the stated goals. In addition, Akande (2014) opined that apart from increment in salary, promotion is also expected to result in higher commitment, motivation, responsibility and recognition of the employees. When workers are timely promoted, their commitment would be improved thereby yielding positive results for the organisation in terms of goal achievement.

The findings of the hypothesis three tested revealed that there was a significant relationship between health services and lecturers' job commitment in the State Colleges of

Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.001) is less than significance level (0.05). This implies that health of the lecturers is an engine which the organisation needs to effectively operate. When the lecturers' health is well taken care of by the state governments, their physical and mental situation would be in good shape; and this could go a long way in enhancing their commitment to the job. This finding agrees with the view of Obalum and Fiberesima (2012) that workers place important value on health services because it has to do with their well-being. An organisation which prioritises adequate health services provision to the employees is likely to achieve effective operation than the one with lackadaisical attitudes to health services. Rantanen (2008) also believed that it is one thing to have the required number of employees in an organisation and it is another thing entirely to ensure that their health is well-managed. No organisation can smoothly operate to reach the targeted goals with unhealthy workers.

The findings of the hypothesis four tested revealed that there was a significant relationship between training opportunities and lecturers' job commitment in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.000) is less than significance level (0.05). This connotes that providing lecturers with ample opportunities of acquiring more professional skills, knowledge and techniques would make them more relevant and updated on how to go about the discharge of their duties; and the end result of this could be felt positively in their commitment to the job. This finding is in tandem with the view of Musset (2010) that training opportunities assist in updating, developing and broadening the knowledge acquired by lecturers while learning and equip them with new professional skills and techniques needed to be more committed and effective in the discharge of their duties. Igbo, Eze, Eskay, Onu and Omeje (2012) opined that training opportunities help in bringing out more

development, commitment and competency in lecturers and consequently lead to effective actualisation of the institutional goals. The findings of the hypothesis five tested revealed that there was a significant relationship between lecturers' affective commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.002) is less than significance level (0.05). This signifies that the extent to which lecturers give their stay in the state-owned Colleges of Education, North-central Nigeria a sense of responsibility determines not only their performance but also the level of goal achievement of these institutions. Lecturers' job morale is expected to be high when their affective commitment to these institutions is high; hence, effective job performance which would facilitate goal achievement of the institutions.

This finding is in line with the view of Rhoades, Eisenberger, Armeli (2001) that employees with high level of affective commitment are likely to passionately carry out their duties in way which would lead to attainment of the goals of the organisation. Andreas (2013) stated that importance of affective commitment to the realisation of the organisational goals cannot be underrated. Affectively committed employees would be eager to perform their official duties in way which would enhance goal attainment of the organisation.

The findings of the hypothesis six tested revealed that there was a significant relationship between lecturers' continuance commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.002) is less than significance level (0.05). This means that when state governments adequately cater for personal and official needs of the lecturers, the fear of losing this opportunity when they quit the institution for other organisation could make them stay and contribute effectively to the realisation of the stated goals of the institutions. This finding corroborates the

view of Irefin and Mechanic (2013) that employees who are attached to the organisation based on continuance commitment are likely to work hard to ensure actualisation of the stated objectives. Employees' awareness that leaving the organisation would deprive them some benefits could make them stay in the organisation and actively involved in achieving its missions and visions by improving their job performance. When lecturers of the state Colleges of Education are well taken care of in terms of adequate compensations, considering losing them if quit the institutions could make them gladly stay and contribute maximally and effectively to the attainment of the stated goals.

The findings of the hypothesis seven tested revealed that there was a significant relationship between lecturers' normative commitment and goal achievement in the State Colleges of Education, North-central Nigeria. The statistical analysis of the hypothesis tested showed that p-value (0.002) is less than significance level (0.05). This shows that when lecturers enjoy their stay in the institutions to the extent of considering it an obligation for them to effectively discharge their duties, it would go a long way enhancing realisation of the stated goals. This finding agrees with the view of Nazari, Pihie, Basri and Idris (2012) that normative commitment means workers' decision to remain in the organisation based on obligation feeling plays significant role in facilitating effective their job performance. Priihantoro (2012) believed normative commitment like other two components of commitment has the ability of enhancing effective employees' job performance thereby leading to realisation of the organisational goals. Also, Employees' belief that organisation has been there for them in times of need could make them obliged to stay with the organisation and maximally contribute their quota towards the attainment of the stated goals. When lecturers of the State Colleges of Education are adequately and timely motivated, their normative commitment is likely to be highly enhanced. Consequently,

they might consider it morally right to stay in the institutions and perform their jobs effectively to realise the stated goals; as a way of paying back what the institutions have invested in them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discusses summary of the results, conclusion and recommendations based on the findings of the research.

Summary

The summary of the study revealed that:

- i. the level of compensation provided to the lecturers in the State Colleges of Education, North-central Nigeria was low with grand mean score of 2.12;
- ii. the level of lecturers' job commitment in the State Colleges of Education, North-central Nigeria was average with grand mean score of 2.68;
- iii. the level of goal achievement in the State Colleges of Education, North-central Nigeria was average with grand mean score of 2.55;
- iv. there was a significant relationship among lecturer compensation, lecturers' job commitment and goal achievement in the State Colleges of Education, North-central Nigeria ($p < 0.05$);
- v. there was a significant relationship between salary and lecturers' job commitment in the state Colleges of Education, North Central Geopolitical Zone, Nigeria with $r = .586$, $p < 0.05$);
- vi. there was a significant relationship between promotion and lecturers' job commitment in the State Colleges of Education, North-central Nigeria ($r = .353$, $p < 0.05$);
- vii. there was a significant relationship between health services and lecturers' job commitment in the State Colleges of Education, North-central Nigeria ($r = .486$, $p < 0.05$);
- viii. there was a significant relationship between training opportunities and lecturers' job commitment in the State Colleges of Education, North-central Nigeria ($r = .497$, $p < 0.05$);

- ix. there was a significant relationship between lecturers' affective commitment and goal achievement in the State Colleges of Education, North-central Nigeria ($r = .407, p < 0.05$);
- x. there was a significant relationship between lecturers' continuance commitment and goal achievement in the State Colleges of Education, North-central Nigeria ($r = .398, p < 0.05$);
and
- xi. there was a significant relationship between lecturers' normative commitment and goal achievement in State Colleges of Education, North-central Nigeria ($r = .324, p < 0.05$).

Conclusion

Based on the findings derived from the collected and analysed data in the study, it was concluded that adequate compensation would assist in enhancing lecturers' job commitment which would consequently facilitate actualisation of institutional goals in the State Colleges of Education, North-central Nigeria. Furthermore,

- i. the level of compensation provided to the lecturers in these institutions was low;
- ii. the level lecturers' job commitment in these institutions was average;
- iii. the level of goal achievement of these institutions was average;
- iv. adequate and timely payment of salary could help enhance lecturers' job commitment;
- v. timely implementation of promotion is an important factor which could help achieve lecturers' job commitment;
- vi. when there is provision of affordable health services to the lecturers, their commitment to the job could be improved
- vii. adequate provision of training opportunities to the lecturers in these institutions could facilitate their commitment to the job.

- viii. affective commitment of the lecturers plays significant role in the achievement of the goals for which state Colleges of Education are established;
- ix. if the continuance commitment of the lecturers is well harnessed, it could result in effective realisation of the goals of these institutions.
- x. normative commitment of the lecturers is also an important factor which could help actualise goal achievement of these institutions.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- i. State governments should intensify their efforts by paying more attention to lecturer compensation through the prompt and adequate payment of salary, timely promotion, provision of affordable health services and improved training opportunities.
- ii. Governments should provide improved enabling environment that would enhance lecturers' job commitment.
- iii. Governments should always ensure adequate motivation which would enable lecturers to be highly committed in the discharge of their duties to facilitate effective realisation of the institutions.
- iv. 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.
- v. There is need for government to make sure that promotion is timely implemented to boost lecturers' morale, so that their total commitment towards the job could be secured.
- vi. Affordable health services should be made available to the lecturers in the State Colleges of Education like that of their counterpart in Federal Colleges of Education to make them more committed to their job.

- vii. 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.
- viii. Adequate compensation that would make lecturers to always want to remain in these institutions with high sense of responsibility should be ensured, to bring about their effective job performance and consequently attainment of the stated goals.
- ix. Personal and official needs of the lecturers should be adequately provided to increase their passion to stay in the institutions and perform their job effectively towards the actualisation of the stated goals.
- x. An improved enabling environment should be provided to continually make lecturers consider it a moral obligation to stay in the institutions and effectively contribute their quota towards the goal achievement.

Suggestion for Further Studies

Further studies could be conducted in the following areas to bridge the gap left in this study by:

- i. choosing another geo-political zone as the locale of the study in replacement of North Central Nigeria;
- ii. using entire Nigeria as the locale of the study;
- iii. focusing on public Universities or Polytechnics instead of the public Colleges of Education which this study examined;
- iv. and by marrying another dependent variable with Lecturer Compensation and Job Commitment instead of Goal Achievement that this study used as the dependent variable.

Contributions to Knowledge

The study has examined ways through which State Colleges of Education lecturers are compensated to enhance their job commitment thereby leading to the goal achievement. These include salary, promotion, health services and training opportunities.

The study has contributed to knowledge in the sense that it has established the relationship among lecturer compensation, job commitment and goal achievement in the State Colleges of Education, North-central Nigeria. Also, it has revealed the levels of compensation provided to the lecturers; their job commitment; and goal achievement of state Colleges of Education, North Central Geopolitical Zone, Nigeria.

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APPENDIX I
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
(Lecturer Compensation Questionnaire)

(To be completed by the lecturers)

Dear respondent,

This Questionnaire is designed to elicit information on lecturer compensation in the state Colleges of Education, North Central Geopolitical Zone, Nigeria. Please, endeavour to give honest responses to the items of the questionnaire as any information supplied shall be treated confidentially.

Thanks for your anticipated cooperation.

Yours faithfully,

SULYMAN, Kamaldeen Olohundare
07/25OE159

SECTION A

Tick the column (✓) as applicable to you.

SA—Strongly Agree

A---Agree

D---Disagree

SD---Strongly Disagree

S/N	SALARY	SA	A	D	SD
1.	My salary is regularly paid.				
2.	My employer does not owe me backlog of salaries				
3.	My salary commensurates with the work I do.				
4.	My salary is similar to what my contemporaries earn from similar institutions.				
5.	My salary is in conformity with the approved salary package.				
	PROMOTION				
6.	I am promoted as and when due.				
7.	I have to publish a certain number of articles before I can be promoted.				
8.	Promotion is usually followed by salary increment.				
9.	There is no prejudice in the promotion exercise.				
10.	Additional responsibilities often accompany my promotion.				
	HEALTH SERVICES				
11.	The health insurance scheme is provided for lecturers in my institution.				
12.	A functioning sickbay is provided for lecturers.				
13.	There is enough medical personnel in the sickbay.				
14.	The sick bay is equipped with adequate drugs.				
15.	Health talk is periodically organised for lecturers on how to maintain their health.				
	TRAINING OPPORTUNITIES				
16.	Lecturers are sponsored to attend international conferences.				
17.	Lecturers do not have opportunity of attending workshops regularly outside the institution.				
18.	Lecturers are not usually supported for further studies.				
19.	Seminars are regularly organised for lecturers to acquire more knowledge.				

20.	Workshops are not regularly organised for lecturers to acquire more skills.				
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Thank you.

APPENDIX I
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
(Job Commitment Questionnaire)
(To be completed by the lecturers)

Dear respondent,

This Questionnaire is designed to elicit information on job commitment of the lecturers in the state Colleges of Education, North Central Geopolitical Zone, Nigeria. Please, endeavour to give honest responses to the items of the questionnaire as any information supplied shall be treated confidentially.

Thanks for your anticipated cooperation.

Yours faithfully,

SULYMAN, Kamaldeen Olohundare
07/25OE159

SECTION B

Please, Tick (✓) the column as applicable to you.

S/N	AFFECTIVE COMMITMENT As a lecturer, the extent to which:	Very High	High	Moderate	Low	Very Low
1.	I feel enthusiastic rendering my services smoothly is					
2.	I feel satisfied with every moment I spend in my place of work is					
3.	I derive happiness in promoting the image of this institution is					
4.	am enthusiastic to contribute my best to this institution is					
5.	I regret being an employee of this institution is					
	CONTINUANCE COMMITMENT As a lecturer, the extent to which:					
6.	conduciveness of the working environment is preventing me from quitting this institution is					
7.	internet facilities I enjoy encourage me to stay in this institution is					
8.	prompt payment of salary motivates me to remain in the service of this institution is					
9.	training opportunities provided for lecturers discourage me not to leave this institution is					
10.	regularity of promotion encourages me to remain in the service of this institution is					
	NORMATIVE COMMITMENT As a lecturer, the extent to which:					
11.	am loyal to this institution is					
12.	I consider it right to remain in the service of this institution is					

13.	I think it right to give back what this institution has invested in me is.					
14.	I believe that I must stay in this institution because my service is highly needed is					
15.	I think that my exit could create a vacuum in my institution is					

Thank you.

APPENDIX II
UNIVERSITY OF ILORIN
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT
(Goal Achievement Questionnaire)

(To be completed by the Principals or Head Teachers of Basic Schools)

Dear respondent,

This Questionnaire is designed to elicit information on goal achievement in state Colleges of Education, North Central Geopolitical Zone, Nigeria. You are to assess teachers in your school (only N. C. E. holders from the state Colleges of Education), in terms of how they are disciplined, dedicated to work, knowledgeable and skilled. Please, endeavour to give honest responses to the items of the questionnaire as any information supplied shall be treated confidentially.

Thanks for your anticipated cooperation.

Yours faithfully,

SULYMAN, Kamaldeen Olohundare
07/25OE159

SECTION A

Tick the column (✓) as applicable to you.

AS---Always So SA---Strongly Agree

OS---Often So A---Agree

RS---Rarely So D---Disagree

NS---Never So SD---Strongly Disagree

S/N	DISCIPLINE	AS	OS	RS	NS
1.	Teachers come to school at the right time.				
2.	Teachers do not sneak out of school before the closing time.				
3.	Teachers dress modestly to school.				
4.	Teachers do obey the school authority.				
5.	Teachers do not engage in any immoral act with learners.				
	DEDICATION				
6.	Teachers regularly prepare their lesson notes.				
7.	Teachers go to classrooms at the right time.				
8.	Teachers always ensure the learners have a better understanding of the concept taught.				
9.	Teachers keep detailed records of the learners.				
10.	Teachers pay attention to learners with learning difficulties.				
	KNOWLEDGE	SA	A	D	SD
11.	Teachers have adequate knowledge of the subjects taught.				
12.	Teachers do not have sufficient understanding of learners' differences.				
13.	Teachers use suitable methodology to impart knowledge to learners.				
14.	Teachers have adequate understanding of classroom management.				
15.	Teachers have sufficient understanding of selecting				

	appropriate instructional resources.				
	SKILLS				
16.	Teachers have good communication skill.				
17.	Teachers do not have good interpersonal skill.				
18.	Teachers do not have good time management skill.				
19.	Teachers do have the skill to manage disciplinary issues.				
20.	Teachers do not possess skill to properly assess learners.				

APPENDIX III

Sample Frame of Lecturers

Colleges of Education	Population of the Lecturers	Sample
	178	45
Kwara State College of Education (Technical), Lafiagi	115	29
Kwara State College of Education, Oro.	105	26
Kogi State College of Education, Ankpa	196	50
Kogi State College of Education, Kabba.	98	25
Niger State College of Education, Minna.	452	114
Total	1,144	289

Source: Colleges of Education, Research and Statistics Unit (2018).

Sample Frame of Principals and Head Teachers of Basic Schools

States	Population of Basic School Principals	Sample	Population of Basic School Head Teachers	Sample	Total
Kwara State	440	99	1,591	88	187
Kogi State	493	111	2,153	118	229
Niger State	398	89	2,845	157	246
Total	1,331	299	6,589	363	662

Source: State Ministries of Education, Research and Statistics Unit (2018).

APPENDIX IV

	N	Mean	Std. Deviation
Salary	289	1.7319	.53418
Promotion	289	2.4699	.88950
Health Services	289	1.8644	.64583
Training Opportunities	289	2.4278	.52159
Valid N (listwise)	289		

	N	Mean	Std. Deviation
Affective Commitment	289	3.3505	1.4631
Continuance Commitment	289	2.1388	0.7235
Normative Commitment	289	2.5606	1.0334
Valid N (listwise)	289		

	N	Mean	Std. Deviation
Lecturer Compensation	289	2.1235	.64697
Job Commitment	289	2.6833	1.0719
Goal Achievement	488	2.5549	.78865

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	t-value	P
Job Commitment <--- Lecturer Compensation	2.334	.122	19.075	0.000
Goal Achievement <--- Job Commitment	.729	.029	24.974	0.000

Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
Job Commitment <--- Lecturer Compensation	.654
Goal Achievement <--- Job Commitment	.749

Standardized Indirect Effects (Group number 1 - Default model)

	Lecturer Compensation	Job Commitment
Job Commitment	.000	.000
Goal Achievement	.490	.000

Correlations

		Salary	Lecturers' Job Commitment
Salary	Pearson Correlation	1	.002
	Sig. (2-tailed)		.586
	N	289	289
Job Commitment	Pearson Correlation	.002	1
	Sig. (2-tailed)	.586	
	N	289	289

Correlations

		Promotion	Lecturers' Job Commitment
Promotion	Pearson Correlation	1	.353**
	Sig. (2-tailed)		.000
	N	289	289
Job Commitment	Pearson Correlation	.353**	1
	Sig. (2-tailed)	.000	
	N	289	289

Correlations

		Health Services	Lecturers' Job Commitment
Health Services	Pearson Correlation	1	.486
	Sig. (2-tailed)		.001
	N	289	289
Job Commitment	Pearson Correlation	.486	1
	Sig. (2-tailed)	.001	
	N	289	289

Correlations

		Training Opportunities	Lecturers' Job Commitment
Training Opportunities	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.001
	N	289	289
Job Commitment	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.001	
	N	289	289

Correlations

		Lecturers' Affective Commitment	Goal Achievement
Lecturers' Affective Commitment	Pearson Correlation	1	.407
	Sig. (2-tailed)		.002
	N	289	488
Goal Achievement	Pearson Correlation	.407	1
	Sig. (2-tailed)	.002	
	N	488	289

Correlations

		Lecturers' Continuance Commitment	Goal Achievement
Lecturers' Continuance Commitment	Pearson Correlation	1	.398
	Sig. (2-tailed)		.002
	N	289	488
Goal Achievement	Pearson Correlation	.398	1
	Sig. (2-tailed)	.002	
	N	488	289

Correlations

		Lecturers' Normative Commitment	Goal Achievement
Lecturers' Normative Commitment	Pearson Correlation	1	.324*
	Sig. (2-tailed)		.002
	N	289	488
Goal Achievement	Pearson Correlation	.324*	1
	Sig. (2-tailed)	.002	
	N	488	289

