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Influence of Technical Educators' Commitment to Work on their Job Performance in Tertiary Institutions in Edo and Delta States, Nigeria

Obierika, Obiajulu Loretta Ph.D
obiloretta@gmail.com

&

Igbokwe, Gladys Ibiene

Department of Building Technology Education
Federal College of Education (Technical), Asaba, Nigeria

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Abstract

This study investigated the influence of technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States. One research question guided this study while two hypotheses were tested at 0.05 level of significance. Correlational survey method was adopted in the study. The entire population of 283 technical educators involved in the study was also used as sample for the study. Questionnaire titled "Technical Educators' Commitment and Job Performance Questionnaire" (TECJPQ) was the instrument used for data collection and it was validated by three experts. The reliability of the instrument was established using Cronbach alpha and it yielded an overall coefficient of 0.72. The data collected for the study were analysed using Pearson Product Moment Correlation (r) method to answer the research question. The formulated null hypotheses were tested using Pearson Product Moment Correlation (r). The findings of this study revealed that there is a relationship between technical educators' commitment to work and job performance. In addition, a significant relationship exists between technical educators' commitment to work and job performance. Based on these findings, it was recommended among others, that policy makers should formulate policies that will promote commitment to work as this will enhance job performance of technical educators, and that regulatory agencies such as NUC, NBTE and NCCE should always be on the alert to address any identified challenges confronting the needs of technical educators so as to forestall the problems that may arise from lack of commitment.

Keywords: Commitment, Job Performance, Technical Educators, Edo State, Delta State

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Introduction

Commitment to work has been regarded as one of the important constructs that aids effective performance on the job. Practitioners and researchers stress the importance of a loyal, committed workforce and that individuals who are committed are more likely to experience a stable, consistent body of employees who will exert effort when work conditions are not ideal (Chen, 2023). Researchers in the management field have long established that organizational goals are unattainable without the enduring commitment of members of the organization (Ekpo and Udoudo, 2023). Okoro (2019) stated that organizational commitment has been linked both theoretically and empirically to performance. For instance, Okoro and Oviawe (2020) suggested that organizational commitment is a significant factor that affects employees' output, and a vital indicator for performance. Additionally, organizations increasingly rely on their human capital (knowledge workforce) to give them a sustainable competitive edge by being able to respond, adapt or change to keep pace with rapid technological advancement, educational advancement, workforce diversity and organizational restructuring. The academic staff is the central human resource or element in tertiary institutions. This is because they occupy an important place as the facilitators and custodians of the learning process. Tertiary institutions are educational organizations at post-secondary school level (third level) saddled with the responsibility of transmitting knowledge, skills and attitude to students (Olusola et al., 2017). They also conduct research and engage in community services. In this study tertiary institutions include: Universities,

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Polytechnics and Colleges of Education. In tertiary institutions, the human resource is made of academic and non-academic staff, and it is important that they are properly developed, effectively managed and sufficiently motivated.

In addition, the success of an organization (tertiary institutions inclusive) does not only depend on motivation, high pay or training but also on how committed employees are to the organization. All over the world, higher educational systems depend heavily on teachers for the execution of their programme, and Nigeria as a country is not an exception. Therefore, their commitment is crucial to the attainment of goals of the higher educational system. In support of this, Okosun et al. (2023) stated that teachers' commitment emerges as a pivotal factor in effective educational practices and that it drives teachers to exhibit enhanced job performance and encompasses commitment to the school, students, the teaching profession and professional knowledge. Hence, in tertiary institutions, the commitment of teachers and technical educators in particular is crucial to the achievement of the institution's goals. In this context, technical educators are those teachers who are professionally qualified to teach technical or technology education courses in any tertiary institution (postsecondary institutions that offer technical/vocational education and training (TVET) programmes). In Universities and Colleges of Education, technical educators are those in the department of vocational and technical education, while in Polytechnics, technical educators are those in engineering departments since their concern is focused on development of functional skills that are practically oriented in nature. Technical educators in this study would include those in Federal and State tertiary institutions in Edo and Delta States. Private tertiary institutions in Edo and Delta States would not be part of this study.

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Furthermore, the teaching of TVET in tertiary institutions is crucial to the technological development of a nation. The level of technological development and skill acquisition is the basis for determining social, economic and industrial development as well as advancement of any nation (Owenvbiugie, 2015). Skills refer to an individual's ability or abilities to perform specific tasks or assignments successfully. Adequate skills acquisition programmes through TVET holds the key to development and economic survival of a nation. Gofwan et al. 2015) described TVET as an educational programme that prepares individuals mainly for occupations requiring manipulative skills or non-technical occupations in such fields as Agriculture, Business Education, Home Economics, Painting, Decorating and others, which are organized to secure confidence and experience by the individual students. In specific terms, Oviawe (2016) defined technical education (TE) as that aspect of education, which utilizes scientific knowledge in the acquisition of practical and applied skills in the solution of human problems. In the view of Lakun et al. (2015) technical education is a post-secondary vocational programme which major purpose is the production of technicians. In this understanding, the goals of TVET as stipulated by the National Policy on Education FRN (2013) is to provide trained manpower in the applied sciences, technology and business, particularly at craft, advanced craft and technical levels; necessary for agricultural, commercial and economic development. It must provide training that imparts the necessary skills for the production of technicians, technologists and other skilled personnel who shall be enterprising and self-reliant. In view of the relevance and dynamic nature of TVET in the development of functional skills necessary for national development and advancement, different names, such as TE, Technical and Vocational Education (TVE) and TVET have been given to the discipline. However, no matter what name it takes, they all mean the same thing and are

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interchangeably used. In order to achieve the above goals as stated in the National Policy on Education, there is the need to have technical teachers (technical educators) who are committed.

A lot of researchers have defined commitment to work, Okolocha and Ojeaga (2018) described commitment as going beyond a passive type of loyalty where employees maintain membership but are not really involved in organizational activities or their jobs. In the same vein, Hu et al. (2020) referred to commitment as the extent to which employees are devoted to their organization, including their desire. In like manner, Nwankwo and Ifeanyi (2021) saw commitment as attraction and attachment to work and organization. According to Cabanilla et al. (2024), commitment is the attitude or mindset of an employee that ultimately determines whether he or she stays with their employer or leave. Therefore, working towards goals that are simultaneously his and those of the organization and thus feeling identified with the organization could be attributed to strong commitment. It then follows that committed teachers will believe in and pursue the goals of the school, exert effort that goes beyond personal interests and remain members of the school system. Commitment therefore, in the context of this study is a positive, affective disposition reflected by the technical educator's identification, involvement and loyalty to his/her tertiary institution with associated attitude exerting more efforts towards educational goals attainment and eventually stay with the institution.

The concept and definition of job performance has received considerable amount of scholarly research attention over the past years. Bayasgalan (2015) defined job performance as achieving goals of the organization in which a person works. Wapmuk et al. (2020) referred to job performance as an employee's method of accomplishing a task per the organizations' stated

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standards and it is measured by the level of contribution to the organizations' success. Darmawan and Tanuwijaya (2023) described job performance as a contribution made by employees to increase company productivity. Additionally, technical educators' job performance is viewed as how a technical educator engages in the teaching and learning activities in his/her institution. Furthermore, Job performance has two main aspects - task performance and contextual performance. Therefore, the job performance of technical educators is of great importance because good quality tertiary education is an important avenue toward producing the technical manpower needed for technological development through the impartation of skills, knowledge and attitudes. For any nation to advance technologically, its higher education system must develop skills, knowledge and attitude. This can only be possible if its technical educators are adequately motivated. Furthermore, for an institution or any organization to be effective, it must not only reach its primary objectives in the short run, but must also strengthen its ability to do so in the future. Therefore, performance is the act of successful accomplishment, attainment and the execution of tasks as a result of efforts aimed at the achievement of the institution's goals of TE programmes in tertiary institutions in Nigeria.

However, when employees are satisfied with their jobs and their needs are met, they develop an attachment to work (commitment) and as a result make effort to perform better. Increased effort results in better performances. Additionally, Owenvibiugie (2015) have expressed that, apart from commitment, ownership of institutions can also affect a worker's performance. This is because the attitude displayed by an employer can positively or negatively affect the performance of an employee. This is because commitment of employees towards work is an important instrument for improving the performance of every business organization which will

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ensure the achievement of their goals and objectives. However, performance is a product of several work indices such as environment, leadership style, welfare packages among others. The present situation of TVET in Nigeria is far from being satisfactory (Kennedy et al.,2017). Kennedy et al (2017) observed that many of the TVET institutions lacked workshops and laboratories, where workshops and laboratories are available, there are no tools, equipment and training materials to carry out practical. Where tools and equipment are available they are obsolete and not at par with what is obtainable in the real world of work. With the above scenario, it is evident that the working conditions of the Nigerian technical educators are poor; commitment will also be low and this can hinder efficiency in the production of graduates with employable skills. Hence, technical educators seem to be unproductive and there appears to be poor performance among them.

In view of the above, the various unions at the tertiary level often drew the attention of government to the identified poor productivity and poor performance due to poor working environment. The strike actions embarked upon by educators (including technical educators) are expressions of their dissatisfaction with government dealings with them. They feel uncomfortable with the condition of service, stance in the implementation of policies, dealing with statutory rights such as promotion, fringe benefits and provision of basic amenities that enhance teachers' effectiveness and proficiency. All these have negative effect on the commitment of technical educators. Government on the other hand, claims to have met the demands of teachers at the tertiary level and thus expects high productivity in the system (Adavbiele, 2015). The departure in the position of both groups creates gap in expectations and when expectations are not met, conflict of interest, lack of commitment and poor performance will be inevitable. These gaps are what the present study seeks to fill.

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Statement of the Problem

In recent years, there has been a growing interest in commitment as a potential determinant of employee performance (productivity). This perception needs empirical evidence. However, attainment of high level productivity has always been associated with committed workforce in any organization as in educational institutions (tertiary institutions inclusive) in Edo and Delta States. Conversely, lack of commitment will set in if efforts put in by government (employer) is not commensurate with the expectations of technical educators (employee).

Technical educators consistently complain about poor work environment, irregular payment of salaries, inconsistent and irregular promotion, non-implementation of promotion, poor implementation of policies, lack of basic facilities and equipment for teaching and learning, strained relationship between employer and employees, and poor welfare packages for educators from a government that claim to have been doing a lot for the system (Kawugana, 2016). Government on the other hand seem not to be comfortable with the behavioral disposition of technical educators and the level of commitment put in by them. They (government) regularly blame technical educators for the poor level and quality of the system as they seem not to be regular at their duty posts. Scheme of work are seldom covered, scripts are not properly marked, practical classes are down played to some extent, absenteeism is gradually becoming a norm and discipline among staff is gradually becoming a mere concept as it is hardly enforced (Adavbiele, 2015). The Academic Staff Union of Universities (ASUU) went on strike in November, 2018. In the same vein, Colleges of Education Academic Staff Union (COEASU) went on strike in October, 2018 and so did Academic Staff Union of Polytechnics (ASUP) in December, 2018 for lack of

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commensurate welfare compared with their input. The effect of these strike actions fall back on the students and by extension, the economy. Technical educators carry out their teaching in a great rush in a bid to cover the topics in the curriculum of studies with some not effectively covered. Practical classes which is the main thrust of technical education are down played because of shortness of time to carry them out. This affects the students adversely and they come out half-baked, because the curriculum of studies is usually not effectively covered. The ripple effect is that the society lacks the job ready graduates which transcends to few professionals ejected into the world of work. The would-be teachers/instructors to replace the existing experts are lacking in number and in expertise skills for effective performance.

. It is against this backdrop that this study is undertaken.

Research Question

The study sought answer to this research question:

1. What is the influence of technical educators' commitment to work on job performance in tertiary institutions in Edo and Delta States?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States.
2. There is no significant relationship between commitment to work and job performance of federal and state technical educators' in tertiary institutions in Edo and Delta States.

Methodology

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The research design for this study was a correlational survey. It was carried out in Edo and Delta States. The population comprised 283 technical educators and in view of the manageable size of the population, the entire population was used as the sample. A 5-point Likert scale structured questionnaire was used to collect data from the respondents. The instrument was validated by three experts, two from Department of Technology and Vocational Education and one from Measurement and Evaluation Unit, Department of Educational Foundations. The reliability was established using Cronbach Alpha which yielded an overall coefficient of 0.72. Data collected was analyzed using Pearson Product Moment Correlation (r) to answer the research question and to test the null hypotheses. To determine the level of relationship a decision rule was taken for Pearson Product Moment Correlation (r) as follows:

±0.00 – 0.19	-	Very weak relationship
±0.20 – 0.39	-	Weak relationship
±0.40 – 0.59	-	Moderate relationship
±0.60 – 0.79	-	Good relationship
±0.80 – 1.00	-	Very good relationship.

The decision rule for the hypothesis is that if p-value is less than 0.05, the null hypothesis is rejected. On the other hand if p-value is greater than or equal to 0.05, the null hypothesis will be accepted.

Results

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Table 1

Coefficient of Relationship Between Technical Educators' Commitment to Work and Job Performance in Edo And Delta States.

Variables	N	Correlation Coefficient (r)	Decision
Commitment to Work * Job Performance	283	.28	Weak Relationship

Result of Table 1 reveals the nature of relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States. The analysis reveals a weak positive relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States (r = .28, N = 283).

Table 2

Relationship Between Technical Educators' Commitment to Work and Job Performance in Edo And Delta States.

Variables	Correlation Coefficient (r)	N	p-value	Decision
Commitment to Work *Job Performance	.276	283	.000	Significant

***Note.* p<0.05**

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Table 2 shows that the p-value of .000 is less than 0.05 (.000 < 0.05). This indicates that the null hypothesis was rejected; therefore, there is a significant relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States. Because the correlation is positive (r = .276), this means that technical educators increase in job performance is dependent on their increase in organizational commitment.

Table 3

Relationship between Commitment to Work and Job Performance of Federal and State Technical Educators in Edo and Delta States.

Institution	Corr. Coefficient (r)	N	p-value	Decision
Federal	.402	161	.000	Significant
State	.186	122	.020	Significant

***Note. p*< 0.05 (federal and state)**

Table 3 shows that p-values of .000 and .020 for Federal and State institutions respectively are less than 0.05 (p < .000 and .020). This indicates that the null hypothesis was rejected, thus, the relationship between commitment to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta States is significant. The implication of this is that an increase in the level of commitment of federal and state technical educators will lead to an increase in their job performance.

Summary of Findings

1. There is a weak relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States

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2. There is a significant relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States.

3. There is a significant relationship between commitment to work and job performance of federal and state technical educators in tertiary institutions in Edo and Delta State.

Discussion

The data analysis result of research question one showed the relationship that exists between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States. The result of null hypothesis one revealed that there is a significant relationship between technical educators' commitment to work and job performance in tertiary institutions in Edo and Delta States. Thus,the null hypothesis was rejected. This finding is in consonance with Fu and Deshpande (2014) which found that commitment has a significant and direct effect on job performance of employees in a large insurance company. In the same vein, Bayasgalan (2015) found that commitment significantly influenced job performance of academic staff. On the same note, Musabah, Al-Zefeiti and Mohamad (2017) found that commitment has a significant effect on employees work performance. Additionally, Djalil et al (2020) found a significant and positive relationship between commitment and job performance of employees of Government Treasury Agency of Aceh Province, Indonesia.

These findings show that technical educators' commitment to work is an important determinant of their job performance. The implication of these findings is that the commitment of technical educators has an effect on their job performance. This means that an increase in the level of commitment will lead to increase in their performance. In addition, since technical educators'

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commitment to work is an important determinant and a predictor of their job performance, there is the need to enhance technical educators' commitment in order to boost their job performance. By implication, without commitment productivity will be very dismal and discouraging as it is greatly dependent on performance. In other words, when commitment to work is high, performance will appreciate and productivity boosted but when commitment to work is low, performance will be detestable and productivity becomes ridiculous irrespective of the tier of institution – State or Federal.

Conclusion

The purpose of an employee working in any organization whether public or private, federal or state is to achieve set goals and objectives. Business organizations especially tertiary institutions saddled with the responsibility of imparting skills, knowledge and attitude in students need to have workers that are satisfied so as to achieve the goals and objectives for establishing such institutions. Furthermore, no meaningful attainment of set objectives can be achieved in an organization where there is persistent lingering agitations and outright show-down to work due to expressed dissatisfaction which negatively reflects on workers' commitment as well as the productivity level. Therefore, effective job performance depends much on commitment to work; and an increase in the level of commitment will boost technical educators' job performance in tertiary institutions in Edo and Delta States.

Recommendations

Based on the findings, the following recommendations were made:

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1. That Federal Government should provide adequate funding to tertiary institutions and also prioritize the welfare of technical educators in order to ensure commitment and enhance job performance.
2. That since commitment to work positively influence job performance, policy makers should formulate policies that will promote technical educators' commitment to work as this will enhance job performance.
3. That policy implementers, as well as technical and vocational administrators (Vice-chancellors, Rectors and Provosts) should provide technical educators with conducive environment that will promote commitment to work and thus enhance their overall performance.
4. That regulatory agencies such as NUC, NBTE and NCCE should be on the alert to address any challenges confronting technical educators so as to forestall the problems that may arise from lack of commitment in various tertiary institutions.

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