



ASSESSMENT OF THE RELATIONSHIP BETWEEN OPPORTUNITY FOR CAREER ADVANCEMENT AND ORGANIZATIONAL COMMITMENT AMONG LECTURERS IN PUBLIC TERTIARY INSTITUTION IN SOUTH EAST, NIGERIA

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Abstract

The study focused on “Assessment of the Relationship between opportunity for career advancement and organizational commitment among lecturers in public tertiary institution in South East, Nigeria”. The specific objectives of the study was to: examine the relationship between provision for employee training and quality of service among lecturers in public tertiary institutions in South-East, Nigeria; determine the relationship between employee promotion and the rate of turnover among lecturer in public tertiary institutions in South-East, Nigeria. The study was carried out in the five states of South East, Nigeria. The states are Ebonyi, Anambra, Imo, Abia and Enugu. South East region of Nigeria is inhabited by people whose indigenous language is Ibo. The population of the study consisted of nine thousand seven hundred and fourteen (9714) Academic staff of public tertiary institutions of South East Nigeria. The study used the survey approach. Freund and Williams Statistical formula was used to determine the sample size of 980. The primary sources data used were to administer 980 copies of questionnaire to the sampled staff of the institution. 805 were returned and accurately filled. The validity of the instrument was tested using content analysis and the result was good. The reliability and the hypotheses were tested using the Pearson correlation coefficient (r). It gave a reliability co-efficient of 0.82 which was also good. The result showed that there is positive significant relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria $r(n = 980) = 887.957, P < 0.05$; promotion had positive significant relationship on the rate of turnover among lecturers in public tertiary institutions in South East, Nigeriar $(n = 980) = 818.974, P < 0.05$. The study concluded that organizational commitment was a major determinant of organizational effectiveness and desirable employee attitudes and behaviours. The study recommended among others that promotions in the organization should not be toiled with for increase and to a higher productivity.

Keywords: *Opportunity advancement, organizational commitment, service quality*



INTRODUCTION

1.1 Background of the Study

Lecturers are the most important contributors for increasing the efficiency and effectiveness of education organizations (Namita, 2016). In order to keep experienced and excellent academic staff attached with the educational institutions, more attention should be given towards the expectations and needs of the staff. A committed lecturer takes with them their quality teaching skills and experience resulting in increased cost and quality education implications for the institution they were associated with. They are the greatest assets an educational institution can have. One of the main reasons that reduces organizational effectiveness and productivity is the low level of organizational commitment. However, organizational commitment is seen as a process in which employees internalize the values of the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Namita, 2016).

Organizational commitment is one of the job related attitudes which has attracted the minds of scholars and practitioners in the field of Human Resources Management due to the impact it has on employees and organizational performance (Robbins, 2015). (Ojokuku, 2013; Enahoro and Adeyinka, 2013; Ologunde, Asaolu and Elumide, 2012) provided evidence that the need for qualified academic staff in Nigerian tertiary institutions of learning is on the increase, while, majority of the tertiary institutions in Nigeria are experiencing dearth of teaching personnel due to low motivation, low job satisfaction and lack of organizational commitment among the lecturers, which have created negative job attitudes (Alsiewi and Agil, 2014).

Commitment to an organization is a positive psychosomatic consequence that can be realised when individuals perceive good congruence between themselves and their organizational environment (Kim, 2012; Li, Liu, Yuan and Ju, 2017), believe in the organization's vision and values, desire to stay in the organization, and want to contribute to it. Lack of employee commitment results from a negative psychosomatic consequence that can accrue when individuals perceive poor congruence between themselves and their environment. Understanding the commitment of academic employees to the university is important in the context of the tendency for academic employees to have a strong orientation and commitment to the occupation or profession rather than to the organization (Joo, 2010). In any event, the organizational and professional commitment of academic employees



may not necessarily be incompatible. Commitment to the profession has been positively associated with intrinsic motivation to engage in research, and with greater research productivity (Becker, Kernan, Clark and Klein, 2017). The commitment of academic employees to universities is important in the context of reduced government funding in recent decades, increased pressure for efficient management and self-financing of public institutions, demand for academic employees to engage in work activities that go beyond teaching and research, to include attracting research and other funds to the university (Rafael, Goncalves, Santos, Orgambidez-Ramos and Sousa, 2017). Therefore, it is against this background the study examine the advancement and organizational commitment among lecturers of public tertiary institution in South East, Nigeria.

1.2 Statement of the Problem

Organisational commitment is the bond employees experience with their organisation. Broadly speaking, employees who are committed to their organisation generally feel a connection with their organisation, feel that they fit in and, feel they understand the goals of the organisation. Organizational commitment is the psychological attachment that an employee has with their organization. This plays a big role in ascertaining the bond that the employee shares with the organization. This also helps in determining the value of an employee to an organization. Employees with higher commitment are more constructive and proactive with their work.

Organization battle to get the most from their existing employee in an environment characterized by skill shortages such the role of human resource practices in the organization in fostering employee engagement and commitment is paramount, in doing this many organizations is aware of the significant impact both positive and negative that employee have on, organizational performance and productivity. The challenges encountered in the study include: lack of employee training and quality service, lack of employee promotion. Lack of organization commitment gave negative effects on employee productivity which to a large extent contribute immensely to failure of organization not achieving their goals. Organization commitment to employee can be achieve through various motivation incentives, however, they cannot easily be achieved due to some problems based on the fact.

Many successful organizations are strongly committed to look after their employee needs because they belief that organization that foster employee satisfaction can secure greater employee



commitment as organization battle to get the most from their existing employee in an environment characterized by skill shortages as such, the role of human resources practice in the organization in fostering employee engagement and commitment is paramount. Based on this, the study was to the relationship between opportunity for career advancement and the organizational commitment among lecturer in public tertiary institutions in South-East, Nigeria.

1.3 Objectives of the Study

The main objective of the study was to assess the relationship between opportunity for career advancement and organizational commitment among lecturers in public tertiary institutions in South-East, Nigeria. The specific objectives are to:

- i. Examine the relationship between provision for employee training and quality of service among lecturers in public tertiary institutions in South-East, Nigeria.
- ii. Determine the relationship between employee promotion and the rate of turnover among lecturer in public tertiary institutions in South-East, Nigeria.

1.4 Research Questions

The following research questions are pertain to the study

- i. What is the relationship between provision for employee training and quality of service among lecturers in public tertiary institutions in South-East, Nigeria?
- ii. What is the relationship between employee promotion and the rate of turnover among lecturer in public tertiary institutions in South-East, Nigeria?

1.5 Statement of the Hypotheses

The following research hypotheses were formulated:

- i. Provision for employee training has positive significant effect on quality of service among lecturers in public tertiary institutions in South-East, Nigeria
- ii. Employee promotion has positive significant effect of on the rate of turnover among lecturer in public tertiary institutions in South-East, Nigeria.



1.6 Significance of the Study

Some proven reasons of why a company should strive for employees with affective commitment are they significantly contribute to successful organizational. When a company works hard to lure the right person into a position, the more they are apt to return the favor by working hard for that business. The study is very essential because the success or failure of an organization is closely related to the effort and motivation of its employees. The motivation of employees is often the product of their commitment towards their job or career. Work commitment is an extremely important topic for organizations to understand.

2.0 Review of Related Literature

2.1 Conceptual Framework

2.1.1 Employee Opportunity for career Advancement

Employee advancement opportunities are central to strong job performance. Advancement and opportunities for promotion encourage stronger job performance because they position employees to demonstrate just how well they can perform their jobs. The cycle of advancement, motivation, satisfaction and feedback are critical to employee performance. One part of the cycle is dependent on the other, and they are all part of employee performance. Employee advancement is not always a formal promotion, although many times it is an official transfer from one position to another. Advancement also can be a lateral move, such as a litigation attorney making a lateral move from one law firm to another. Generally, a lateral move of this type presents some benefit to the lawyer who's likely on a partnership track. Therefore, even lateral moves are part of employee advancement. Advancement forces performance, employees who move upward or laterally have an obligation to their employers to prove they are worthy of the promotion or demonstrate their skills with another employer (Mayhew, 2018).

2.1.2 Organizational Commitment

The need for this study arose from the acknowledgement of organizational commitment on employee productivity as the most critical in all organizational analyses, and the determinant often found between goals of the organizational all the needs of employee within it, therefore, necessary to empirically study how the impact of organizational commitment on employee are coping with the challenges of employee productivity. The presence of organizational commitment to employees can be used to gain employees support for organization and in turn maximize the benefits it receive



from their employee with greater productivity and individual performance seems to increase in the same proportions (Igbaekemen&Idowu, 2014). Organizational commitment and employee productivity issue are emerging as the most critical work force management challenges of the past, present and immediate future driven by, employee loyalty. Frontline manager, supervisions, a project leader, team captain or human resource manager actually has more power in an organization to reduce poor productivity, because the factors that drive employee satisfaction and commitment are largely within the direct manager's control, and for this to be achieved successfully there is need to understand the motive as a bases of performance require to motivate employee in order to improve their commitment to the organization (Igbaekemen&Idowu, 2014).

Organizational commitment is an individual's psychological attachment to the organization. The basis behind many of these studies was to find ways to improve how workers feel about their jobs so that these workers would become more committed to their organizations. Organizational commitment predicts work variables such as turnover, organizational citizenship behavior, and job performance. Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment (Herscovitch and Meyer, 2012). Miller and Lee (2001) categorized commitment into three types as a normative, continuance, and affective commitment. Affective commitment as involvement, attachment, and positive feelings such as identification of employees with organization. In this situation, employee has established strong attachment, and relationship with organization. Continuance commitment as a cost linked with leaving of an organization. Meyer and Allen (2017) explain normative commitment as the obligation feelings to be with employer. In real, normative commitment showed that individual do not want to leave the organization. Person has the feelings of belongingness with organization.

Organizational commitment is most often defined as a strong desire to remain a member of a particular organization; a willingness to exert high levels of effort on behalf of the organization; and a definite belief in, and acceptance of the values and goals of the organization. In other words, this is an attitude reflecting employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well-being (Fred, 2018). Under this background it is accomplished that commitment is an attitude of the employees, and this is influenced by many other factors like job satisfaction, motivation, morale and performance appraisal system and this in turn can influence the



performance of the employees in any organizations, an attempt is made in the next chapter to evaluate the levels of the organizational commitment prevalent among the employees (Fred, 2018).

2.1.3 Employee Training

Training implies enhancing the skills and knowledge of the employees for performing a specific job. Training tries to improve employees' performance in current job and prepares them for future job. The crucial consequence of training is learning (Prachi, 2015). Employee training is a program that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. Training program is periodical and given at regular intervals, it is never continuous. Training increases the needed skill set and helps in development of an employee as well as overall growth of the organization.

Training is necessary to keep the employees updated with the latest trends and technologies that are needed to survive in this competitive environment. Employee training is equally essential for the new as well as the old employees. It allows the new employees to get familiar with their jobs and enhance their job related skills and knowledge. Training can be costly to the company both in terms of the time and money. Following are few of the benefits of the employee training such as increased efficiency, broader value creation opportunities, better dealing between different departments, increased employee loyalty (Prachi, 2015). Employee training is usually given by a professional or an expert in any particular field or sector. It is needed by every employee at work and different stages of work. It is necessary in improving the quality of work of employees across different levels in an organization. Employee training is also needed when an employee is moved from one assignment to another job location of different nature. The employee can be provided the insights about the new assignment, new environment and its organizational dimensions (Prachi, 2015)

2.1.4 Quality Service

Every customer has an ideal expectation of the service they want to receive when they go to a restaurant or store. Service quality measures how well a service is delivered, compared to customer expectations. Businesses that meet or exceed expectations are considered to have high service quality (Savannah, 2019). Service quality is the degree to which a provided activity promotes customer satisfaction. For example, quality of service (QoS) technologies used in the electronic or



telephone networking business typically assists in optimizing network traffic management in order to improve the experience of network users (Savannah, 2019).

A business with high quality service will meet or exceed customer expectations whilst remaining economically competitive. Evidence from empirical studies suggests that improved service quality increases profitability and long term economic competitiveness. Improvements to service quality may be achieved by improving operational processes; identifying problems quickly and systematically; establishing valid and reliable service performance measures and measuring customer satisfaction and other performance outcomes. Service quality is a concept that has aroused considerable interest and debate in the research literature because of the difficulties in both defining it and measuring it with no overall consensus emerging on either (Wisniewski, 2001).

2.1.5 Employee Promotion

Every manager needs to recognise when an employee is ready for a promotion, timing and reasoning are critical factors to consider. Giving a staff member too much responsibility too soon can leave them overwhelmed and undermine their confidence to handle the new role. Conversely, allowing a talented employee to stale in their current position can fuel thoughts of moving on, and could see your company lose quality professionals (Robert, 2019). Employee promotion means elevation to a higher job accompanied by increased pay and privileges. It is an upward advancement of an employee in an organisation, which commands better pay, better status, higher opportunities, higher responsibilities and better working environment. Promotion provides motivation and job satisfaction to all personnel. Quite often, industrial unrest, frustration and negative feeling among the employees are on account of matters concerned with promotion. A sound promotion policy is essential in all types of organisations. It is purely a managerial decision in which trade unions have no role to play (Chand, 2015). Promotion is viewed as desirable by employees because of the impact a promotion has on pay, authority, responsibility and the ability to influence broader organizational decision making. Promotion raises the status of the employee who receives a promotion which is a visible sign of esteem from the employer (Heathfield, 2011).

2.1.6 Rate of Staff Turnover

Employee turnover rate refers to the proportion of employees who leave a company during a certain time period. The employee turnover rate includes both voluntary and involuntary separation and



excludes internal movements (promotions and transfers) and employees who are on furlough or leave of absence (CFI, 2019). Turnover describes the flow of employees out of a company that requires managers to hire new workers, which is sometimes expressed as a percentage or rate over a certain period. For example, if a company loses 5 percent of its workers on average each month over the course of a year, it has a monthly staff turnover rate of 5 percent. Turnover rate is an indicator of how long employees stay at a company on average (Gregory, 2019).

Employee turnover is important to businesses of all sizes because it takes money, time and resources to recruit and train employees. A high turnover rate can be costly to a company because it forces the managers to recruit and hire new workers constantly to fill open positions. New workers often are not as productive as experienced workers and require days, weeks or even months to learn how to perform their jobs efficiently. In addition, employees with specialized skills and intimate knowledge of a company's systems and processes are difficult to replace. There are many potential causes of high rates of turnover. Companies that do not compensate employees adequately either in the form of pay or fringe benefits lose top workers to other companies that offer more attractive pay and benefits. A negative work environment could also prompt employees to leave. Businesses that hire young workers or seasonal workers are also likely to experience high turnover, because young people and seasonal workers tend to view jobs as temporary sources of income. Because high turnover can be costly, it is often in a company's best interest to take steps to limit turnover. Offering flexible work schedules, bonuses, benefits and giving praise to workers are other ways to increase employee job satisfaction and reduce turnover (Gregory, 2019).

In human resources context, turnover is the act of replacing an employee with a new employee. Partings between organizations and employees may consist of termination, retirement, death, interagency transfers, and resignations. An organization's turnover is measured as a percentage rate, which is referred to as its turnover rate. Turnover rate is the percentage of employees in a workforce that leave during a certain period of time. A low workforce turnover is when a small number of employees leave your company in a set amount of time. Staff turnover is the number of employees that leave your company and need replacing in a set amount of time. Companies will often track turnover internally across departments, divisions, or other demographic groups, such as turnover of women versus men. Many organizations have discovered that turnover is reduced significantly when issues affecting employees are addressed immediately and professionally.



Companies try to reduce employee turnover rates by offering benefits such as paid sick days, paid holidays and flexible schedules (Beam, 2014).

2.2 Theoretical Review

The Contingency Theory

The study anchored on contingency theory because it is one the popular strategy to implement the contingency of any organization, which is premised on the idea that there are multiple ways for executive to make decisions in an organization based on different factors. In other words, the contingency theory of management requires flexibility on the part of organizational managers to evaluate each situation and make decisions unique to those situations. The contingency theory of leadership was proposed by the Austrian psychologist Fred Edward Fiedler in his landmark 1964. Fielder by applying the contingency theory of management requires managers to stay alert and avoid relying on rules, policies and tradition as the only guides for their choices. To improve productivity and employee morale, managers must understand the importance of contingency theory and its positive implications at the workplace. Using a contingency management style, managers can respond to the causes of individual problems rather than overreacting to the problem itself. Instead of focusing on the results of the problem, managers who understand the importance of contingency theory will seek to understand all of the influences that led to the problem (Sampson, 2018).

The importance of contingency theory extends to the way managers think about the consequences of a decision as it relates to the entire company. A manager's actions must reflect the culture, commitment to employee safety and well being, profit orientation, branding positioning and customer service attitudes of the entire organization. The contingency management style forces managers to make decisions and resolve problems based on how it will impact the company, not solely how it will affect a division or department (Sampson, 2018).

The major implications of the contingency theory for managers is that it provides them with far greater discretion. Business owners who implement contingency theory must allow their managers to bend policy or even override it if the circumstances demand it. Managers must embrace the agile thinking that is required to effectively use contingency theory in the workplace. That means



managers must interpret policies and regulations loosely, yet still adhere to the company's values and visions when they make decisions (Sampson, 2018).

2.3 Empirical Review

Previous studies provided inconclusive evidence on the relationship between opportunity for advancement and organizational commitment among lecturers in public tertiary institution.

2.3.1 The Relationship between Provision for Employee Training and Quality of Service among Lecturers in Public Tertiary Institutions in South-East, Nigeria

Imaowaji (2018) conducted a study on in-service training and teachers' job performance in public senior secondary schools in Rivers State. The study investigated the relationship between in-service training and teachers' job performance in public senior secondary schools in Rivers State. The design of the study was correlational research design. The study showed that teachers mean rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average. The study concluded that in-service training has positive impact on teacher job performance in public senior secondary schools. The study recommended that opportunities for in-service training programme should be made available to all categories of teachers, all stakeholders should revitalize the organization of regular seminars, workshops and conferences for old and newly employed practicing teachers and government should bear the financial burden for teachers' in-service training programmes by making budgeting allocation for that purpose.

Kara, Tanui and Kalai (2016) conducted a study educational service quality and students' satisfaction in public universities in Kenya. The purpose of this study was to investigate the relationship between educational service quality and students' satisfaction in public universities in Kenya. The study adopted cross sectional research design. The study found that educational service quality in the universities was determined by ten reliable dimensions. The study concluded that administrative service quality, quality of instructional practices, perceived learning gains, quality of students' welfare services, quality of teaching facilities, quality of library service environment, lecturer quality, provision of internet services, reliability of university examinations and, availability of text books in libraries in the universities were reliable dimensions of educational service quality in public universities in Kenya. The study recommended that universities should improve on the quality of internet services on offer and provide adequate information literacy



among the students in order revert the significant negative impact of internet services on students' satisfaction in the universities.

Okotoni (2015) conducted a study on the staff training and development and quality education delivery. The study was examines the concern from the perspective of staff training and development, focusing on inservice training of teachers in public secondary schools in Osun State, Nigeria. The study employed survey research design. The results showed a reasonable level in-service training and development of teachers in public schools in the state; although there were inadequacies in planning, logistics as well as deployment of resources. The study concluded that for quality education delivery, capacity building of the personnel should be accorded a high priority. The study recommended that the government put in place quality control for training of teachers such that will ensure the quality of training given to teachers in the state.

2.3.2 The Relationship between Employee Promotion and the Rate of Turnover among Lecturers in Public Tertiary Institutions in South-East,Nigeria

Ekabu,Nyagah and Kalai(2018) conducted a study on influence of promotional prospects on turnover intentions of public secondary school teachers in Meru County. The study aimed at examining the influence of promotional prospects on turnover intentions of public secondary school teachers in Meru County. The study used a descriptive survey design with both quantitative and qualitative approaches in data collection and analysis. The results showed that the independent variable; promotional prospect has a negative and an inverse relationship with the dependent variable, turnover intention. The study concluded that teachers' motivation in secondary schools in Meru County is low with teachers having poor morale and low levels of commitment to their job due to lack of promotion and stagnation in one grade hence high turnover intentions set in. The study recommends that the teachers Service Commission of Kenya, consider issues of promotion of teachers in motivating and reducing turnover intentions hence retention in teaching service.

Bibi,Pangil, Johari and Ahmad (2017) conducted a study on the impact of compensation and promotional opportunities on employee retention in academic Institutions: The Moderating Role of Work Environment(public sector universities in Pakistan). The study investigated the relationship between compensation, promotional opportunities and employees' retention. Partial Least Squares PLS path modeling was employed to analyze data. The results revealed that compensation and promotional opportunities had imperative relationship with employees' retention. The study



concludes that work environment moderates the relationships between compensation and employee retention and promotional opportunities and employee retention. The study recommended that work environment should play a key role in motivating and retaining employee and indicates that when academic staff receives competitive salary as well as support from organization by providing conducive work environment in the organization

Jacob (2014) carried out a study on academic staff retention as a human resource factor: University perspective. The shortage of academic staff and the failure of universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning. The study was to examine factors that influence the poor retention rate of academic staff at selected universities in South Africa. The study adopted survey research design. The study shows that academics tend to neglect the scholarship of teaching and concentrate too heavily on research as a criterion for recruitment and internal promotion. The study concludes that academic staff mobility and career progression were the highest priority amongst teaching and research staff, policies and regulations supporting promotions were not clear in the participating universities. The study recommends that clear and homogenous salary packages should be designed for academic staff, encompassing clearly defined, transparent ranking.

3.0 Methodology

The study was carried out in the five states of South East, Nigeria. The states are Ebonyi, Anambra, Imo, Abia and Enugu. South East region of Nigeria is inhabited by people whose indigenous language is Ibo. And they are regarded as the most commercial or business minded people among people from other regions of Nigeria. The population of the study consisted of nine thousand seven hundred and fourteen (9714) Academic staff of public tertiary institutions of South East Nigeria. The study used the survey approach. Freud and Williams Statistical formula was used to determine the sample size of 980. The primary sources used were used to administer 980 copies of questionnaire to the sampled staff of the institution. 805 were returned and accurately filled. The validity of the instrument was tested using content analysis and the result was good. The reliability and the hypotheses were tested using the Pearson correlation coefficient (r). It gave a reliability coefficient of 0.82 which was also good.

4.0 Data Presentation and Analysis

Research question one: What is the relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria?

Table 4.1: Responses to research question one on the relationship between provisions for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria.

		5 SA	4 A	3 N	2 DA	1 SD	ΣFX	\bar{X}	SD	Decision
1	In my institutions lecturers have the chances of furthering their career and give quality knowledge to students.	720 144	1716 429	231 77	232 116	39 39	2938 805	3.65	1.080	Agree
2	Consistent training in my institution motivates the lecturers to render better services	795 159	1656 414	231 77	178 89	66 66	2926 805	3.63	1.158	Agree
3	Research and development are effective and lecturers have the willingness to exert effort on the behalf of the institutions.	1340 268	1204 301	279 93	164 82	61 61	3048 805	3.79	1.222	Agree
4	Students learning experience is high due to lecturers training.	1530 306	1072 268	279 93	230 115	23 23	3134 805	3.89	1.146	Agree
5	Conferences and seminars are encouraged in my institutions.	1110 222	1392 348	273 91	146 73	71 71	2992 805	3.72	1.211	Agree
Total grand mean and standard deviation								3.74	5.817	

Source: Field Survey, 2018

Table 4.1 indicated that in their institutions lecturers have the chances of furthering their career and give quality knowledge to students with mean score of 3.65 from the respondents and standard deviation of 1.080. Consistent training in my institution motivates the lecturers to render better services with 3.63 agree of mean score and standard deviation of 1.158. Research and development



are effective and lecturers have the willingness to exert effort on the behalf of the institutions with 3.79 mean score and 1.222 standard deviation. Students learning experience is high due to lecturers training with mean score of 3.89 and standard deviation of 1.146. Conferences and seminars are encouraged in my institutions with mean score of 3.72 and standard deviation of 1.211.

Research question Two: What is the relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria?

Table 4.2: Responses to research question two on the relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria

		5	4	3	2	1	ΣFX	\bar{X}	SD	Decision
		SA	A	N	DA	SD				
1	Lecturers remain in my institution as the reasonable way of reciprocating the goodwill they enjoy.	1420 284	1136 284	279 93	226 113	31 31	3092 805	3.84	1.163	Agree
2	The staff recognition in my institution optimizes input in the organisation.	775 155	1108 277	462 154	250 125	94 94	2689 805	3.34	1.274	Agree
3	Headship in my institution is rotational and discourages staff sabotage.	470 94	1472 368	384 128	222 111	104 104	2652 805	3.29	1.222	Agree
4	The qualified leads a team work in my institution.	650 130	1288 322	390 130	192 96	127 127	2647 805	3.29	1.310	Agree
5	Fair treatment in upgrading makes the lecturers to stay back in my institutions.	875 175	1000 250	357 119	366 183	78 78	2676 805	3.32	1.301	Agree
Total grand mean and standard deviation								3.42	6.270	

Source: Field Survey, 2018

Table 4.2 it indicated that lecturers remain in my institution as the reasonable way of reciprocating the goodwill they enjoy with mean score of 3.84 from the respondents and standard deviation of 1.163. The staff recognition in my institution optimizes input in the organisation with 3.34 agree of mean score and standard deviation of 1.274. Headship in my institution is rotational and discourages staff sabotage with 3.29 mean score and 1.222 standard deviation. The qualified leads a team works in my institution with mean score of 3.29 and standard deviation of 1.310. The



qualified leads a teamwork in my institution with mean score of 3.32 and standard deviation of 1.301.

Test of Hypotheses

Hypothesis One:

There is no significant relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.797	.797	.07108

a. Predictors: (Constant), CHA, TRA, RES, STU, CON.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1478.647	5	295.729	585.267	.000 ^b
	Residual	4.037	799	.005		
	Total	1482.684	804			

a. Dependent Variable: PROV.

b. Predictors: (Constant), CHA, TRA, RES, STU, CON.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.085	.009		9.298	.000
	CHA	.443	.004	.378	106.799	.000
	TRA	.289	.006	.260	50.666	.000
	RES	.240	.007	.203	36.202	.000
	STU	.265	.004	.236	60.109	.000
	CON	-.011	.006	-.009	-1.839	.066

a. Dependent Variable: PROV, CHA, TRA, RES, STU, CON



Where:

- PROV = The relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria.
- CHA = In my institutions lecturers have the chances of furthering their career and give quality knowledge to students.
- TRA = Consistent training in my institution motivates the lecturers to render better services
- RES = Research and development are effective and lecturers have the willingness to exert effort on the behalf of the institutions
- STU = Students learning experience is high due to lecturers training
- CON = Conferences and seminars are encouraged in my institutions

Level of significance: α at 5%

Degree of freedom: $\frac{N-1}{K-N} = \frac{5-1}{980-5} = (975, 4) = 2.7858$

F - tabulated value = 2.7858

Decision Rule:

If the f-calculated is greater than the f-tabulated {F-cal > F-tab} reject the null hypothesis {H₀} that the overall estimate is not significant and if otherwise conclude that the overall estimate is statistically significant.

Statistical Criteria {First Order Test}

Coefficient of Multiple Determinants {R²}

The R² {R-Squared} which measures the overall goodness of fit of the entire regression, shows the value as .797 and adjusted to .777. This means that R² suggests that provision for staff training variables accounted for 79.7 percent approximately 80 percent of variation in quality of service among lecturers in public tertiary institutions in South East, Nigeria. This indicated that the independent variables explained about 89 percent of the variation in the dependent variable. It showed goodness of fit. We then concluded from the analysis that rotating savings and credit associations have positive effect in the promoting SMEs in South East, Nigeria.



From the result, f -calculated {887.957} is greater than the f -tabulated {2.7858}, that is, $F_{cal} > F_{tab}$. Hence, we reject the null hypothesis $\{H_0\}$ and accept Alternative hypothesis which means that the overall estimate has a good fit which also implies that our independent variables are simultaneously significant. We now concluded from the analysis that there is positive significant relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria.

Hypothesis Two

There is on positive significant relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 ^a	.781	.781	.17816

a. Predictors: (Constant), LEC STA HEA QUA FAI

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1299.686	5	259.937	818.974	.000 ^b
	Residual	25.360	799	.032		
	Total	1325.046	804			

a. Dependent Variable: PROM

b. Predictors: (Constant), LEC, STA, HEA, QUA, FAI.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.090	.026		3.450	.001
	LECT	.199	.006	.167	32.014	.000
	STAF	.215	.012	.214	17.564	.000
	HEA	.286	.011	.272	27.170	.000
	QUA	.252	.014	.257	18.203	.000
	FAI	.291	.007	.295	42.546	.000

a. Dependent Variable: PROM



Where

- PROM = The relationship between staff promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria.
- LEC = Lecturers remain in my institution as the reasonable way of reciprocating the goodwill they enjoy.
- STA = The staff recognition in my institution optimizes input in the organisation
- HEA = Headship in my institution is rotational and discourages staff sabotage.
- QUA = The qualified leads a team work in my institution.
- FAI = Fair treatment in upgrading makes the lecturers to stay back in my institutions

Level of significance: α at 5%

Degree of freedom: $\frac{N-1}{K-N} = \frac{5-1}{980-5} = (975, 4) = 2.7858$

F - tabulated value = 2.7858

Decision Rule:

If the f-calculated is greater than the f-tabulated {F-cal > F-tab} reject the null hypothesis {H₀} that the overall estimate is not significant and if otherwise conclude that the overall estimate is statistically significant.

Decision

Statistical Criteria {First Order Test}

Coefficient of Multiple Determinants {R²}

The R² {R-Squared} which measures the overall goodness of fit of the entire regression, shows the value as .781 and adjusted to .781. This means that R² suggests that promotion variables accounted for 78.1 percent approximately 78 percent of variation in the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria. This indicated that the independent variables explained about 78 percent of the variation in the dependent variable. It showed goodness of fit. We then concluded from the analysis that there is positive significant relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria.

From the result, f-calculated {818.974} is greater than the f-tabulated {2.7858}, that is, F-cal > F-tab. Hence, we reject the null hypothesis {H₀} and accept Alternative hypothesis which means that



the overall estimate has a good fit which also implies that our independent variables are simultaneously significant. We now concluded from the analysis that there is positive significant relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria.

4.0 Discussion of Results

From the analysis of hypothesis one, there is positive significant relationship between provision for staff training and quality of service among lecturers in public tertiary institutions in South East, Nigeria $r[n = 980] = 887.957, P < 0.05$. The quality of any education system depends on the way the skills of the staff in the system are developed. However, the importance and quality of staff can only be noticed when they are involved in staff development programmes. This is so because staff development focuses on professional growth, bringing about change in individuals' knowledge, understanding, behaviour, attitudes, skills, values and belief (Chukwuma and Japo, 2015).

The result of hypothesis two, states that there is positive significant relationship between promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria, $r[n = 980] = 818.974, P < 0.05$. In support of Jacob (2014), academic staff retention as a human resource factor: University perspective. The shortage of academic staff and the failure of universities to retain quality academic staff continue to be crucial to the changing prospects and potentials of knowledge formation and learning. In support of Ekabu, Nyagah and Kalai (2018) employee turnover in an organization mainly occurs due to failure of management to motivate employees. Therefore an employee's perception of a promotional prospect within an organization is one of the very important factors that influence employee intention to remain or quit an organization. This is because employees feel more motivated to work in organizations which provide them with promotional prospects to new challenging positions.

5.0 Conclusion

The findings of the study was to assess the relationship between opportunity for advancement and organizational commitment amongst lecturers in public tertiary institution. In any position and industry, professionals want the possibility for advancement. Most of the factors that affected organizational commitment involved decisions and actions that were directly or indirectly at the disposal and control of the university management. Organizational commitment is a major



determinant of organizational effectiveness and desirable employee attitudes and behaviours. Highly committed academic staff are the backbone of universities since they play an important role in the success of their institutions. The study therefore concluded that, there is positive significant relationship on provision for staff training and quality of service; promotion and the rate of turnover among lecturers in public tertiary institutions in South East, Nigeria.

6.0 Recommendation

Based on the findings of the study, the following recommendations are made;

1. The salary of the staff in the organizations should be paid according to measure of their output and payment should be as at and when due. This will help to achieve more by committing to perpetual enhancement of employee skills.
2. The promotions in the organization should not be toiled with for increase and to a higher productivity. Knowing where a person is located on the pyramid will aid you in determining effective motivators and improvement in the organization.
3. The management has to take into consideration, the perceptions of their employees when designing or modifying assessment criteria and the appraisal system. They should put in mind that commitment is not only related to the fairness of performance appraisal exercises, it is also positively related to employee involvement in the formulation of appraisal tools.

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