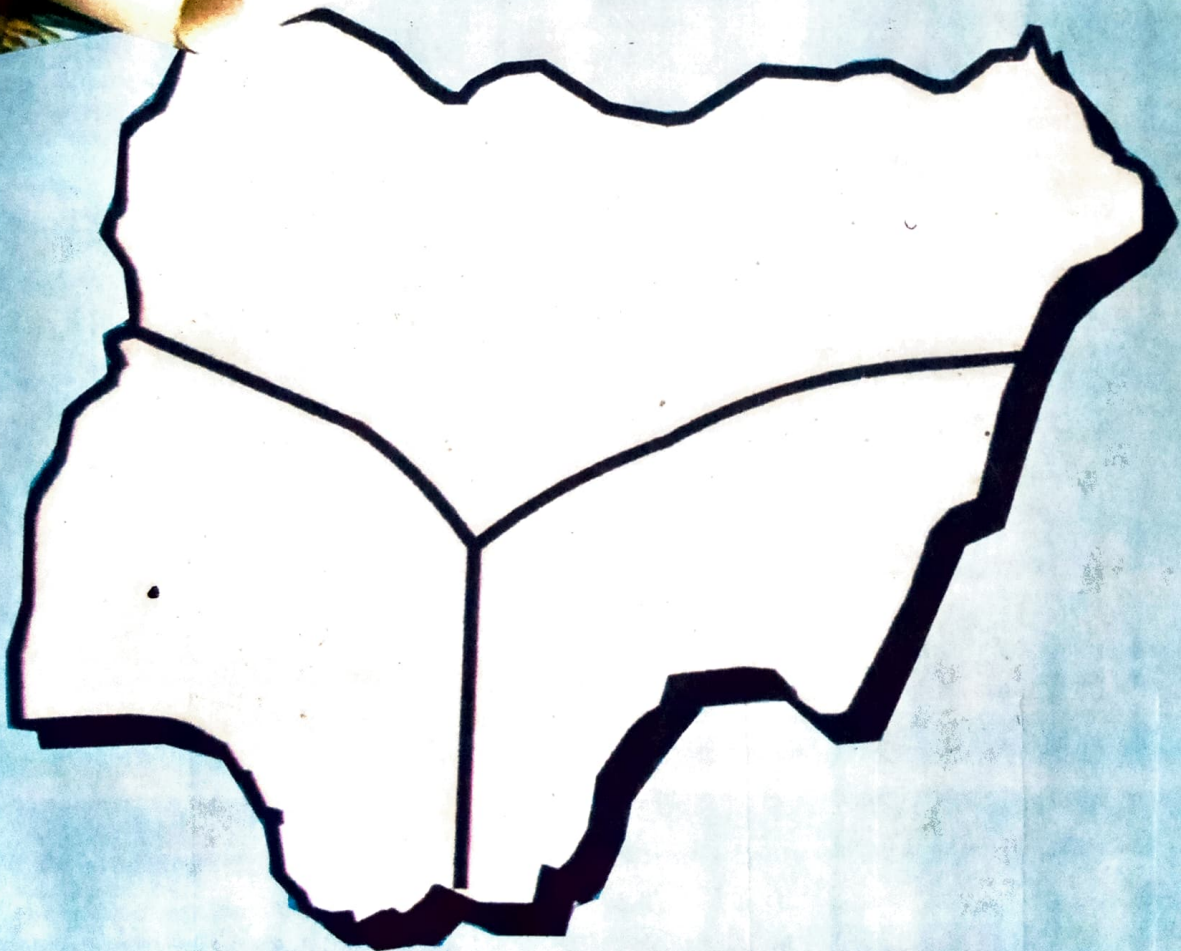
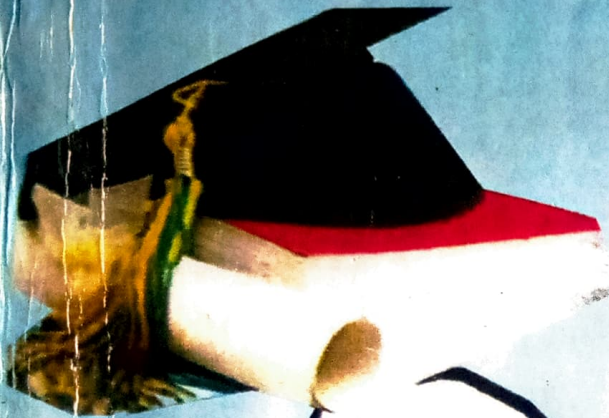


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LECTURERS' COMMITMENT AND SANDWICH PROGRAMME EFFECTIVENESS IN UNIVERSITY OF ILORIN

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Abstract

The effectiveness of sandwich programme has been an ongoing debate among University of Ilorin stakeholders with the bulk of the blame on lecturers' commitment level compared to that of regular programme. Thus this study investigated the commitment of lecturers in relation to the effectiveness of Sandwich programme in University of Ilorin. The main purpose id to investigate the relationship between lecturers' commitment (affective, continuance and normative) and effectiveness of sandwich programme in University of Ilorin. One main hypothesis and three operational hypotheses were set to guide the study. The population of the study comprised all the 1732 academic staff in University of Ilorin. Purposive sampling technique was adopted to select 305 lecturers involved in teaching sandwich students in University of Ilorin.. A Researcher-designed questionnaire titled "Lecturers' Commitment Questionnaire (LCQ)" was used to collect information on lecturers' commitment while a Student Academic Performance Pro-forma (SAPP) was used to collect the performance of Sandwich students that graduated between 2014 to 2018 contact sessions. The students' academic performance was used to measure the sandwich programme effectiveness. The finding is that there is no relationship between lecturers' commitment (affective, continuance and normative) and effectiveness of Sandwich programme in University of Ilorin. The study concluded that effectiveness of Sandwich programme is the utmost priority of the management of University of Ilorin and this can only be achieved if the lecturers are committed. Based on the findings of this study, it was recommended that University administration should ensure that placement, appointment allowances, commendation, recognition and promotion should be based on achievement not by ascription to improve the lecturers' commitment to the programme.

Keywords: Commitment; Affective; Continuance; Normative and Effectiveness

Introduction

Nigeria appreciates the key role that education can and should play in moving the country towards the achievement of its social and economic goals. The broad national development objectives on which the educational objectives are premised from the following national goals: a free and democratic society; a just and egalitarian society; a united strong and *self-reliant* nation; a great and dynamic economy and a land of bright and full opportunities for all citizens (Federal Republic of Nigeria,

2004). As rightly observed by Kipkebut (2010), the key to sustainable economic development and technological advancement for any nation is a well-educated manpower and the importance of universities (University of Ilorin inclusive) in creating most specialized and skilled intellectuals cannot be neglected.

In pursuance of its given mandates of teaching, research and community service, University of Ilorin organises varieties of programmes in Full and part time bases. Sandwich programmes is one of such Part- time programmes. It is a part time programme in the faculty of education designed for working teachers and the like. It is a 5-year programme with requirement for admission ranging from National Certificate in Education (NCE), at least 2 A' level credit in relevant subjects with at least five credit pass at O' level. The extent to which this programme achieve the stated objectives for its establishment constitute its effectiveness.

To ensure the effectiveness of this programme and the overall objectives of University of Ilorin, lecturers are the key actors. As rightly observed by Abdulkareem (2016), the lecturers are the sole agent responsible for university effectiveness. This statement is in view of the Federal Republic of Nigeria (2013) that no education system can rise above the quality of its personnel. Accordingly, Tetty (2006), posited that the development of any nation hinges on the survival of its educational system, the survival of any educational system as well rests on the teachers. Kazlauskaite, Buciuniene, and Turauskas,(2006) also stated that teachers are required to deliver content knowledge, develop skills and as well foster attitudes that will enable learners to reach their potential. Therefore, lecturer's role as a facilitator and custodian of knowledge is crucial to nation building as he engages in teaching and training of the human resources of any given society and can be regarded as the one that trains the manpower for the development of any nation. Teacher/ Lecturer is the central element in educational system holding various important responsibilities. The overall performance of universities depends upon the lecturers and ultimately their level of commitment. In support of this notion, Tetty (2006), fast globalization process and the increasing competition for both students and lecturers intensified "brain drain" from developing to developed countries. Tetty (2006) also claims that strong "push and pull" factors (mostly related to the economic conditions) negatively affected the universities in developing countries by lowering their competitiveness and harming the service quality they provide. Therefore, a high level of lecturers' commitment is a crucial factor for higher education institutions to stay competitive in international context, to ensure high quality of services they provide as well as to succeed in general (Bhatnagar, 2007). Lecturers' commitment is the glue keeping lecturers in the university organization. The stronger and deeper it is, the longer lecturers stay in the same university and are more motivated to put more effort into their work (Cohen, 2007). In general, lecturers' commitment is defined as a force determining lecturer's identification and involvement in the university organization (Uygur & Kilic, 2009). Although the definitions reveal the existence of different components of organizational commitment, they are all referring to a mindset or a psychological

state, determining one's behaviour with respect to the organization and this relation effect on work outcomes (Coetzee, 2005). However, lecturers' commitment is being measured and interpreted in a number of ways in the existing literature, which makes it difficult to summarise the findings of the existing body of research and its implications. According to Abdulkareem (2016), lecturers' commitment is multidimensional in nature and it can be divided into three components: affective, continuance and normative commitments. Hence, the lecturers' commitment in this study is determined by lecturers' emotional attachment to the university, in terms of affective, continuance and normative commitment. It is therefore envisaged that there is bound to be relationship (positive or negative) between the commitment of lecturers and the effectiveness of Sandwich Programme in University of Ilorin. It is against this background that this study was carried out.

Statement of the Problem

Lecturers' commitment has been the subject of exploration for academics and practitioners since a very long time. Thomas, Harburg and Dutra (2007) found out that employee mind sets, their fundamental attitudes and behaviours matter to achieve and maintain high performance. Obeng and Ugboro, (2003) compared employees with low organizational commitment level to employees having a high level of commitment and discovered that employees with high commitment were of higher performance and were more productive.

However, research on organizational commitment among tertiary academic employees in developing countries is rather underdeveloped (Kipkebut, 2010). Thus it is important to investigate the commitment of lecturers as it relates to programmes' (Sandwich inclusive) effectiveness, as this knowledge would help in ensuring higher level of lecturers' commitment, increase their job performance and subsequently enhance the sandwich programme effectiveness.

Purpose of the Study

The main purpose of this study is to investigate the relationship between lecturers' commitment and effectiveness of Sandwich programme in University of Ilorin. Specifically the purposes include; to:

1. Examine the relationship between lecturers' affective commitment and effectiveness of Sandwich Programme in University of Ilorin
2. Investigate the relationship between lecturers' continuance commitment and effectiveness of Sandwich Programme in University of Ilorin
3. Find out the relationship between lecturers' normative commitment and effectiveness of Sandwich Programme in University of Ilorin

Research Hypothesis

The main Hypothesis is that there is no relationship between lecturers' commitment and effectiveness of Sandwich programme in University of Ilorin. The Operational Hypotheses include the following:

1. There is no significant relationship between lecturers' affective commitment and effectiveness of Sandwich Programme in University of Ilorin.
2. There is no significant relationship between lecturers' continuance commitment and effectiveness of Sandwich Programme in University of Ilorin.
3. There is no significant relationship between lecturers' normative commitment and effectiveness of Sandwich Programme in University of Ilorin.

Methodology

The research design adopted for this study is descriptive. The population of the study comprised all the 1732 academic staff in University of Ilorin. Purposive sampling technique was adopted to select 305 that constituted the sample of this study. It was purpose because only lecturers who partake in teaching of Sandwich students were selected. A Researcher-designed questionnaire titled "Lecturers' Commitment Questionnaire (LCQ)" was used to collect information on lecturers' commitment while a Student Academic Performance Pro-forma (SAPP) was used to collect the performance of Sandwich students that graduated between 2014-2018 contact sessions. The students' academic performance was used to measure the sandwich programme effectiveness. The LCQ was designed with a response pattern of SA=strongly agree, A= Agree, D= Disagree and SD= Strongly Disagree. The validity of the instrument was ensured by given copies of the instrument to three other experts from the department of educational Management, University of Ilorin. Based on their corrections and modifications, the final copies were prepared and use for data collection. The coefficient of variation of 0.66 was realized through test-retest method, thus showed that the instrument was reliable. Pearson moment correlation statistic was used to test the hypotheses formulated.

Hypotheses Testing

One main hypothesis and three operational hypotheses were set in this study.

Main Hypothesis

There is no significant relationship between lecturers' commitment and effectiveness of Sandwich programme in University of Ilorin.

Table1: Lecturers' Commitment and Effectiveness of Sandwich Programme

Variable	N	X	SD	df	P-value	Level of Sign.	Decision
Lecturers' Commitment	305	3.24	1.16				
Sandwich Prog. Effectiveness	305	2.03	1.12	303	0.000	0.05	Ho rejected

Table 1 revealed that the p-value is 0.000 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between lecturers' commitment and effectiveness of Sandwich programme in University of Ilorin is therefore rejected. Hence there is significant relationship between lecturers' commitment and effectiveness of Sandwich programme in University of Ilorin.

Operational Hypotheses

Research Hypothesis One: There is no significant relationship between lecturers' affective commitment and effectiveness of Sandwich programme in University of Ilorin.

Table2:Lecturers' Commitment and Effectiveness of Sandwich Programme

Variable	N	X	SD	df	P-value	Level of Sign.	Decision
Affective Commitment	305	2.20	1.10				
Sandwich Prog. Effectiveness	305	2.03	1.12	303	0.001	0.05	Ho rejected

Table 2 revealed that the p-value is 0.001 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between lecturers' affective commitment and effectiveness of Sandwich programme in University of Ilorin is therefore rejected. Hence there is significant relationship between lecturers' affective commitment and effectiveness of Sandwich programme in University of Ilorin.

Research Hypothesis Two: There is no significant relationship between lecturers' continuance commitment and effectiveness of Sandwich programme in University of Ilorin.

Table3: Continuance Commitment & Effectiveness of Sandwich Programme

Variable	N	X	SD	df	P-value	Level of Sign.	Decision
Continuance Commitment	305	3.38	1.16				
Sandwich Prog.				303	0.000	0.05	Ho rejected
Effectiveness	305	2.03	1.12				

Table 3 revealed that the p-value is 0.000 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between lecturers' continuance commitment and effectiveness of Sandwich programme in University of Ilorin is therefore rejected. Hence there is significant relationship between lecturers' continuance commitment and effectiveness of Sandwich programme in University of Ilorin.

Research Hypothesis Three: There is no significant relationship between lecturers' normative commitment and effectiveness of Sandwich programme in University of Ilorin.

Table4: Normative Commitment and Effectiveness of Sandwich Programme

Variable	N	X	SD	df	P-value	Level of Sign.	Decision
Normative Commitment	305	2.22	1.19				
Sandwich Prog.				303	0.002	0.05	Ho rejected
Effectiveness	305	2.03	1.12				

Table 4 revealed that the p-value is 0.002 while the level of significance is 0.05. Thus, the level of significance is greater than the p-value. Since the p-value is less than the level of significance, the hypothesis which states that there is no significant relationship between lecturers' normative commitment and effectiveness of Sandwich programme in University of Ilorin is therefore rejected. Hence there is significant relationship between lecturers' normative commitment and effectiveness of Sandwich programme in University of Ilorin.

Discussion of Findings

The testing of the main hypothesis and all the three operational hypothesis resulted in the rejection of all of them. These findings are in agreement with the position of TengkuShahdan, Ghani, and Elham, (2012), that to be a professional, it is a necessity for teachers to be emotionally committed to their work, for without these emotional connection teachers faces the constant danger of burn-out in an increasingly intensified work environment. Gaiduk, Gaiduk and Fields (2009),

conformed that; the willingness of employees go a long way in the achievement of organization' goals. The stronger and deeper lecturers' commitment is, the longer employees stay in the same organization and are more motivated to put more effort into their work (Cohen, 2007)

Lecturers are the main agents that utilize all other resources within the university system, their commitment is therefore necessary in order for the universities to be effective. As rightly observed by Bhatnagar (2007) that lecturers commitment go a long way in determining the way lecturers perform their assigned responsibilities. The stronger and deeper it is, the longer employees stay in the same organization and are more motivated to put more effort into their work (Cohen, 2007).

Employees with a strong affective commitment continue their organizational membership because they want to do so (Kaselyte,, Malukaite, 2013) . Ndubueze (2013) argued that some employees remain committed to an organization not because they are emotionally attached to the organization but because pension or cost of leaving their present work place (continuance commitment) Normative commitment on the other hand refers to an employee's feeling of obligation to remain with the organization, based on the employees having internalized the values and goals of the organization. Looking at the response pattern of the lecturers in the programme, it can be deduced that affective and continuance commitment constituted more than normative commitment to the level of lecturers' commitment in universities in south west geo-political zone, Nigeria.

Conclusions

Effectiveness of Sandwich programme is the utmost priority of the management of University of Ilorin just like any other university. This effectiveness cannot be achieved without committed lecturers. Thus, lecturers' commitment serves as a catalyst to effectiveness of university programmes especially academic programmes. It was also revealed in the study that the lecturers' commitment can be improved by adequate developmental trainings, involvement in decision making process, adequate staff support and adequate supervision. Therefore, employees' preferences should be measured, studied and utilized in promoting lecturers' commitment so as to enhance effectiveness in Sandwich programme in the university.

Recommendations

Based on the findings of this study, the following recommendations were made

- University administration should endeavour to always appreciate lecturers extra effort through improved allowances, commendation, and recognition to improve their affective commitment to the sandwich programme.
- Lecturers should be part of decision making in the programme to enhance their psychological attachment to the programme.

- Fringe benefits should be improved upon so as to enhance the continuance commitment (related to cost of leaving) of the lecturers and subsequent effectiveness of sandwich programme.
- Appointments, placement, Payment and promotion should be based on achievement not by ascription. With this the normative commitment (commitment due to alignment of norms and values) of lecturers will be enhanced and subsequent sandwich programme effectiveness.
- Researchers should carry out future studies to further diagnose lecturers' commitment in relation to various phenomena like lecturers' job satisfaction, effectiveness, workload among others.

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