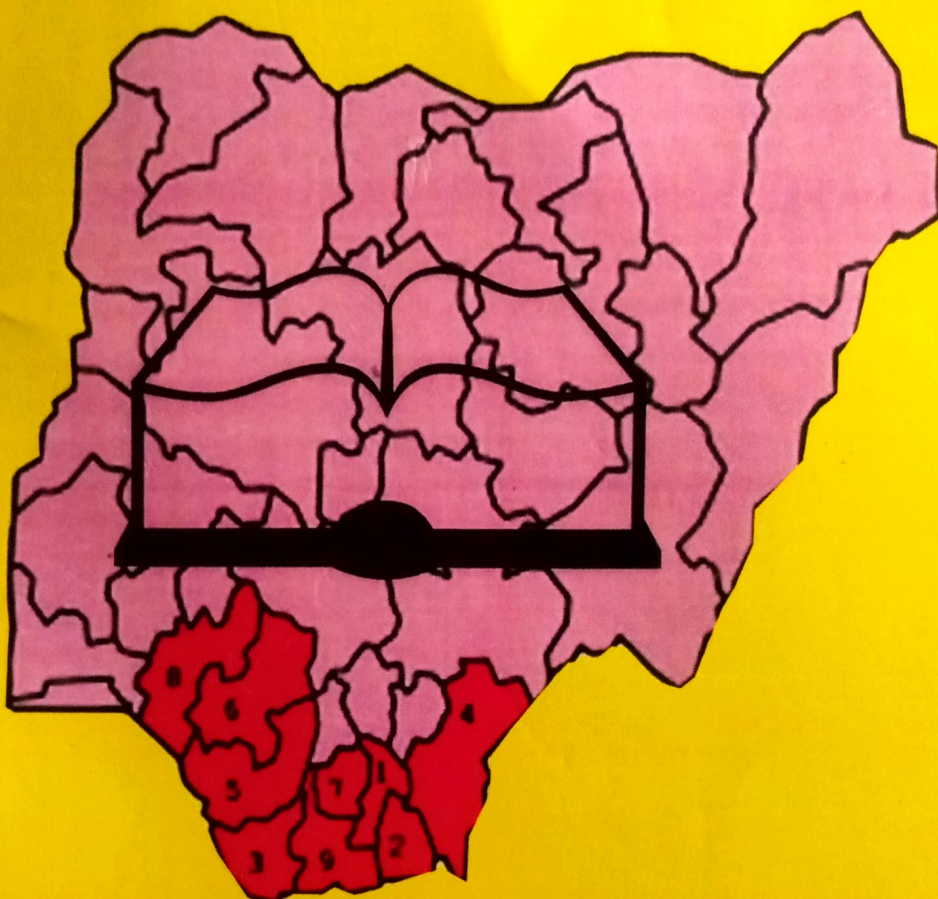


MULTI-DISCIPLINARY JOURNAL AND LEARNING
FACULTY OF EDUCATION, UNIVERSITY OF PORT HARCOURT

Volume 9, No. 1
March, 2019

ISSN 0896-9164

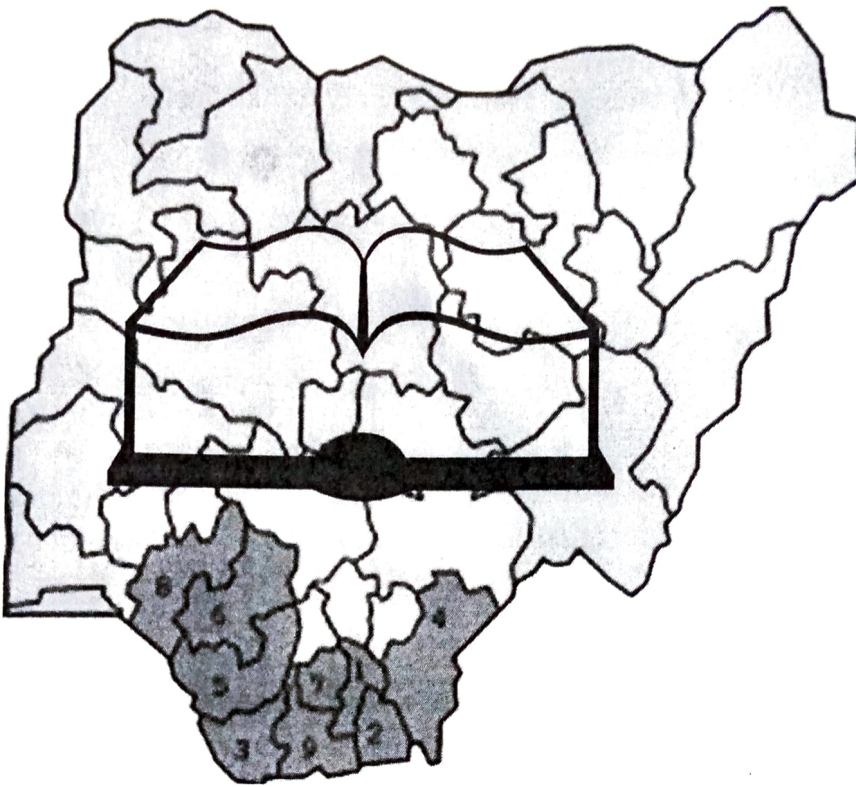


PORT HARCOURT, 2019

MULTI-DISCIPLINARY JOURNAL OF LEARNING

Volume 9, No. 1
March 2019

ISSN 0896-8164



PORT HARCOURT, 2019

Published by: University of Port Harcourt, Faculty of Education, Rivers State, Nigeria. EAST-WEST ROAD CHOBA P.M.B. 5323 PORT HARCOURT.

The journal of learning is a peer referred journal. Full paper submitted for publication is referred by associate editors through anonymous referee process. Perspective of multi-disciplinary journal and learning.

Printed by University of Port Harcourt Press Ltd.
Choba P.M.B. 5323 Port Harcourt.

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TABLE OF CONTENT

NWOKO HELEN OGHO & DR. GOLDA O. EKENEDO	1
PERCEPTION, OF HERBAL MEDICINE AND ATTITUDE AMONG ADULT RESIDENTS OF RIVERS STATE, NIGERIA	
ELECHI, S.O & PROF. J.E.F OKPAKO	13
TATTOO POPULARITY AMONG ATHLETES: HOW ABOUT THE HEALTH IMPLICATIONS	
AKANNI, OLUBUKOLA OLUTOSIN (Ph.D) & OMOGBAI, IMOUKHEDE BARAK	24
ASSESSMENT OF FACTORS THAT INFLUENCE ACADEMIC PERFORMANCE OF STUDENTS IN MECHANICAL TRADE SUBJECTS IN THE SENIOR SCHOOL CERTIFICATE EXAMINATIONS IN LAGOS STATE, NIGERIA.	
PATIENCE NNENNEEMERI (Ph.D). & AMRUGHWUDJE, SAMSON OCHUKO	44
IMPACT OF DRUG ABUSE ON SOCIAL BEHAVIOUR OF ADOLESCENTS IN LAGOS METROPOLIS: IMPLICATIONS FOR GOOD GOVERNANCE.	
OGUNLEYE ABIMBOLA VICTOR; Ph.D & ASOGWA, E.U. PhD	53
SPORT SCIENCE AS CATALYST IN STRENGTHING SPORTS DEVELOPMENT AND SUSTAINABILITY IN NIGERIA	
ARIYO AYODELE OLUWAKAYODE (Ph.D) & MGENDI UNOMA	61
HEALTH IMPLICATIONS OF SOLID WASTE ENVIRONMENTAL SANITATION IN NIGERIA.	
AHMED, ABDULAI AFOLABI	71
PERCEIVED FACTORS INFLUENCING DECREATIONAL PARTICIPATION AMONG FEMALE STUDENTS OF ADEKUNLE AJASIN UNIVERSITY, LAGOS, NIGERIA	

ESAN, JAMES ADEBAYO, PhD	79
RESISTANCE EXERCISES ON THE JUMPING ABILITY OF FEMALE VOLLEYBALL PLAYERS	
AHMED, ABDULAI AFOLABI	85
THE SIGNIFICANCE OF SPORTS AND GAMES IN ENERGY BUILDING DISSIPATION AND MAINTENANCE IN THE CONTEXT OF TEACHING AND LEARNING IN THE UNIVERSITY COMMUNITY.	
AKANNI OLUBUKOLA OLUTOSIN (PhD)	89
INFLUENCE OF DRIVING RULES AND TRAFFIC SIGNS ON THE PREVENTION OF ROAD ACCIDENTS AMONG DRIVERS IN YABA, LAGOS STATE.	
KEHINDE ALUKO, PhD & IMASUEN KENNEDY	107
PRE-SCHOOL MOVEMENT OF EDUCATION ACTIVITIES: PERCEPTIONS OF STAKEHOLDERS	
EMMANUEL U. ASOGWA (Ph.D.)	118
PHYSICAL ACTIVITY AND HEALTHY AGEING	
MRS. AZIKEN, G. O. (Ph.D) & LATOR, CHUKWUMA SUNDAY (M.Sc.)	130
CHALLENGES ASSOCIATED WITH THE UTILISATION OF AUDIO VISUAL MEDIA FOR HUMAN KINETICS (PHYSICAL EDUCATION) INSTRUCTION IN TERTIARY EDUCATIONAL INSTITUTIONS	
BOMO-ENE, TIENE	
EFFECT OF SEXUALITY EDUCATION ON KNOWLEDGE AND ITUDE TOWARDS SEXUAL HEALTH AMONG ADOLESCENTS IN DGBIA LOCAL GOVERNMENT AREA OF BAYELSA STATE	143
ORJI SCHOLASTICAL	153
SPORT FACILITIES IS A CORROLATE ON PLANNING AND ORGANIZATION OF SECONDARY SCHOOL SPORTS IN EBONYI STATE, NIGERIAN	

UBOM, IME MATHIAS	164
STRESS AND PHYSICAL EXERCISE AS A DETERMINANT OF LOW BACK PAIN AMONG NURSES IN PUBLIC AND PRIVATE HOSPITALS IN PORT HARCOURT METROPOLIS.	
IDOU KEINDE, PH.D¹ & BRIDGET CHINYERE IBENERO²	173
INFLUENCE OF SPONSORSHIP ON THE DEVELOPMENT OF RACKET SPORTS IN SELECTED SECONDARY SCHOOLS IN SURULERE LOCAL GOVERNMENT AREA OF LAGOS STATE	
OGWU S. M., DR. A. V. OGUNLEYE	183
COMPARATIVE STUDY OF SELECTED ANTHROPOMETRIC PROFILES OF RURAL AND URBAN CHILDREN IN RIVERS-WEST SENATORIAL DISTRICT	
NENBEE, N.D. AND OGULU, C.B.	205
WOOD WASTE PROCESSING: AN EFFECTIVE TOOL FOR POLLUTION CONTROL IN SAWMILLS IN RIVERS STATE	
AJAO ADEWALE GBOLABO	214
EFFECTS OF AEROBIC EXERCISE AND PROGRESSIVE RESISTANCE TRAINING ON PHYSICAL FITNESS COMPONENT AND PHYSIOLOGICAL PARAMETERS OF PRIMARY SCHOOL PUPILS IN LAGOS STATE NIGERIA	
DR. A.V. OGUNLEYE AND MR. A.O. ADEDEJI	236
HEALTH, BODY WEIGHT LEG LENGTH OF YOUNG ATHLETE4S OF BOYS AGED 6 TO 6 TO 10 YEARS IN PORT HARCOURT METROPOLIS.	
DR. ABDULKAREEM RASAQ LANRE	250
CORPORATE CULTURE AND LECTURERS' JOB COMMITMENT IN FEDERAL UNIVERSITIES IN SOUTH-WEST GEO-POLITICAL ZONE, NIGERIA	
AGBARAKWE, HARRIET AKUDO & AUGUSTINE, SANDRA EBERECHUKWU	265
UNDERGRADUATE STUDENTS' AWARENESS AND ACCESSIBLITY LEVEL OF GOOGLE CLASSROOM FOR ENHANCED LEARNERS PARTICIPATION	

DR. YANUSA MAGAJI MATAZU	274
LEGAL IMPLICATION OF SPORT INJURIES SUSTAINED AND RISK FACTORS OF SPECTATORS, COMPETITORS AND ORGANIZERS IN DUTSINMA METROPOLIS KATSINA STATE	
DR. ABDULKAREEM RASAQ LANRE & DR. OLA-ALANI, ENIOLA, K.	290
FACTORS INFLUENCING THE PRIMARY EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN REGULAR AND SANDWICH PROGRAMMES IN UNIVERSITY OF ILORIN	
DOUGLAS O. NWAOKUGHA & ANUWA KANIBIN MADAKI	302
TOWARDS ENACTING SPECIAL LAWS FOR ADDRESSING SCHOOL VIOLENCE IN NIGEIRA'S EDUCATIONAL INSTITUTIONS	

CORPORATE CULTURE AND LECTURERS' JOB COMMITMENT IN FEDERAL UNIVERSITIES IN SOUTH-WEST GEO-POLITICAL ZONE, NIGERIA

DR. ABDULKAREEM RASAQ LANRE

e-mail address: abdulkareem.rl@unilorin.edu.ng,

Phone No: 08036461787

Department of Educational Management,

University of Ilorin,

Ilorin, Nigeria

Abstract

Corporate culture plays significant role in lecturers' commitment which is paramount to university goal achievement. There is general opinion that university lecturers' commitment is low, thus necessitating this study. The study is therefore designed to investigate if there is any relationship between corporate culture and lecturers' job commitment in South-west geo-political zone. The purpose of the study is to investigate the relationship between corporate culture (values, norms and practice) and lecturers' job commitment in South-west geo-political zone. Two research questions, one main hypothesis and three operational hypotheses were formulated to guide the study. Descriptive survey research design was adopted in carrying out this study. The population of the study comprised all 4,951 lecturers of five federal universities in South-west Geo-political zone, Nigeria. Proportional sampling technique was used to select 1,361 lecturers from all the faculties in the five federal universities in South-west Geo-political zone, Nigeria. A researcher designed questionnaire was used for data collection. The questionnaire was used to elicit information on corporate culture and lecturers' job commitment. It was validated by two expert while the coefficient of variation of 0.57 showed that instrument was reliable.. The research questions were answered using mean while Pearson Product Moment Correlation statistics was used to test the hypotheses formulated. The findings of the study indicated that there is significant relationship among corporate culture (values, norms and practices) and, lecturers' job commitment in South-west Geo-political zone, Nigeria. The study concluded that to enhance lecturers' job commitment, stronger corporate culture must be ensured. Based on the findings of the study, it was therefore

recommended that university administration should ensure strong corporate culture by making sure that all stakeholders adhere strictly to the values, norms and practices of the universities.

Keywords: Culture; Commitment; Affective; Continuance; Normative

Introduction

University education plays important role in the development of skilled manpower in Nigeria. The vacuum left by expatriate after Nigeria gained independence in 1960 made the Government to have ten-year plan in 1959. Part of the recommendations of Ashby commission led to the establishment of many federal universities in South-west geo-political zone of Nigeria which is the locale of this study. University education is the four-year programme in Nigerian 9-3-4 education system and it plays significant role in manpower development as well as national development. The three mandates of university education are teaching (knowledge transmission), research (knowledge generation) and community service (knowledge application).

The lecturers are the sole agents charged with the execution of these three mandates. They are the ones to utilize every other resources available in the system towards the university effectiveness. Ndubueze (2013) buttressed this point, that lecturers are required to deliver content knowledge, develop skills and as well foster attitudes that will enable learners to reach their potential. Lecturers' role as 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. Lecturers are the central elements in educational system holding various important responsibilities. The overall performance of universities depends upon their lecturers and ultimately their level of commitment (Brooks, 2006).

In general, commitment is defined as the psychological attachment of workers to their workplaces (Brooks, 2006). Lecturers' commitment is defined as lecturers' acceptance, involvement and dedication towards achieving the university goals. It is the willingness of lecturers to accept university values and goals and to work towards achieving these; to be fully involved and participate in all the activities both work and non-work related of the university and to dedicate time and effort towards the betterment of the institution (Emery & Barker, 2007). Tetty (2006) observed

that the fast globalization process and the increasing competition for both students and lecturers intensified "brain drain" from developing to developed countries. Thus every university administration need to get their lecturers committed to avoid losing the best brains to other lucrative jobs or going overseas in search of greener pastures. One of the main thing to do is to have a strong corporate culture.

The values and beliefs of lecturers vary when they join the university system. Majority of times these values and beliefs are different from that of the university and may not be able to cope with the system. The lecturers therefore need to acquaint themselves with the way the system operates. This is the university (corporate) culture. This proof the assertion by Belias and Koustelios, (2014) that corporate culture simply implies the way a particle organization does its things which is unique to that organization. Corporate culture is defined by Schein (2003) as laid down procedures developed by an organization in order to cope with its challenges. Martin and Terblanche (2003) also defined corporate culture as an organization's shared belief, values and rules distinguishing the organization from other organizations.

Lecturers operate within the corporate culture of the university. The lecturers need to study, adapt and key in to the values, norms and practices that are unique to the university where they work. At the same time, the university administration needs to ensure that strong corporate culture are put in place to ensure that lecturers are committed to their job and the institution. It is against this background that the researcher carried out this study on corporate culture and lecturers' job commitment in South-west geo-political zone, Nigeria.

Statement of the Problem

It is not more a gain saying that lecturers in many Nigerian universities move to other profession within Nigeria or outside inside of better pay and better living. Some engage in other petty jobs to augment their financial status and be able to give their immediate families a better living. One may not blame the lecturers because while professors are paid less than half a million Naira monthly, a manager in a bank (a graduate) collects over one million naira monthly. This is not to mention the politicians take home against what the academia takes. These assertions were supported by Tetty (2006), who claimed 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. This is not to talk of high workload experienced by lecturers and even hostilities resulting to stress. (Abdulkareem, 2010).

The aforementioned reduces if not eradicate lecturers' commitment in the university system. Considering the importance of lecturers in the university system, there is need to improve or enhance lecturers commitment for the university to be able to achieve its stated goals. One of such things to be done is to have a strong corporate culture (Abdulkareem, 2016). According to Kaselytė and Malūkaitė (2013), there are three main characteristics of commitment, namely strong belief and acceptance of the goals and values of one's organization; dedicated efforts towards benefit of the organization; and desire to stay a member of the organization. If the university exhibits good and sound values, norms and practices, the lecturers are likely to be highly committed. Is the corporate culture of the universities strong enough to make the lecturers committed? If yes/no, what are the recommendations to adhere to? These are some of the questions that depict the gap this study filled.

Methodology

Descriptive research design was adopted. In context, corporate culture was examined in terms of the predominant values, norms and practices in the universities. Lecturers' job commitment was determined based on their psychological attachment to their organization in terms of affective, continuance and normative commitment. Geographically, the target population of the study include all 4951 lecturers in the five federal universities in South-west geo-political zone, Nigeria excluding Open University and Federal University Oye ekiti. Proportional sampling technique was adopted to select the sample of the study. In determining the sample of the study using proportional sampling technique, the table of Krejcie and Morgan (1970) was adapted. The sample of the study is therefore 1361 lecturers proportionally selected from all the faculties in the five federal universities in South-west geo-political zone, Nigeria. A researcher-designed questionnaire titled "corporate culture and lecturers' job commitment questionnaire". The instrument was validated by two experts in measurement and evaluation and test-retest method was used to ascertain the

reliability of the instrument (6.7). Mean was used to answer the research questions while Pearson moment correlation statistics was used to test the hypotheses formulated.

Answering Research Questions

The research questions formulated were answered as follows;

Research Question One: What are the predominant elements of corporate culture in universities in South-west geo-political zone of Nigeria?

Table 1 Predominant Corporate Culture in Universities in South-west Geopol. Zone, Nig.

S/N	ITEM	Responses	
		Mean	Ranking
1.	Corporate Values	4.34	1 st
2.	Corporate Norms	3.95	2 nd
3.	Corporate Practices	3.93	3 rd

Table one revealed that corporate values has the highest mean with 4.34 and ranked 1st followed by corporate norms with 3.95 ranked 2nd and corporate practices with mean of 3.93 ranked 3rd. However the three component of corporate culture have mean scores of above average. Thus, the most predominant corporate culture is corporate values, followed by corporate norms, with corporate practices coming last. It therefore showed that universities in south-west geo-political zone exhibit sound corporate culture (values, norms and practices).

Research Question One: What is the level of lecturers' commitment in universities in South-west geo-political zone, Nigeria?

Table 2 Level of Lecturers' Commitment in Universities in South-west Geopol. Zone, Nig.

S/N	ITEM	Responses	
		Mean	Ranking
1.	Affective Commitment	3.34	2 nd
2.	Continuance Commitment	4.01	
3.	Normative Commitment	2.93	1 st
			3 rd

Table two showed that continuance commitment with the highest mean of 4.01 is ranked first, followed by affective commitment which was ranked second with the mean of 3.34 and normative commitment was ranked third with the mean of 2.93. It therefore mean that lecturers are more commitment because of the cost of leaving their present job (continuance commitment) followed by the feeling of attachment psychologically to the universities (affective commitment) and the commitment because their ideology aligned with that of the university (normative commitment) is the least. However, the three types of commitment had mean that is above average. It is suffix to conclude that the level of lecturers' commitment in south-west geo-political zone is high.

Testing of Hypotheses

Main Hypothesis: There is no significant relationship between corporate culture and lecturers' job commitment in South-west geo-political Zone, Nigeria.

Table 3: Corporate Culture and Lecturers' Job Commitment in Universities in S/w, Nig

Variable	N	X	SD	Cal.r	P-value	Decision
Corporate Culture	1361	18.4	8.2			
Lecturers' Job Rejected Commitment	1361	14.2	7.2	0.64	0.00	Ho

Table three showed that the p- value is 0.00 at 0.05 level of significance. It shows that the p-value is less than the level of

significance. Thus the hypothesis that states that there is no significant relationship between corporate culture and lecturers' job commitment in Universities in Southwest geo-political Zone, Nigeria is rejected. It therefore shows that there significant relationship between corporate culture and lecturers' job commitment in Universities in South-west geo-political Zone, Nigeria. The 0.64 calculated r-value confirmed that there is significant relationship and that it is positive and high.

Operational Hypothesis Testing

Hypothesis One: There is no significant relationship between corporate values and lecturers' job commitment in South-west geo-political Zone, Nigeria.

Table 4: Corporate Values and Lecturers' Job Commitment in Universities in S/W, Nig

Variable	N	X	SD	Cal.r	P-value	Decision
Corporate Values	1361	16.1	7.8			
				0.59	0.001	Ho _i
Lecturers' Job Rejected Commitment	1361	14.2	7.2			

Table three showed that the p- value is 0.001 at 0.05 level of significance. It shows that the p-value is less than the level of significance. Thus the hypothesis that states that there is no significant relationship between corporate values and lecturers' job commitment in Universities in Southwest geo-political Zone, Nigeria is rejected. It therefore shows that there significant relationship between corporate values and lecturers' job commitment in Universities in South-west geo-political Zone, Nigeria. The 0.59 calculated r-value confirmed that there is significant relationship and that it is positive and above average.

Hypothesis Two: There is no significant relationship between corporate norms and lecturers' job commitment in South-west geo-political Zone, Nigeria.

Table 5: Corporate Norms and Lecturers' Job Commitment in Universities in S/W, Nig.

Variable	N	X	SD	Cal.r	P-value	Decision
Corporate Norms	1361	14.8	7.83			
Lecturers' Job Rejected Commitment	1361	14.2	7.2	0.51	0.002	Ho _i

Table four showed that the p- value is 0.002 at 0.05 level of significance. It shows that the p-value is less than the level of significance. Thus the hypothesis that states that there is no significant relationship between corporate norms and lecturers' job commitment in Universities in Southwest geo-political Zone, Nigeria is rejected. It therefore shows that there significant relationship between corporate norms and lecturers' job commitment in Universities in South-west geo-political Zone, Nigeria. The 0.51 calculated r-value confirmed that there is significant relationship and that it is positive and average.

Hypothesis Two: There is no significant relationship between corporate practices and lecturers' job commitment in South-west geo-political Zone, Nigeria.

Table 6: Corporate Practices & Lecturers' Job Commitment in Universities in S/W, Nig

Variable	N	X	SD	Cal.r	P-value	Decision
Corporate Practices	1361	14.3	7.7			
Lecturers' Job Rejected Commitment	1361	14.2	7.2	0.56	0.000	Ho _i

Table four showed that the p- value is 0.000 at 0.05 level of significance. It shows that the p-value is less than the level of significance. Thus the hypothesis that states that there is no significant relationship between corporate practices and lecturers' job commitment in South-west geo-political Zone, Nigeria is rejected.

job commitment in Universities in South-west geo-political Zone, Nigeria is rejected. It therefore shows that there significant relationship between corporate practices and lecturers' job commitment in Universities in South-west geo-political Zone, Nigeria. The 0.56 calculated r-value confirmed that there is significant relationship and that it is positive and average.

Discussion of the Findings

The answering of research question one showed that the corporate culture in universities in southwest geo-political zone, Nigeria is strong. The strongest among the culture is the corporate value which was ranked first. Lunenburg (2011) observed that corporate values are indicators of corporate culture. Lunenburg further explained that an organization expects its members to share major values which refer to the ideas which underlay the way organizational members behave. Coleman (2013) submitted that values are the core ideas that provide guidelines to the employees in order to aid collective effort towards ensuring that professional standards are maintained and organizational goals and objectives are achieved.

The second soundest corporate culture is the corporate norms. This conforms to Adedoyin (2006) who found out that employee mindsets, their fundamental attitudes and behaviours matter to achieve and maintain high performance while the corporate practices though ranked third but was also a strong aspect of corporate culture in the universities. Lunenburg (2011) ascertained that an organization needs to imbibe practices that aid achievement of goals and objectives.

The analysis of research question two which states that showed that the lecturers are highly committed. 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 Abdulkareem (2016), that lecturers' job commitment goes 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; Martin & Terblanch, 2003).). Looking at the response pattern of the lecturers in universities in South-west geo-political zone, it can be deduced that continuance commitment constituted more than affective and normative commitment to the level of lecturers' commitment in universities in

south west geo-political zone, Nigeria. This is likely because lecturers decide to leave their job. Thus necessity or fear of hardship can make many of the lecturers to stay committed.

The testing of the hypotheses one, two and three which state that there is no significant relationship between predominant values, norms and practices (corporate culture) and university goal achievement in South-west geo political zone were all rejected. Thus, it was revealed that there is significant relationship between predominant values, norms and practices (corporate culture) and university goal achievement in south west geo political zone. These that corporate culture is significantly related to organizational excellence. Kandula (2006) adduced that effective performance cannot be attained without a formidable cultural values. 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.

The rejection of the main hypothesis which states that; there is no significant relationship among corporate culture, lecturers' commitment and university goals achievement in south- west geo-political zone, Nigeria, lead to the main finding of the study. Thus, there is significant relationship among corporate culture, lecturers' commitment and university goals achievement in south- west geo-political zone, Nigeria. This finding conforms to that of Kazlauskaitė, Buciuniene, and Turauskas (2006), who observed that organizations are driven by their own kind of culture known as corporate culture, which has significant influence on member's attitudes and behaviours. Kotter and Heskett (2011) also reported that when compared to lesser performing firms, higher performing firms were characterized as placing a high value on customers, employees, and stockholders. Being part of an organization entails being part of its culture.

Conclusions

University goal is the essence of creating university institutions in Nigeria in the first place. These goals cannot be achieved without committed lecturers and a strong corporate culture. Corporate culture is one of the most extensively studied phenomena worldwide. Literatures reviewed showed that corporate culture

occurs in multiple types and influences university goals achievement. In addition, lecturers' job commitment serves as a catalyst to university goal achievement. Lecturers' job commitment also determines the level to which lecturers are willing to comply with the existing corporate culture and also ensure strict adherence by the students. Corporate culture that promote strict adherence to job description, rigid structure, strict discipline but still promote research collaboration among staff and maintain good interpersonal relations have the tendency of achieving its set goals. Moreover, it has been revealed that the lecturers' job commitment can be improved by adequate developmental trainings, involvement in decision making process, adequate staff support and adequate supervision.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

- University administration should ensure stronger corporate culture by making sure that all stakeholders adhere strictly to the values, norms and practices of the universities.
- Corporate culture cannot be strong without the support of the lecturers, lecturers should therefore try to support the administration in the pursuance of the tripartite mandate.
- University administration should try to build trust between them and the lecturers by carrying out promotion and appointment by achievement and not by ascription.
- Welfare package can be improved to enhance continuance commitment of the lecturers.

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