



***MEDIATING EFFECT OF JOB SATISFACTION ON RELATIONSHIP
BETWEEN LEADERSHIP STYLE, JOB INVOLVEMENT, PERCEIVED
ORGANIZATIONAL SUPPORT AND LECTURERS' ORGANIZATIONAL
COMMITMENT IN NIGERIA***

OLADIPO KOLAPO SAKIRU

FPP 2019 47



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By

OLADIPO KOLAPO SAKIRU

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

April 2019

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DEDICATION

This thesis is dedicated to my parents, my wife and my children



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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April 2019

Chairman : Associate Professor Ismi Arif Bin Ismail, PhD
Faculty : Educational Studies

The level of organizational commitment among academic staff in Nigerian tertiary institutions has been generating serious concerns among education stakeholders. This is due to the important roles which academic staff plays in the overall quality and standard of the nation's education. This study therefore investigated the mediating effect of job satisfaction on the relationship between leadership styles, job involvement, perceived organizational support and lecturer's organizational commitment in Nigeria tertiary institutions.

In this regard social exchange theory was used to examine the relationship and the mediating effect. In order to meet the objectives of the study a cross-sectional, correlational survey design was used and while Cochran (1977) formulae for sample size determination was used to calculate for the sample size. Standard self-administered questionnaire were used to gather data among 404 lecturers selected from the tertiary institutions in Lagos state, Nigeria. Descriptive analysis and Structural Equation Modelling (SEM) was conducted for data analysis. Prior to full utilization of the model, the researcher ensure the model meet the acceptance goodness-of-Fit indices: $\chi^2 (720) = 1268.064$, $p=0.00$, $\chi^2 /DF=1.761$, $GFI=0.867$; $TLI=0.957$, $CFI=0.960$; $IFI=0.960$, and $RMSEA= 0.043$.

The findings of the study revealed that most of the respondent reported moderate in their response on the constructs: Organizational commitment, with (Mean=3.17, SD=0.86), leadership styles with (Mean=3.55, SD=0.84). Perceived organizational support is moderate (M=3.32, SD=0.81). These results mean that tertiary institutions lecturers have rated moderate in explaining their organizational commitment,

leadership styles and perceived organizational support of their institutions. Also Overall score for job involvement and job satisfaction are moderate at ($M=3.56$ $SD=0.90$) and ($M=3.42$, $SD=0.76$). Respectively, the results of the Structural Equation Model analysis indicated that there is positive significant relationship between the leadership styles, job involvement, perceived organizational support and organizational commitment. Finally, the results revealed that job satisfaction mediate between leadership styles, perceived organizational support, job involvement and organizational commitment.

In conclusion, it is recommended that practitioner, government and society should take great focus on job satisfaction, job involvement, perceived organizational support as well as leadership styles in order to improve academic staff organizational commitment. At the same time, reduce the turnover rate among lecturers of tertiary institutions in Lagos state, Nigeria. There is need to place more emphasis on lecturers development in the tertiary institutions. Therefore, this study suggested for more effective enhancement of predictors of organizational commitment in tertiary institutions in Lagos state, Nigeria. This study provide a unique contribution to research by developing a gap for future researchers by combining empirically grounded findings together with theoretical explanation from the literature. This study finding also highlighted some implications and recommendation for policy and practise toward improvement of lecturer's commitment in tertiary institutions in Lagos State, Nigeria.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN PENGANTARAAN KEPUASAN KERJA TERHADAP HUBUNGAN
ANTARA GAYA KEPIMPINAN, PENGLIBATAN KERJA, ORGANISASI
SOKONGAN YANG MEMAHAMI DAN KOMITMEN ORGANISASI
PENSYARAH DI NIGERIA**

Oleh

OLADIPO KOLAPO SAKIRU

April 2019

Pengerusi : Profesor Madya Ismi Arif Bin Ismail, PhD
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Tahap komitmen organisasi dalam kalangan kakitangan akademik di institusi pengajian tinggi Nigeria telah menimbulkan kebimbangan serius terhadap golongan berkepentingan dalam bidang pendidikan. Hal ini adalah disebabkan oleh peranan penting yang dimainkan oleh kakitangan akademik terhadap kualiti dan standard keseluruhan pendidikan negara. Oleh itu, kajian ini meneliti kesan pengantaraan kepuasan kerja terhadap hubungan antara gaya kepimpinan, penglibatan kerja, sokongan organisasi yang dirasakan dan komitmen organisasi pensyarah di institusi pengajian tinggi Nigeria.

Dalam hal ini teori pertukaran sosial digunakan untuk meneliti hubungan dan kesan pengantaraan. Untuk memenuhi objektif kajian rentas keratan, reka bentuk kaji selidik korelasional digunakan manakala formula Cochran (1977) khusus untuk menentukan saiz sampel digunakan untuk mengira saiz sampel. Soal selidik tadbir sendiri digunakan untuk mengumpul data dalam kalangan 404 pensyarah yang dipilih dari institusi pengajian tinggi di negeri Lagos, Nigeria. Analisis deskriptif dan Model Persamaan Struktur (SEM) telah dijalankan untuk analisis data. Sebelum penggunaan model sepenuhnya, penyelidik akan memastikan model memenuhi indeks penerimaan kebaikan $\chi^2(720) = 1268.064$, $p = 0.00$, $2/DF = 1.761$, $GFI = 0.867$; $TLI = 0.957$, $CFI = 0.960$; $IFI = 0.960$, dan $RMSEA = 0.043$.

Hasil kajian menunjukkan kebanyakan responden melaporkan sederhana dalam respon mereka terhadap konstruk: Komitmen organisasi, dengan (Mean = 3.17, SD = 0.86), gaya kepimpinan dengan (Mean = 3.55, SD = 0.84). Organisasi sokongan yang memahami adalah sederhana (M = 3.32, SD = 0.81). Dapatan ini membawa maksud

bahawa pensyarah institusi pengajian tinggi telah dinilai secara sederhana dalam menjelaskan komitmen organisasi mereka, gaya kepimpinan dan tanggapan sokongan organisasi daripada institusi mereka. Skor keseluruhan untuk penglibatan kerja dan kepuasan kerja adalah sederhana ($M = 3.56$ $SD = 0.90$) dan ($M = 3.42$, $SD = 0.76$). Hasil analisis Model Persamaan Struktur menunjukkan bahawa terdapat hubungan signifikan positif antara gaya kepimpinan, penglibatan kerja, organisasi sokongan yang memahami dan komitmen organisasi. Akhirnya, keputusan menunjukkan bahawa kepuasan kerja menengahi antara gaya kepimpinan, organisasi sokongan yang memahami, penglibatan kerja dan komitmen organisasi.

Kesimpulannya, adalah disyorkan bahawa pengamal, kerajaan dan masyarakat perlu memberi tumpuan yang besar terhadap kepuasan kerja, penglibatan kerja, organisasi sokongan yang memahami serta gaya kepimpinan untuk meningkatkan komitmen organisasi staf akademik. Pada masa yang sama, ia mengurangkan kadar pusing ganti dalam kalangan pensyarah institusi pengajian tinggi di negeri Lagos, Nigeria. Terdapat keperluan untuk memberi penekanan lebih kepada pembangunan pensyarah di institusi pengajian tinggi. Oleh itu, kajian ini mencadangkan agar peramal komitmen organisasi yang lebih berkesan dalam institusi pengajian tinggi di negeri Lagos, Nigeria dipertingkatkan. Kajian ini memberikan sumbangan yang unik kepada penyelidikan dengan membangun jurang bagi para penyelidik masa depan dengan menggabungkan penemuan empirikal bersama penjelasan teoritis dari kajian lepas. Penemuan kajian ini juga menekankan beberapa implikasi dan cadangan bagi dasar dan amalan ke arah peningkatan komitmen pensyarah di institusi pengajian tinggi di negeri Lagos, Nigeria.

ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty Allah, the most beneficent, the most merciful for his mercy, love, kindness and for sparing my life throughout my stay at Universiti Putra Malaysia. Almighty Allah who gave the knowledge, wisdom, strength, ability and intelligence needed to successfully complete my course this day, ‘‘I say a big thank you’’.

My sincere appreciation goes to my parents who strive hard to make me what I am today. May Almighty Allah in his mercies bless them and make them live long to eat the fruit of their labour. The successful completion of this research work as whole is a combination of several support by various people who impacted morally, financially and spiritually in my life. First my deep appreciation goes to my late chairman of my supervisory committee in the person of Prof Abu Daud b Silong (Ph.D), May his soul continues to rest in perfect peace. My sincere appreciation goes to my New chairman of my Supervisory committee Associate Professor Ismi Arif bin Ismail (Ph.D), for his support and advice during the research journey, I sincerely thank you sir and I will forever be grateful to you sir. I equally want to appreciate the support given to me by professor Bahaman Abu Samah (Ph.D), and Dr Mohd Musyid Arshad for their support and and their constructive criticism and contributions towards this work.

Special thanks to my friends, colleague at university putra Malaysia, for their support throughout the programme, thanks to you all. I would also like to thanks my spiritual fathers for their prayers, fasting and all the supplications. May ALLAH (S.W.T) continues to answer our prayers and blessed you in folds. I would like to express my deep appreciation to the following institutions that granted me an audience to carry out this study namely: Lagos State University, University of Lagos, and Adeniran Ogunsanya College of education, Lagos state polythenic, Yaba college of Technology, and Federal college education, yaba.

Special thanks my friends, colleagues at Universiti Putra Malaysia, for supporting me throughout my study I will forever be grateful to you all. Lastly to my beloved wife, confidant and friends, Mrs Temitope Busayo, OLADIPO, with a deep sense of appreciation, I thank you for keeping the home intact through out my studies. I thank you for your supports and also for being there for me and our children. God bless you my dear, and also my children: Abdulateef, Surfiat, Rodiat and Waliyyat, I say thank you all.

Finally to everybody that I could not mention their names I do appreciate you all and pray God will strengthen you all.

Declaration by graduate student

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF ABBREVIATIONS	xvii
CHAPTER	
1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Statement of problem	5
1.4 Objectives of the study	6
1.5 Research Hypothesis	7
1.6 Significance of the study	8
1.7 Scope of the Study	10
1.8 Limitation of the Study	10
1.9 Definition of terms	11
1.10 Organization of the study	11
1.11 Summary	12
2 LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Theoretical Orientation	13
2.3 Social Exchange Theory	14
2.4 Organizational Support Theory	17
2.5 An Overview of Tertiary Institutions of Learning in Nigeria	19
2.6 Concept of Organizational Commitment	22
2.7 Perceived organizational support (POS)	25
2.8 Relationship between perceived organizational support and organizational commitment	29
2.9 Relationship between job involvement and organizational commitment	30
2.10 Leadership Styles	32
2.10.1 Transactional leadership	34
2.10.2 Transformational leadership	35
2.10.3 Laissez-faire leadership	36
2.11 The Relationship between Leadership Styles and Organizational Commitment	36
2.12 Job satisfaction	38
2.13 Perceived Organizational Support and job satisfaction	41
2.14 Job involvement and job satisfaction	42

2.15	Relationship between leadership style and employee job satisfaction	42
2.16	The Relationship between Job Satisfaction and Organizational Commitment	43
2.17	Job satisfaction as a mediating variable	44
2.18	Research Framework	45
2.19	Summary	47
3	METHODOLOGY	48
3.1	Introduction	48
3.2	Research Design	48
3.3	Study Area Location	48
3.4	Population of the Study	49
3.5	Sample size	49
3.6	Sampling Techniques	51
3.7	Sources of Data	51
3.8	Instrumentation	51
3.8.1	Demographic Information	51
3.8.2	Job Satisfaction Survey	51
3.8.3	Organizational Commitment Questionnaire	52
3.8.4	Leadership Questionnaire	52
3.8.5	Perceived Organizational Support	53
3.8.6	Job Involvement	53
3.9	Procedure for Data Collection	53
3.10	Pilot Test/Reliability	54
3.11	Content Validity	54
3.11.1	Convergent Validity	55
3.11.2	Discriminant Validity	55
3.12	Data Analysis	56
3.13	Descriptive Analysis	56
3.14	Structural Equation Modeling	56
3.15	Confirmatory factor analysis (CFA)	58
3.15.1	Individual mode (First order CFA)	59
3.16	Measurement model for organizational commitment	59
3.16.1	Discriminant Validity	61
3.16.2	Second order CFA for organizational commitment	62
3.17	Measurement model for leadership style	62
3.17.1	Convergent Validity of leadership style	63
3.17.2	Discriminant Validity	64
3.17.3	Second order CFA for leadership style	64
3.18	Job satisfaction	66
3.19	Job involvement	67
3.20	Perceived organizational support	67
3.21	Measurement model	68
3.22	Convergent Validity	69
3.22.1	Discriminant Validity	71
3.23	Chapter Summary	71

4	RESULTS AND DISCUSSION	73
4.1	Introduction	73
4.2	Demographic profile of respondent	73
	4.2.1 Gender and Age	73
	4.2.2 Educational qualification and Working experience	74
4.3	Descriptive Analysis	74
	4.3.1 Level of Organizational Commitment	74
4.4	Leadership styles	78
4.5	Perceived organizational support	81
4.6	Job involvement	81
4.7	Job Satisfaction	82
4.8	Structural Equation Modelling Analysis (path Analysis)	83
	4.8.1 The Hypothesized Direct Effect on Organizational Commitment	85
	4.8.2 Perceived organizational support and Organizational commitment	85
	4.8.3 Leadership styles and Organizational commitment	85
	4.8.4 Job involvement and Organizational commitment	86
4.9	Effect of predictors on job satisfaction	87
4.10	Effect of Predictors on organizational commitment	88
4.11	Result of Bootstrapping	89
	4.11.1 Mediation effect of job satisfaction on relationship between perceived organization support and Organizational commitment	89
	4.11.2 Mediation effect of job satisfaction on relationship between perceived leadership styles and Organizational commitment	90
	4.11.3 Mediation effect of job satisfaction on relationship between job involvement and Organizational commitment	91
4.12	Discussion of findings	91
	4.12.1 Demographic profile	91
4.13	Descriptive analysis	92
	4.13.1 Perceived organizational support	92
	4.13.2 Job Involvement	92
	4.13.3 Organizational commitment	93
	4.13.4 Job Satisfaction	93
	4.13.5 Leadership Styles	94
4.14	Structural Equation Modelling analysis	94
	4.14.1 Direct relationship between perceived organizational support and organizational commitment	94
	4.14.2 Direct relationship between job involvement and organizational commitment	95
	4.14.3 Direct relationship between leadership styles and organizational commitments	96
	4.14.4 Direct relationship between perceived organizational support and job satisfaction	97
	4.14.5 Direct relationship between job involvement and job satisfaction	98

4.14.6	Direct relationship between Leadership styles and job satisfaction	99
4.14.7	Direct relationship between job satisfaction and organizational commitment	100
4.14.8	Mediating effect of job satisfaction	100
4.15	Summary	102
5	SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATIONS	104
5.1	Introduction	104
5.2	Summary of the Research	104
5.3	Conclusion	105
5.4	Contribution to Knowledge/HRD	106
5.5	Implications for Research	107
5.6	Recommendation for practice	108
5.7	Recommendations for Future Research	109
	REFERENCES	110
	APPENDICES	141
	BIODATA OF STUDENT	159
	LIST OF PUBLICATIONS	160

LIST OF TABLES

Table	Page
3.1 Shows the selected tertiary institutions for the research and the populations of lecturers in each institution	49
3.2 Cronbach's Alpha Value of the Instruments (n=45)	54
3.3 Item's factor loading in final fitted measurement model of organizational commitment	61
3.4 Correlation of latent variables and discriminant Validity of organizational commitment	61
3.5 Item's loading factor in final fitted measurement model of leadership style	64
3.6 Correlation of latent variables and discriminant Validity of leadership style	64
3.7 Goodness of fit indices of measurement model	69
3.8 The result of Convergent Validity of integrated measurement model	70
3.9 The result of Convergent Validity of integrated measurement model	70
3.10 Discriminant Validity	71
3.11 Summary of objectives, hypotheses and statistics used	72
4.1 Gender and Age	73
4.2 Educational qualification and Working experience	74
4.3 Mean and standard deviation for related items to Affective commitment sub scales (n=404)	75
4.4 Mean and standard deviation for related items to Normative commitment sub scales (n=404)	76
4.5 Mean and standard deviation for related items to Continuance commitment sub scales (n=404)	77
4.6 Reveals respondents perception on organizational commitment and their mean and standard deviation	77
4.7 Mean and standard deviation for related items to transformation leadership styles (n=404)	79

4.8	Mean and standard deviation for related items to transactional leadership styles (n=404)	80
4.9	Mean and standard deviation for related items to Leizer Faire leadership styles (n=404)	80
4.10	Perceived organizational support (n=404)	81
4.11	Mean and standard deviation for related items to job involvement (n=404)	82
4.12	Mean and standard deviation for related items to job satisfaction (n=404)	83
4.13	Total direct effect of independent variables on DV	85
4.14	Results of SEM on Effect of Predictors on job satisfaction	88
4.15	Results of SEM on Effect of Predictors on organizational commitment	88
4.16	Results of Tests of indirect Effects of predictors, job satisfaction and organizational commitment	89
4.17	Results of Mediation effect of job satisfaction on relationship between perceived organization support and Organizational commitment	89
4.18	Results of Mediation effect of job satisfaction on relationship between leadership styles and Organizational commitment	90
4.19	Results of Mediation effect of job satisfaction on relationship between job involvement and Organizational commitment	91
4.20	Testing the hypothesis	103

LIST OF FIGURES

Figure	Page
1.1 Nigeria Map showing Lagos State in red square	4
2.1 Research Framework	47
3.1 Measurement Model for organizational commitment	60
3.2 Second orders CFA Model for organizational commitment	62
3.3 Measurement Model for leadership style	63
3.4 Second orders CFA Model for leadership styles	65
3.5 CFA Model for job satisfaction	66
3.6 CFA Model for job involvement	67
3.7 CFA Model for perceived organizational support	68
3.8 Measurement Model	69
4.1 Overall path model with standardized path coefficients	84
4.2 Full mediation structural model of the study	87

LIST OF ABBREVIATIONS

AAUP	American Association of College of Professors
AGFI	Adjusted Goodness of Fit Index
AMOS	Analysis of Movement Structure
AOCOED	Adeniran Ogunsanya Colleges Of Education
AVE	Average Variance Extracted
B	Unstandardized regression weight
BC	Bias-Corrected
BMI	Body Mass Index
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CI	Confidence Interval
CR	Critical Ratio
CR	Construct Reliability
df	Degree of Freedom
DV	Dependent Variable
GFI	Goodness-of-fit Index
HRD	Human Resource Development
HR	Human Resources
IFI	Incremental Fit Index
IV	Independent Variable
JI	Job Involvement
JSS	Job Satisfaction Survey
JS	Job Satisfaction
LASU	Lagos State University
LASPOTECH	Lagos State Polytechnic

LMX	Leader-Member Exchange Theory
LS	Leadership Style
NCCE	National Commission of colleges of Education
NPE	National Policy on Education
NUC	National Universities Commission
OC	Organizational Commitment
OCQ	Organizational Commitment Questionnaire
POS	Perceived Organizational Support
SEM	Structural Equation Modelling
SET	Social Exchange Theory
SIE	Standardized Indirect Effect
R ²	Coefficient of determination
RMSEA	Root Mean Square Error of Approximation
S.D	Standard Deviation
S.E	Standard Error
SPSS	Statistical Product and Service Solution
TLI	Tuckers Lewis Index
UNILAG	University of Lagos

CHAPTER 1

INTRODUCTION

1.1 Introduction

In any higher institutions, organizational commitment of academic staff has been the benchmark for promoting and enhancing the level of institutional goal attainment based on their vision and mission. This makes the members of academic staff to be considered as the most respectable human resource, bedrock, and spine of any educational institution because they develop plan, organize, implement, and harness other resources towards the achievement of the educational goals. And as such, the way and manner the academic staff of the tertiary institutions functions and performs their duties is of paramount to the growth and standard of the system.

However in recent times, organizational commitment is gradually becoming more complex and challenging as globalization is opening various opportunities and challenges in the work environment of the employees (Tajuddin, 2013). Besides, technological improvement, communication and information explosion, insufficient resources, and financial crises seem to have accounted for new developments and pressure in the work environment of the higher institutions. Moreover, these developments and pressure are assumed to have compounded the challenges experience by most employees in committing to their expected jobs accurately in accomplishing the educational goals of the higher institutions.

The idea of commitment in academics in tertiary institutions would be to enhance their academics skills while increasing professional growth. Lecturers comprise a lot in the academic institution. Institutional goals and aims and objectives are accomplished through the lecturers in the higher institutions. The academics works of the intuitions is also being accomplished by the lecturers, (Nwanzu & Uche–Okolo, 2017).

Meanwhile, committed lecturers with autonomy and flexibility on their job plays vital role in facilitating organizational commitment. It seems to enable work decision to be taken independently with high level of efficiency and commitment on their job. It has the capacity to help the lecturers discover their hidden potentials and ability to perform as well as change their attitude toward their work, thus enhancing organizational commitment in spite of all the challenges (Akara, 2017; Saragih, 2011; Sijuade, 2017).

1.2 Background of the study

The issue of organizational commitment of academic staff has been a matter of concern especially as quality and standard seems to serve as the yardstick for overall development of Nigeria education and the world at large (Nwanzu & Uche–Okolo,

2017). The need to achieve all round quality and standard higher institutions, and knowledge economy, appears to have made both the government and the management of the higher institutions to explore motivational variables like promotion, pay-rise, rewards, allowance, recognition, seminars, conferences, and career advancement opportunities, provision of resources, and workshop to improve organizational commitment of the academic staff. However, despite the concerted efforts low commitment is still being reported (Onoyese, 2017).

Tertiary institutions goal achievement in Nigeria is troubling because of the Low rate of lecturers commitment being the major player (Ladebo, 2003) as expressed in the Nigeria (2004) National Strategy on Training that no country can develop without proper taking care of the lecturers and such, make lecturer commitment as issue to be addressed urgently. Lecturers' commitment is one of the most important factors of success in higher education institutions (Aminbidokhti & Salehpoor, 2007; Bhatnagar, 2007; Davoodipoor, Ahancheyan, & Rezvani, 2008; Hossaini, Amirtash, & Mozafari, 2005).

The reports of alleged unimpressive on organizational commitment among academic staff is becoming worrisome as the core activities such as procedural and declarative knowledge, ability, experience, and technical task are involved in their job (Yusoff & Khan, 2014). The core tasks perform by academic staff seems evident that lecturers' organizational commitment forms an important and crucial part in determining the quality of graduates from any institution. For instance, recent graduates of Nigeria higher institutions are not only ridiculed, but are also described as lacking in quality, low in perception, unfit in skills and unemployable (Adeyanju & Owoyele, 2015; Kazeem, 2017). With this description of Nigerian graduates, questions have been raised concerning the organizational commitment of academic staff as they are directly involved in the transmission of knowledge and skills acquisition (Adegbeye, 2016).

Evidence suggests there are multiple challenges from various perspectives presently facing commitment of educational staff in addition to continual ecological change. Financial constraints, altering student customers, the emergence of recent learning and teaching approaches, diversity concerns, assessment, accountability and dramatic technological changes are the many challenges facing tertiary education today. Simultaneously, tertiary institutions happen to be requested to reexamine their roles in nation building. Within this context, effective commitment employees are a vital issue.

The higher education region is worth of research as a crucial sector that is enhancing productiveness and professional expertise, enticing many lecturers, students that have numerous hyperlinks with business and network pursuit, in addition, to building the nation's capacity to compete in an unstable economic system (Capellaras, 2005). The retention of personnel is severely essential in organizations and establishments wherein economic sustainability and survival rely on scarce professional abilities.

Academic staff has to be supported by both management (leaders) and a human resources department (Rhoades & Eisenberger, 2002). According to Ogunyemi (2007), no organization can achieve its objectives without adequate and efficient work-force. Lecturers will like to partake in activities that will benefit them. When employees feel that they are not receiving what they expected they tend to be reluctant to perform better and be loyal to their organization (Humphreys & Hoque, 2007). A vital summary of organizational commitment literature implies that there's a gap between the practice and theoretical factors in human resource practice, and have to be authenticated and additionally confirmed through linkage of one of the aspects of the organizational to determinants the organizational existence (Allen & Meyer, 1996). Furthermore, empirical justification associated with organizational commitment in higher institutions of third world countries, Nigeria inclusive is neglected (Nazari, Ramli, & Idris, 2012). Therefore, the following theories: social exchange theory and organizational commitment theory is going to be employed as a foundation theory for this study.

To achieve educational goals, lecturers can strategy and articulate prospectus, accomplish learning - teaching activities and engross in eloquent study projects, partake in community service activities and academic, preserve a high level of institutional standards and be active in teaching and learning strategies in the classroom with students. Lecturers no longer only should provide lectures, they are additionally projected to provide specialized consultations, comportment instructional studies, submit their discoveries so that the public could benefit and be committed to missions, the goals, vision, and values, of the tertiary education. They also expected to partake in resolution- making process in the universities besides teaching. Lecturers need to adopt new instructional delivery and plans so as to bring the pleasure of their students to the lecturing delivering (Awang, et al., 2010; Chughtai & Zafar, 2006; Gormley & Kennerly, 2010; Mohsenpoor, 2004; saha & Dworkin, 2009).

In addition, (chughtai & zafar, 2006,) research has proven that employees who are extraordinarily committed stay longer and carry out their roles better. Furthermore, Reyes (2001) has likewise itemized that a devoted lecturers works more, and has fewer inclinations to vacate the work, dedicates extra time to realize faculty dreams, does paintings higher, has extra ideas in and acts upon school desires and does extra attempt past non-public interest. park (2005) also said that fairly devoted academics are predicted to accumulate knowledge in new subjects that contribute to their paintings and to recover their capacity to deal with students superior desires and to expand their lecture room overall routine.

Regarding this, park (2005) said that: There are two strong explanations why lecturer's commitment ought to be highlighted in the area of education. First, commitment is definitely an interior pressure originating from within lecturers who have desires for superior obligation, diversity, and contest within their work. Second, you will find exterior services leading together improvement and rise in education which are based mostly on each lecturer combined efforts along with the sustained effort within each school and institutional group.

The possible lack of needs intervention towards the lectures can lead to their low dedication to the vision, goals and missions, and from the educational institutional. This problem has more effects in emerging countries such as well as play the role of an academic hub in the area (Khorasgani, 2008). As a result, the circumstances essential to promote and sustenance highly committed lecturers have a deep concern in educational systems generally, however, antecedents or predictors of lecturers' commitment haven't stored pace with conducted researches. It's been mentioned that few of research on organizational commitment happen to be done within educational settings (Chughtai & Zafar, 2006 joolideh & Yeshodhara, 2008 Somech & Bogler, 2004).

However, it appears difficult to imagine effective organizational commitment of academic staff without considering the factors of organizational commitment of lecturers in such a way to encourage autonomy, participation in decision making, and free flow of information sharing and training to influence organizational commitment. Based on the reports of alleged poor organizational commitment among academic staff in spite of the concerted efforts and motivational variables that makes it highly imperative to investigate the extent to organizational commitment indicators namely leadership styles, job satisfaction, job involvement and perceived organizational support would predict organizational commitment of lecturers, besides there is no single study that has combined organizational commitment factors and job satisfaction has a mediating variable to address the perceived unimpressive problem of academic staff in public tertiary institutions in Lagos state, Nigeria. This observation makes this study worthy of investigating in Lagos state, Nigeria.



Figure 1.1 : Nigeria Map showing Lagos State in red square

1.3 Statement of problem

Organizational commitment has recorded low in both service organizations and the tertiary institutions which has being evidenced by previous research (Osagie & Egwu, 2016)). Meanwhile, there is an increasing pressure from the general public and government to improve commitment levels of lecturers in Nigeria tertiary. Visits to some tertiary institutions, supported by evidence from previous research revealed that lecturers in Nigeria experience lower levels of job satisfaction. They also exhibited negative attitudes towards their jobs as reflected in lack of commitment, absenteeism, and lateness to work, tardiness, indolence and turnover which culminate in low commitment and general inefficiency in service delivery.

This trend has persisted unabated in spite of several motivational strategies adopted by government and parent organization to improve the general welfare of lecturers through prompt payment of salaries and allowances, regular promotions, staff training, as well as provision of conducive work environment to enhance their levels of commitment. This situation, Osagie & Egwu, (2016), observed was due to the fact that the lecturers were not satisfied with their jobs or aspects of their jobs. Dissatisfied employees are disposed to declining commitment to the employing organization which negatively affects their performance, and by extension the performance of the organization.

Nigeria has endured by still struggling with insufficient of infrastructure and invention of poor graduates, (Aluede, Idogho, & Imonikhe, 2012) this really is ascribed to poor organizational commitment of educational staff, leadership styles, perceived organizational support, and job involvement as professed through the lecturers of the higher institution. However, members of academic staff are not likely to live up to their expected expectations on their job without regular and relevant training to code review required ideas, knowledge and skills to experience flexibility, effectiveness and performance on their job (Ugbomhe , Osagie & Egwu, 2016). Study directed by (Adeyanju & Owoyele, 2015) revealed that the diverse concept of organizational commitment and various predictors and determinants emerge in separate national cultures.

From the perspective of research, the most studied and most focal employee attitude is job satisfaction, which is frequently linked to motivation, and only scant attention is accorded with organizational commitment despite its potential influence on satisfaction, Ugbomhe, Osagie & Egwu, 2016. Moreover, the majority of previous studies were carried out in fields other than tertiary institutions in Nigerian settings. Job involvement, leadership styles, organizational commitment, job satisfaction, and perceived organizational support research over the year gained much popularity and importance because of their pivotal role in generating various and several desirable positive organizational outcomes, Malik, Wahid and Malik, (2010)

Guleryuz et al. (2008); Lok and Crawford, (2001); Malik, Wahid and Malik, (2010) have explored the mediation role of job satisfaction on organizational commitment, meanwhile it is a common practice in many management studies to examine whether the independent variables have significant effects on the dependent variables. It was pointed out that it is quite common to explore the role of a third variable in a relationship once the relationship between two variables has been established, Malik, Wahid and Malik, (2010). Recently, Chiu and Ng (2013) found that work group identification had significant positive effects on organizational commitment. Based on the argument in Ding, Ng and Wang (2013b), a further research question is to investigate whether a third variable would intervene in the relationship between work group identification and the two forms of commitment.

Furthermore several studies have also shown that job satisfaction had a mediating effect on the relationship between transformational leadership and organizational commitment in different sectors (Afolabi, 2013; Hashemi et al., 2012; Mohamad, 2012). Social exchange theory will be used to explain the mediating role of job satisfaction on the relationship between leadership styles, job involvement, perceived organizational support and organizational commitment.

Based on these findings job satisfaction was considered as a possible mediator for a commitment-related research. However there was no empirical research to examine the mediating role of job satisfaction with respect to leadership styles, job involvement, perceived organizational commitment organizational commitment in the tertiary institutions in Lagos state, Nigeria, Hence this study attempted to bridge the above research gap.

1.4 Objectives of the study

In general term, this present study attempt to examine the mediating effect of job satisfaction on the relationship between factors affecting organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

The study aims to:

- 1) Determine the level of organizational commitment, leadership styles, job involvement, job satisfaction and perceived organizational support
- 2) Determine the relationship between perceived organizational support and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.
- 3) Determine the relationship between job involvement and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.
- 4) Determine the relationship between leadership's styles and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.

- 5) Determine the mediating effect of job satisfaction on the relationship between perceived organizational support, job involvement leadership styles and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

1.5 Research Hypothesis

1) Ha: There is a significant relationship between perceived organizational support and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

2) Ha: There is a significant relationship between job involvement and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.

3) Ha: There is a significant relationship between leadership's styles and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.

4) Ha: There is significant relationship between perceived organizational support and job satisfaction among lecturers of tertiary institutions in Lagos state, Nigeria.

5) Ha: There is significant relationship between job involvement and job satisfaction among lecturer of tertiary institutions in Lagos state, Nigeria.

6) Ha: There is significant relationship between leadership's styles and job satisfaction among lecturer of tertiary institutions in Lagos state, Nigeria.

7) Ha: There is significant relationship between job satisfaction and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.

8) Ha: There is mediating effect of job satisfaction on the relationship between perceived organizational support and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

9) Ha: There is mediating effect of job satisfaction on the relationship between job involvement and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

10) Ha: There is mediating effect of job satisfaction on the relationship between leadership styles and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.

1.6 Significance of the study

The area of HRD research in higher education is important, both practically and theoretically. In Nigeria, studying organizational commitment of academics in tertiary institutions has theoretical justifications, this is significant because it shows the basis for research exploration for organizational commitment of academic staff in tertiary institutions and for evaluating educational institutions effectiveness, productivity, quality and standard. Findings from this study also enhanced the discovery of employee's optimal capacity level for better organizational commitment in tertiary institutions.

The outcome of this study provides a better understanding of organizational commitment concept as motivational practices to administrators, managers, educational planners and employers. Furthermore, this will assist educational planners, administrators, managers, the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), and the Federal and State Ministries of Education as authorities that formulate policies on employee's job description. Thus, solving the problem of dominated work environment and allaying the fear of management empowering employees with power and control. It has also created the basis for assessing commitment through acceptance and discharging of responsibility of employees.

Results of this study, to a large extent are useful and informative to the management of the higher institutions on how to determine and improve employee's training needs as well as have effective workforce. The management would be in vantage position with respect to sharing, designing and redesigning of job schedule, thus, considering the human resources development approach.

HRD professionals might want to review and analyze organizational development theories and models associated with commitment in the context of the tertiary institutions in Nigeria. Because this clearly affects organizational commitment and academics' job satisfaction, it will help HRD frontiers to figure out behaviour that can improve or improve job satisfaction levels as well as their dedication to the tertiary institutions.

At the completion of this study, the researcher assumed it contributed significantly to theoretical gap through providing appreciated evidence concerning concept and practice of organizational commitment for both Nigerian and western scholars, managers and human resources development practitioners in managing employees

efficiently. The discoveries of this study provide more knowledge on the commitment perception to HRD practitioners and leadership.

This study also fills the gap by examine the association between commitment to organization and its elements, by mediating it job satisfaction among lecturers in Nigeria higher institutions in Lagos state.

As the idea of organizational commitment in tertiary education is new, human resources creators have to determine the perceptions of commitment get little recognition from tertiary institutions. The results of the study will give more understanding of organizational commitment in tertiary institutions and the amount of commitment to HRD practitioners and leadership. These details could be use further with the addition of new understanding to the idea of organizational commitment and also to the idea of academics' leadership and effectiveness, specifically in tertiary institution and usually in organizations. The outcomes of the study will give new and valuable practical understanding into the commitment of educational staff.

Government can create some new practice and policies or modify those policies that already exist to satisfy the need of the academic staff based on this study. Besides that, government may have insights to reduce problems of tertiary institutions like staff turnover. Government could recognize how job gratification, job participation, perceived support for organization and leadership styles would impact on organizational commitment which will benefit tertiary institutions industry and enhance the well-being of academic staffs.

This research offer an interesting study for tertiary institutions education in Nigeria, the problems faced by tertiary institutions in Nigeria and the need for motivation of the lecturers. A vital part of teachers would be to improve students' entitlement. As tertiary institutions are trying to find various ways of creating a suitable atmosphere for commitment among academics, various factors can be viewed as for that effective implementation within the workplace, including leadership, training, perceived organizational support and job involvement.

Findings of this study have not only enhanced the managers, agencies, organizations and administrators on how to achieve their stated goals in having organizational commitment, but also be relevant to the employees in discovering their hidden talent by accepting responsibility and being accountable as well as changing their attitude towards their jobs. The study in addition, has added to the growth of knowledge in showing the extent organizational commitment relates to the performance of academic staff in tertiary institutions. Finally, it would serve as database to influence researchers in the field of HRD as regards its societal important in developing countries like Nigeria.

Additionally, the circumstantial on Nigerian and its societies on the growth of its tertiary institution's education delivers added understanding and scopes helpful to understand the background of the study. As a result, outside being helpful to scholars of HRD, the study may also function as a reference for future researchers.

Summarily, in the investigation above, the study has added both theoretically and practically within our knowledge of lectures working environments and complications of commitment within the Nigerian tertiary institution's which in fact has influence on tertiary institutions in Nigeria in a negative way.

1.7 Scope of the Study

This study focused only on lecturers which are lecturing in the selected tertiary institutions in Lagos state, Nigeria because of their ability to respond to questions of the survey.

The research covers the government and state tertiary institutions in Lagos state, Nigeria. Lagos is the most populous state in Nigeria and with both state and federal tertiary institutions and with academic staff from the entire six geopolitical zone of Nigeria. This can be in recognition from the cultural variations. The opinions of Nigerian lecturers in tertiary institutions, performing of their task, the deans of the faculties, heads of departments, associate professors and professor are covered in this study.

Furthermore, a search of the literature revealed that there is not much information regarding the research understudy, specifically when it comes to the mediating effect of job satisfaction with respect to leadership styles, job involvement, perceived organizational commitment organizational commitment in the tertiary institutions in Lagos state, Nigeria,

1.8 Limitation of the Study

Limitations exist within the effect on data interpretation in this study. Included in this are self-reported responses to questionnaires and many questions which might make the return rate of questionnaires to be low and insufficient use of the background of theory on commitment within the tertiary context. Because this study is restricted to public tertiary institutions in Nigeria, the end result doesn't always connect to instructors at other kinds of tertiary institutions for example tertiary institutions in Nigeria. It's understandable that lots of work factors exist as work which could determine educators' devotion to organization and lecturers' performance.

This study also examined the opinions of educators regarding the factors which influence working conditions and management.

1.9 Definition of terms

Organizational Commitment: with regards to this research organizational commitment is really a mental outcome of a lecturer and their college which makes it not as likely the lecturers will under his own accord leave the school (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002).

Job satisfaction: The word job satisfaction makes reference to the attitude and feelings individuals have regarding their work. Positive and favorable attitudes for the job indicate job satisfaction. Negative and unfavorable attitudes for the job indicate job dissatisfaction (Lance Armstrong, 2006).

Perceived Organizational Support: is defined as how much the organization values employee's contribution and cares about them (Allen et al, 2008).

Job Involvement: Job involvement describes how interested, enmeshed, and engrossed the worker is in the goals, culture, and tasks of a given organization (Joiner and Bakalis, 2006).

Leadership styles: A leadership style can be defined as a system of directing, administering strategies and motivating people.

1.10 Organization of the study

Chapter 1: Introduction

This chapter illustrates the research background, problem statement, objectives, questions, hypotheses and significance. Besides, this chapter provides a clearer view on the factors affecting organizational commitment in higher education industry in Nigeria.

Chapter 2: Literature Review

Chapter two will consist of the literature review of the relevant materials on factors that influences organizational commitment and organizational commitment. The current trends in the literature are reviewed to identify the gap in the research. One of the basic gaps identified was non-usage of all the factors as independent variable against organizational commitment has the dependent variable.

Chapter 3: Research Methodology

Chapter three will discuss the methodology involved in the research, this involves determining the research design, sampling procedures, the instrument for data collection and analysis, the pilot survey, reliability and validity of the research instrument. The chapter will be concluded with the procedure of collection of data and analysis with reference to data presentations.

Chapter 4: Research Results

In this chapter, will interpret the results of our research. It will also describe the result of the relationship and variation on the variables.

Chapter 5: Discussion and Conclusion

In this chapter will be discussing about the research such as the implications, limitations and recommendations.

1.11 Summary

In summary, we have a better understanding of organizational commitment among academic staff of tertiary institutions in Nigeria. In this chapter, we discovered the independent variables such as job involvement, perceived organizational support and leadership styles and mediating variable, job satisfaction that will affect the organizational commitment in tertiary institutions.

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