



Remuneration and Assigned Duties as Predictors of Lecturer Commitment in State-Owned Colleges of Education in the North-West Geopolitical Zone, Nigeria

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Abstract

Background: Remuneration and the nature of assigned duties are among the most directly experienced dimensions of condition of service for lecturers in Nigerian Colleges of Education. Their relationship with lecturer commitment the psychological and functional bond between a lecturer and their institution carries direct implications for the quality of teacher education outputs. Crucially, establishing the level of lecturer commitment as the dependent variable is a necessary precondition for interpreting these predictive relationships. Objectives: This study examined: (i) the level of remuneration of lecturers; (ii) the level of assigned duties of lecturers; (iii) the level of lecturer commitment to work; and the relationships between remuneration and lecturer commitment, and between assigned duties and lecturer commitment, in state-owned Colleges of Education in North-West Nigeria. Methods: A correlational survey design was employed with 302 lecturers drawn from four institutions. The Condition of Service of Lecturers Questionnaire (CSLQ, reliability = 0.82) and Lecturers Commitment Questionnaire (LCQ, reliability = 0.84) were used. Mean, standard deviation, and PPMC were applied at $\alpha = 0.05$. Findings: Remuneration was at a high level (mean = 2.54) but with low-level deficiencies in allowances (mean = 1.84), promotion (mean = 2.27), and housing incentives (mean = 2.26). Assigned duties were at a high level (mean = 3.83) with all lecturers affirming core teaching, research, and assessment responsibilities. Lecturer commitment was at a high level (mean = 3.38) with notable gaps in training attendance (mean = 2.29) and academic autonomy (mean = 2.49). Remuneration significantly predicted commitment ($r = 0.246$, $p = 0.000$ Ho1 rejected), while assigned duties did not ($r = 0.093$, $p = 0.099$ Ho2 retained). Conclusion: Remuneration is a significant predictor of lecturer commitment; assigned duties though performed at a consistently high level are not. The level of commitment, while nominally high, conceals sub-dimensional vulnerabilities in professional development and autonomy that institutional management must urgently address.

Keywords: *remuneration; assigned duties; lecturer commitment; level of commitment; Colleges of Education; North-West Nigeria; condition of service; correlational study*

Introduction

Lecturer commitment is defined as the emotional and functional level of attachment a lecturer offers to their institution (O'Reilly et al., 1991) which is the foundational human capital variable determining the quality of teacher education in Nigerian Colleges of Education. The quality of teachers produced for primary and secondary education is directly contingent on the commitment of the lecturers who shape that workforce. Understanding both the prevailing level of commitment and its structural determinants is therefore an institutional quality imperative with consequences for the entire Nigerian educational system.

Two condition of service variables remuneration and assigned duties are examined here as potential predictors of lecturer commitment, drawn from the doctoral study of Saidu (2026): *Relationship among Condition of Service, Personnel Relation and Lecturer Commitment in Colleges of Education in North-West Zone, Nigeria*. Before examining predictive relationships, this paper first establishes the level of lecturer commitment in the study institutions as the dependent variable baseline an empirical step that is logically prior to, and analytically necessary for, any meaningful interpretation of predictor-criterion relationships.

Objectives of the Study

- 1: To examine the level of remuneration of lecturers in Colleges of Education in North-West Nigeria.
- 2: To examine the level of assigned duties of lecturers in Colleges of Education in North-West Nigeria.
- 3: To examine the level of lecturer commitment to work in Colleges of Education in North-West Nigeria.

Research Questions

- RQ1: What is the level of remuneration of lecturers in Colleges of Education in North-West Nigeria?
- RQ2: What is the level of assigned duties of lecturers in Colleges of Education in North-West Nigeria?
- RQ3 (DV): What is the level of lecturer commitment to work in Colleges of Education in North-West Nigeria?
- RQ4: What is the relationship between remuneration and lecturer commitment in Colleges of Education in North-West Nigeria?
- RQ5: What is the relationship between assigned duties and lecturer commitment in Colleges of Education in North-West Nigeria?

Null Hypotheses

Ho1: There is no significant relationship between remuneration and lecturer commitment to work in Colleges of Education in North-West Nigeria.

Ho2: There is no significant relationship between assigned duties and lecturer commitment to work in Colleges of Education in North-West Nigeria.

Review of Related Literature

Lecturer Commitment: Concept and Level

Commitment, as applied to lecturers, is conceptualised by O'Reilly et al. (1991, as cited in Abubakar & Abdul Hamid, 2015) as 'an individual's psychological bond to the organization, in addition to a sense of job involvement, loyalty and belief in the norms and values of the organization.' Shashi (2015) adds that lecturer commitment specifically involves pride in the lecturing profession and a strong desire for professional development. In practice, commitment manifests in diligent lesson preparation, regular student engagement, active research and publication, and willing participation in institutional activities (NCCE, 2022). The level of commitment whether high, moderate, or low reflects the aggregate of these behavioural and psychological indicators across the institutional workforce.

Remuneration and Lecturer Commitment

Remuneration encompasses all financial and non-financial compensation received by lecturers for their professional services (Calvin, 2017). Haastrup and Olabisi (2020) found a significant positive relationship between remuneration and lecturers' job commitment in Ekiti State universities, confirming that 'prompt payment of salaries and allowances goes a long way to improve lecturers' job commitment.' Herzberg's Two-Factor Theory classifies salary as a hygiene factor whose inadequacy reliably undermines commitment even when motivational conditions are otherwise satisfactory.

Assigned Duties and Lecturer Commitment

Assigned duties in Colleges of Education encompass teaching, assessment, research, administration, and community service (NCCE, 2022). Stella-Maria (2015) argues that equitable, consultative duty allocation is a governance prerequisite for commitment, while unfairly distributed or unrecognised workloads produce professional alienation. The theoretical relationship between duties and commitment is mediated by perceived equity: duties perceived as fair and professionally valued sustain commitment, while those experienced as arbitrary or burdensome erode it.

Methodology

A correlational research design (Creswell, 2014) was adopted. Population: 3,242 lecturers from all seven state-owned Colleges of Education in the North-West zone. Sample frame: 1,610 lecturers from four selected institutions. Proportional sample: 306 (College of Education Gumel, Jigawa n=41; Isa Kaita College of Education Dutsin-Ma, Katsina n=69; Shehu Shagari College of Education Sokoto n=157; College of Education Maru, Zamfara n=39). Usable returns: 302 (98.7%). Instruments: CSLQ (reliability = 0.82) and LCQ (reliability = 0.84), both on a four-point Likert scale (VH=4, H=3, L=2, VL=1). Decision criterion: mean ≥ 2.50 = High Level. PPMC tested hypotheses at $\alpha = 0.05$ via SPSS Version 20.

5. Results

5.1 RQ1 Level of Remuneration of Lecturers

Table 1

Perception of participants on remuneration of lecturers in Colleges of Education, North-West Nigeria (N = 302)

S/N	Item Statement	High Freq.	Low Freq.	Mean	SD	Decision
1	In my college lecturers discharge their duties diligently as a result of prompt payment of salaries.	229	73	3.43	1.85	High Level
2	In my college increment in lecturers' salaries led to high productivity on their part.	137	165	2.90	1.70	High Level
3	In my college all other allowances accruing to lecturers are usually settled promptly.	31	271	1.84	1.35	Low Level
4	In my college all hardworking lecturers are being promoted regularly.	43	259	2.27	1.50	Low Level
5	Lecturers enjoy housing, loans, and other incentives.	41	261	2.26	1.50	Low Level
Weighted Mean				2.54	1.58	High Level

Table 1 shows remuneration at High Level (weighted mean = 2.54, SD = 1.58). Prompt salary payment (mean = 3.43) and salary increment (mean = 2.90) were at high levels. However, three items other accruing allowances (mean = 1.84), regular promotion (mean = 2.27), and housing, loans, and incentives (mean = 2.26) fell at **Low Level**, revealing that while basic salary is generally disbursed, comprehensive remuneration entitlements are not being fully honoured in the study institutions.

RQ2: Level of Assigned Duties of Lecturers

Table 2: Perception of participants on assigned duties of lecturers in Colleges of Education, North-West Nigeria (N = 302)

S/N	Item Statement	High Freq.	Low Freq.	Mean	SD	Decision
1	The duty of a lecturer is to conduct lectures for students.	302	0	4.00	2.00	High Level
2	The duty of a lecturer is to conduct researches and make publications in reputable journals.	302	0	4.00	2.00	High Level
3	The duty of a lecturer is to conduct assessment of students.	302	0	4.00	2.00	High Level
4	The duty of lecturers also includes administrative responsibilities.	202	100	3.30	1.81	High Level
5	Lecturers also serve as members of various committees in the college.	287	15	3.89	1.97	High Level
Weighted Mean				3.83	1.95	High Level

Table 2 reveals assigned duties at **High Level** (weighted mean = 3.83, SD = 1.95). All three core duties teaching (4.00), research and publication (4.00), and student assessment (4.00) achieved unanimous consensus at maximum score. Administrative responsibilities (3.30) and committee membership (3.89) were also at high levels, confirming that lecturers fully acknowledge and discharge the complete range of academic responsibilities prescribed by the NCCE.

5.3 RQ3 Level of Lecturer Commitment to Work (Dependent Variable)

Table 3 establishes the level of lecturer commitment the dependent variable providing the empirical baseline against which the predictive power of the two independent variables is subsequently assessed.

Table 3 Perception of participants on level of lecturer commitment to work in Colleges of Education, North-West Nigeria (N = 302)

S/N	Item Statement	High Freq.	Low Freq.	Mean	SD	Decision
1	In my college lecturers have good knowledge in their subject matter.	221	81	3.45	1.85	High Level
2	In my college lecturers have freedom to initiate the goals of teaching.	181	121	3.19	1.78	High Level
3	In my college academic staff have freedom to use their own judgement in academic and non-academic issues.	79	223	2.49	1.57	Low Level
4	I am satisfied with my professional ability to perform my job efficiently.	161	141	3.06	1.74	High Level
5	In my college I feel a sense of belonging to the lecturing profession.	250	52	3.65	1.91	High Level
6	In my college I am in lecturing because of a sense of loyalty to the profession.	165	137	3.08	1.75	High Level
7	In my college I voluntarily accept the role of the lecturing profession.	175	127	3.15	1.77	High Level
8	In my college I have attended development training and workshops in my area of specialisation.	46	256	2.29	1.51	Low Level

9	In my college lecturers are given permanent and pensionable appointment after two years.	302	0	4.00	2.00	High Level
10	In my college retirement benefits are paid promptly.	302	0	4.00	2.00	High Level
11	In my college lecturers are not arbitrarily dismissed.	302	0	4.00	2.00	High Level
12	In my college I have freedom of association.	298	4	3.96	1.98	High Level
Weighted Mean				3.38	1.80	High Level

Table 3 reveals lecturer commitment at High Level overall (weighted mean = 3.38, SD = 1.80). High-level items include: sense of professional belonging (3.65), freedom of association (3.96), pensionable appointment (4.00), retirement benefits (4.00), and protection from arbitrary dismissal (4.00), all indicating strong structural job security. However, two items fell at Low Level: attendance at development training and workshops (mean = 2.29) and freedom to exercise academic judgement (mean = 2.49), revealing that while commitment is overall high, important sub-dimensions relating to professional development and academic autonomy require urgent institutional attention.

HO₁: Remuneration and Lecturer Commitment

Table 4: PPMC result for Ho1 — Remuneration and Lecturer Commitment ($\alpha = 0.05$)

Variable	N	Mean	SD	df	r-cal	p-value	Decision
Remuneration	302	2.54	1.58				
				318	0.246	0.000	Significant, Ho1 Rejected
Lecturer Commitment	302	3.38	1.80				

Table 4 shows $r = 0.246$, $p = 0.000$. Since $p < 0.05$, Ho₁ is rejected. There is a statistically significant positive relationship between remuneration and lecturer commitment. This is the strongest condition of service predictor of commitment in the full study, confirming that improvements in remuneration particularly in allowances, promotion regularity, and incentives will produce corresponding gains in lecturer commitment.

H0₂: Assigned Duties and Lecturer Commitment

Table 5: PPMC result for Ho₂ Assigned Duties and Lecturer Commitment ($\alpha = 0.05$)

Variable	N	Mean	SD	df	r-cal	p-value	Decision
Assigned Duties	302	3.83	1.95				
				318	0.093	0.099	Not Significant Ho ₂ Retained
Lecturer Commitment	302	3.38	1.80				

Table 5 shows $r = 0.093$, $p = 0.099$. Since $p > 0.05$, Ho₂ is retained. There is no statistically significant relationship between assigned duties and lecturer commitment. Despite lecturers acknowledging all duties at high or maximum levels, the nature and volume of those duties does not independently predict institutional commitment suggesting that duty performance reflects professional obligation rather than affective organisational attachment.

Discussion

The finding that lecturer commitment is at High Level (mean = 3.38) confirms that lecturers in the study institutions retain meaningful institutional attachment despite documented remuneration inadequacies. The structural job security provisions pensionable appointments, protection from arbitrary dismissal, freedom of association appear to sustain baseline commitment even in the absence of comprehensive remuneration compliance. However, the low-level items in training attendance (2.29) and academic autonomy (2.49) indicate that professional commitment quality is constrained by institutional under-investment in development and trust — dimensions that determine whether commitment is maintained at minimum compliance level or cultivated into the enthusiastic engagement that produces high-quality teaching and research.

The significant relationship between remuneration and commitment ($r = 0.246$, $p = 0.000$) confirms Herzberg's Two-Factor Theory prediction that hygiene factors of which salary and allowances are the primary components must be adequately provided before motivational factors can generate elevated commitment. The item-level analysis identifies three specific remuneration deficits: allowances (1.84), promotion (2.27), and incentives (2.26) all below the high-level threshold, all prescribed in the NCCE conditions of service, and all representing measurable, remediable commitment risks (Haastrup & Olabisi, 2020; Adeniji et al., 2022).

The non-significant relationship between assigned duties and commitment ($r = 0.093$, $p = 0.099$) reveals an important counter-intuitive finding: high duty performance does not predict commitment. Stella-Maria (2015) explains this through the concept of professional obligation versus organisational identification lecturers perform duties because their professional role demands it, not because those duties generate

affective attachment to the institution. The practical implication is that duty management alone without concurrent investment in remuneration equity and relational quality cannot sustain the institutional commitment required for high-quality teacher education outputs.

Conclusion

This study establishes that: (i) remuneration significantly predicts lecturer commitment ($r = 0.246$, $p = 0.000$ Ho1 rejected); (ii) assigned duties do not significantly predict commitment ($r = 0.093$, $p = 0.099$ Ho2 retained); and (iii) lecturer commitment in the study institutions is at a high level overall (mean = 3.38) but with sub-dimensional vulnerabilities in professional development (training, mean = 2.29) and academic autonomy (mean = 2.49) that require institutional intervention. The study recommends.

Recommendations

- **1:** State governments and governing councils must ensure prompt and comprehensive payment of all remuneration entitlements salaries, allowances, promotion increments, and housing benefits as the highest-priority, evidence-based commitment intervention available (NCCE, 2022).
- **2:** Institutions must fund structured professional development programmes including conferences, workshops, and research grants to address the training attendance deficit (mean = 2.29) that is currently suppressing the quality of commitment despite an adequate overall level.
- **3:** Academic autonomy the freedom of lecturers to exercise professional judgement in teaching and research must be actively protected by college management, as its deficiency (mean = 2.49) constrains both commitment quality and professional effectiveness.
- **4:** Future research should examine the mediating role of perceived organisational support and organisational justice in the remuneration-commitment relationship, and should conduct longitudinal assessments of how specific remuneration reforms affect commitment trajectories over time in Colleges of Education in the North-West zone.

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