

Lecturers' Job Commitment and Quality Goal Achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria

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KEY WORDS

Job Commitment;
Affective, Continuance,
Normative, Goal
Achievement.

ABSTRACT

This study examined lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria. The study adopted a descriptive research design of correlation type. Random sampling technique was used to select three states (Kogi, Kwara & Niger) out of the six in the geopolitical zone, while all six State Colleges of Education in the sampled States were purposively selected. Proportional sampling technique was used to select 289 lecturers out of the 1,144 in the selected Colleges of Education; 299 principals and 363 head teachers of public basic schools out of the 1,331 and 6589 respectively in the selected States. "Lecturers' Job Commitment Questionnaire" (LJCQ) and "Goal Achievement Questionnaire" (GAQ) were used to collect data. Pearson product-moment correlation statistics was used to test the hypotheses. The results showed that there was a significant relationship between lecturers' job commitment and goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria ($r=.519$, $p < .05$). Based on the findings of the study, it was

recommended that state governments should continually motivate lecturers to make them exhibit high level of job commitment which would facilitate effective actualisation of the institutions' goals.

Introduction

One of the ways of guaranteeing quality in tertiary institutions is by harnessing lecturers' job commitment to facilitate effective goal achievement. No matter how an organisation is blessed with qualified and competent employees, unless the employer strives to continually enhance employees' job commitment, it will be difficult maximally to achieve the goals of the organisation. This is because commitment determines the level of attention and importance which employees attach to their service delivery. When their commitment to job is high, performance is likely to be high too.

Based on information gathered from students of some State Colleges of Education in North Central Geopolitical Zone, Nigeria; lecturers' job commitment in the institutions had not been encouraging. Inadequate commitment of lecturers to their jobs in these institutions has been manifesting in different ways. For instance, some lecturers are engaged in other activities at the expense of their official duties, because they believe that it would earn them additional money to sustain their lives; while some do not passionately perform their jobs, especially when imparting knowledge to the students. It was also discovered from some lecturers of some State Colleges of Education in North Central Nigeria that from the year 2015 up till date, many lecturers have left their institutions for other organisations while some are only remaining in the institutions because they have not got better offer.

Strike actions have been persistent in State Colleges of Education in Nigeria. For instance, the three State Colleges of Education in Kwara State (that is, Ilorin, Lafiagi & Oro) embarked on industrial action in June, 2018 over non-payment of backlog of salaries, promotion and non-implementation of promotion benefits that accrued to them since 2013 (Daily Post, 2018). Plateau State Colleges of Education went on strike in September, 2018 due to the failure of the state government to fulfill its promise of clearing the backlog of salaries owed members of the staff before the end of year 2016 (The Nation Newspaper, 2018). Also, Nasarawa State College of Education, Akwanga went on strike in February, 2019 over non-implementation of their four-year promotion areas since four years (The Herald, 2019). All this could affect lecturers' job commitment thereby leading to inability of the institutions to effectively actualise the stated goals. Robbins and Judge (2007) defined commitment as a situation whereby an employee is consistent with organisation, and wishes to maintain his membership with the organisation with enthusiasm to contribute his quota to the realisation of the goals of the organisation. Committed employees always have high enthusiasm, motivated by the values of the organisation and are likely to

place premium on the success of the organisation. In fact, such employees feel glad to stay in the organisation and commit themselves to moving the organisation forward regardless of the challenges involved. Job commitment of employees is a very significant factor which helps an organisation to achieve its stated goals.

Chen (2007) opined that commitment is viewed as the psychological feelings of the employee to any establishment. The level of commitment a worker has for an establishment determines how he or she performs his job. Commitment reveals the extent to which an employee enjoys being a member of a particular organisation. According to Silva and Dias (2016), commitment is categorised into affective, continuance and normative. Affective commitment occurs when workers stay in an organisation because they feel the sense of responsibility; continuance commitment has to do with employees' identification with an establishment because of the benefits he stands to lose by leaving; while normative commitment covers workers' moral obligation to stay in an organisation. In the view of Meyer, Stanley, Herscovitch and Topolnytsky (2002), all the three types of commitment affect employees' job performance in an organisation. Particularly, normative commitment affects how an employee discharges his duties. Quality means systematic steps required to provide adequate assurance that a product or service would satisfy given requirements (Borahm & Ziarati, 2010). In the opinion of Daft (2009), goal achievement means the extent to which an organisation attains its goals. In a formal organisation like school, goal achievement could be regarded as the quality of the students' performance academically or the overall quality of the outputs (graduates). In this study, the term quality goal achievement refers to the extent to which State Colleges of Education in Nigeria are able to produce teachers who are disciplined, dedicated, skilled and knowledgeable. According to Mangkunegara and Octorend (2015), discipline refers to the ability of an employee to control himself so as not to exhibit behaviour or perform an action which is not in consonance with the rules and regulations of the organization. In spite of this, some teachers are disciplined, but not be able to perform better in academics and pedagogy. Garrison and Liston (2004) opined that dedicated teachers are those who are always enthusiastic to impart knowledge to the learners and have strong interest in students' academic success. Knowledge of the subject matter is very crucial because it determines the quality of the teachers' content of instruction (Niess, 2005). The importance of knowledge to teachers cannot be over-emphasised. The level of a teacher's knowledge in a particular subject could determine students' achievement academically (Cochran-Smith & Zeichner, 2005).

Lecturers' job commitment is an aspect of quality assurance process in Colleges of Education. When it is well harnessed, effective actualisation of the institutions' goals could be enhanced. Fugate, Stank and Mentzer

(2009) believed that job commitment is an important aspect of employees which employers should always pay attention to. Unless workers are well committed to their job, it might be difficult for the organisation to achieve quality goals. Therefore, this study examined lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone of Nigeria.

In this paper, the types of commitment focused upon were affective, continuance and normative. Affective commitment means the willingness of lecturers to remain in the service of the institutions because they consider it a sense of responsibility; continuance commitment refers to the feeling of lecturers to remain in the service of the institutions considering what they may likely lose leaving the system; while normative commitment is the desire of the lecturers to remain in the service of the institutions considering this as a moral right.

Importance of the Study

It is hoped that the findings of the study would benefit the state governments, lecturers, provosts of the Colleges of Education, head teachers and principals Basic School and other researchers in the field of education.

The outcome of the study would give state governments more insight into the roles of lecturers' job commitment in facilitating quality goal achievement in Colleges of Education. With the findings of this study, state governments could be more motivated to improving upon its attention to the lecturers in these institutions to enhance their commitment. The findings of the study would further educate lecturers on the importance of their job commitment to the realisation of quality goal achievement in the institutions.

The findings of the study would be of immense benefit to the provosts of the State Colleges of Education. This is because it would serve as an eye opener to identifying the roles expected of them in complementing governments' efforts in enhancing lecturers' job commitment.

Head teachers and principals of Basic Schools would also benefit from the findings of the study. When the lecturers improve their commitment to the job, the State Colleges of Education could succeed in producing teachers with adequate knowledge, skills, dedication and discipline for the basic schools (primary and junior secondary schools). If this is achieved, students' academic performance at this level of education could be improved.

It is hoped that the findings of the study would serve as a reference point to researchers in Educational Management and other fields in education who might want to conduct studies related to this study.

Statement of the Problem

In 2008, Kwara State Government organised a competence test for the 19,125 public basic school teachers and the results showed that only

seven passed This is an indication of inadequate skills, knowledge and competence of some teachers. This is a reflection of inadequate possession of knowledge and skills (The Nation Newspaper, 2012). In the same vein, in 2017, Kaduna State Government conducted a competent test for its 33,000 primary school teachers and the results revealed that only 11,220 passed while 21,780 failed (Vanguard, 2017). This is an indication of inadequate skills, knowledge and competence of some teachers (Nigerian Certificate in Education holders).

Teachers who do not have adequate knowledge and skills might find it difficult to clearly explain concepts while imparting knowledge to the learners as well as presentation of lesson in a sequential and logical way to facilitate effective learning on the part of the learners. Discipline and dedication of some of the teachers have not been encouraging as it is conspicuously manifested in their attitudes: poor lesson note preparation, lateness to school, absconding from work, absenteeism from work and lackadaisical attitudes towards update of the school records. This is buttressed by the view of Alani (2010) that, some teachers in public basic schools in Nigeria do not have adequate professional discipline and dedication and their overall attitudes towards teaching profession is not encouraging. Based on the scenario presented above, there is an indication that the goals of the State Colleges of Education have not been well actualised and this probably might be as a result of inadequate job commitment of lecturers who taught these teachers while they were in schools.

Some researchers had worked on the variables considered in this study. For instance, Abdulkareem, Sheu and Kayode (2015) carried out a study on corporate culture and university goal achievement in South-west Zone, Nigeria. Olasumbo (2014) investigated lecturers' job commitment and job performance: Leadership implications for Nigerian higher education development. Aina, Adeyeye and Ige (2012) carried out a study on organisational culture and employees' commitment in public tertiary institutions in Lagos State, Nigeria. Although, all these are germane to this study, none of them, however, focused on lecturers' job commitment and goal achievement in quality assurance process: A case of State Colleges of Education in North Central Geopolitical Zone of Nigeria and this is gap which this sets out to fill.

Objectives of the Study

The objectives of the study were to:

1. Examine lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria.

2. Investigate the relationship between lecturers' affective commitment and quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
3. Determine the relationship between lecturers' continuance commitment and quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
4. Examine the relationship between lecturers' normative commitment and quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Research Hypotheses

To guide the study, four hypotheses were put forward.

- Ho:** Lecturers' job commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
- Ho₁:** Lecturers' affective commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
- Ho₂:** Lecturers' continuance commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
- Ho₃:** Lecturers' normative commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Methodology

The study adopted a descriptive design of survey type. This enabled the researchers to collect adequate information from the respondents in the study. There are six States in North Central Geopolitical Zone of Nigeria (Benue, Kwara, Kogi and Nassarawa, Niger & Plateau) excluding the Federal Capital territory. The population of the study consisted of the entire 1,144 lecturers in the six State Colleges of Education, 1,331 principals and 6,589 head teachers of Basic Schools that cut across the selected States (Kwara, Kogi & Niger). Multi-stage sampling technique was used for the study. Random sampling technique was used to select three out of the six States in North Central Nigeria while purposive sampling technique was used to select all the six State-owned Colleges of Education in the selected States. Proportional sampling technique was used to select 289 out of the 1,114 lecturers in the selected institutions through the use of Krejcie and Morgan (1970) table for determining sample size from a given population (See Table 1).

Table 1*Population and Sample of Lecturers in the Selected Colleges of Education*

Colleges of Education	Population of Lecturers	Sample
College of Education, Ilorin, Kwara State	178	45
College of Education (Technical), Lafiagi, Kwara State	115	29
College of Education, Oro, Kwara State	105	26
College of Education, Ankpa, Kogi State	196	50
College of Education, Kabba, Kogi State	98	25
College of Education, Minna, Niger State	452	114
Total	1,144	289

Source: Colleges of Education, Research and Statistics Unit (2018).

Basic School managers were stratified into two groups (principals and head teachers) while proportional sampling technique was used to select 299 out of the 1,331 principals and 363 out of the 6,589 head teachers in the selected States through the use of Krejcie and Morgan (1970) table for determining sample size from a given population (See Table 2).

Table 2*Population and Sample of Principals and Head Teachers of Basic Schools in the Selected States*

States	Population of Basic School Principals	Sample	Population of Basic School Head Teachers	Sample	Total
Kwara State	440	99	1,591	88	187
Kogi State	493	111	2,153	118	229
Niger State	398	89	2,845	157	246
Total	1,331	299	6,589	363	662

Source: State Ministries of Education, Research and Statistics Unit (2018).

Two researcher-designed instruments tagged "Lecturers' Job Commitment Questionnaire" (LJCQ) and "Quality Goal Achievement Questionnaire" (QGAQ) were used to collect relevant data. LJCQ was used to collect information from state Colleges of Education lecturers on job commitment while QGAQ was used to collect data from principals and head

teachers of public Basic Schools on the extent to which teachers (only recent N. C. E. holders from the State Colleges of Education) in their respective schools were dedicated, disciplined, knowledgeable and skilled. The validity of the instruments was established by some lecturers in the Faculty of Education, University of Ilorin, Ilorin, Nigeria. Split-half process was adopted to determine the consistency of the instruments. The data gathered were analysed using Cronbach’s Alpha and the reliability coefficients of .78 and .90 were obtained for LJCQ and QGAQ respectively. This adjudged that the instruments were reliable to be used for the study.

Analysis and Results

Ho: *Lecturers’ job commitment has no significant relationship with quality goal achievement in State Colleges of Education, North Central Geopolitical Zone, Nigeria*

Pearson product-moment correlation statistics was used to test the main hypothesis.

Table 3

Lecturers’ Job Commitment and Quality Goal Achievement in State Colleges of Education, North Central Geopolitical Zone, Nigeria

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Lecturers’ Job Commitment	289	2.68	1.07	.519	.001	Ho Not Accepted
Quality Goal Achievement	488	2.55	0.79			

p-value < .05

Table 3 revealed the calculated r-value (.519) and the p-value (.001) which is less than the significance level (.05). Therefore, the hypothesis (Ho) is not accepted. This implies that lecturers’ job commitment has significant relationship and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Ho₁: *Lecturers’ affective commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone of Nigeria*

Pearson product-moment correlation statistics was used to test the operational hypothesis one.

Table 4
Lecturers' Affective Commitment and Quality Goal Achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Lecturers' Affective Commitment	28	9	3.35	1.46		
				.407	.002	Ho ₁ Not Accepted
Quality Goal Achievement	488	2.55	0.79			

p-value < 0.05

As revealed in Table 4, the calculated r-value (.407) and the p-value (.002) which is less than the significance level (.05). Therefore, the hypothesis (Ho₁) is not accepted. This implies that lecturers' affective commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Ho₂: *Lecturers' continuance commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria*

Pearson product-moment correlation statistics was used to test the operational hypothesis two.

Table 5
Lecturers' Continuance Commitment and Quality Goal Achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Lecturers' Continuance Commitment	289	2.14	0.72			
				.398	.002	Ho ₂ Not Accepted
Quality Goal Achievement	488	2.55	0.79			

p-value < .05

From the Table 5, the calculated r-value is (.398) and the p-value (.002) which is less than the significance level (.05). Therefore, the hypothesis (Ho₂) is not accepted. This implies that lecturers' continuance commitment has significant relationship with goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Ho₃: Lecturers’ normative commitment has no significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria

Pearson product-moment correlation statistic was used to test the operational hypothesis three.

Table 6

Lecturers’ Normative Commitment and Quality Goal Achievement in the State Colleges of Education in North Central Geopolitical Zone of Nigeria

Variable	N	\bar{X}	SD	Cal. r-value	p-value	Decision
Lecturers’ Normative Commitment	289	2.56	1.03			
Quality Goal Achievement	488	2.55	0.79	.324	.002	Ho ₃ Not Accepted

p-value<.05

Table 6 shows the calculated r-value (.324) while the p-value (.002) which is less than the significance level (.05). Therefore, the hypothesis (Ho₃) is not accepted. This implies that lecturers’ normative commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.

Discussion of Findings

The main hypothesis (Ho) tested indicated that, lecturers’ job commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria. This connotes that when in the lecturers in the State Colleges of Education in North Central Geopolitical Zone, Nigeria are motivated to be committed to their job probably through adequate salary payment, timely promotion, health service and adequate training opportunities, the institutions would be able to achieve their stated goals. This finding is in line with the view of Robertson, Carlos and Shui (2003) that, commitment of employees could be regarded as the gateway to the success of any organisation. An organisation with employees with high level of job commitment is likely to achieve better operation which would facilitate goal realisation than the other one with employees with low commitment. The results of the hypothesis one (Ho₁) tested showed that, lecturers’ affective commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria. This signifies that the extent to which in the State Colleges of Education in North Central

Geopolitical Zone, Nigeria show a sense of responsibility determines not only their performance but also the level of goal achievement of the institutions. Lecturers' job morale is expected to be high when their affective commitment to the institutions is high, which invariably would lead to effective job performance of the staff in achieving the goals of the institutions. This finding agrees with the view of Segerstrom (2007) that, workers with high level of affective commitment are likely to passionately carry out their duties in a way which would lead to the attainment of the goals of the organisation.

The results of the hypothesis two (H_{02}) tested showed that, lecturers' continuance commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria. This means that when state governments adequately cater for personal and official needs of the lecturers, the fear of losing this opportunity when they quit the institution for other organisations could make them stay and contribute effectively to the realisation of the stated goals of the institutions. This finding is in tandem with the view of Irefin and Mechanic (2013) that, employees who are attached to the organisation based on continuance commitment are likely to work hard to ensure actualisation of the stated objectives. Employees' awareness that leaving the organisation would deprive them some benefits could make them stay and actively perform their duties in a way that could enhance actualisation of mission and vision of the organisation

The results of the hypothesis three (H_{03}) tested showed that, lecturers' normative commitment has significant relationship with quality goal achievement in the State Colleges of Education in North Central Geopolitical Zone, Nigeria. This signifies that when lecturers enjoy their stay in the institutions to the extent of considering it an obligation for them to effectively discharge their duties, it could facilitate effective realisation of the institutions' stated goals. This finding is in line with the view of Nazari, Pihie, Basri and Idris (2012) that, normative commitment means workers' decision to remain in the organisation based on obligation feeling plays significant role in facilitating effectiveness of their job performance.

Limitations of the Study

The study was entitled "lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria" However, only three states (Kwara, Kogi and Niger) were covered in the study, out of the six and Federal Capital Territory (FCT), Abuja that constituted the geopolitical zone. The remaining three (Benue, Nassarawa and Plateau) could not be covered due to securing challenges such as communal clashes, kidnapping, banditry etc. FCT was also excluded in the study because it is the seat of the Federal Government and the only public College of Education there is owned by Federal not a state government. In addition, misplacement of the copies of questionnaire given

to some of the respondents prevented the researcher from retrieving all the copies of administered questionnaire.

Conclusions

The study concluded that:

1. Lecturers' job commitment significantly contributes to the actualisation of quality institutional goals in the State Colleges of Education in North Central Geopolitical Zone, Nigeria.
2. Furthermore, affective commitment of the lecturers plays significant role in the achievement of the quality goals for which State Colleges of Education are established;
3. If continuance commitment of lecturers is well harnessed, it could result in effective realisation of the goals of the institutions where they work; and
4. normative commitment of Colleges of Education lecturers is an important factor which could help actualise quality goals in the Colleges.

Recommendations

Based on the findings, the following were recommendations:

1. Lecturers should be to make them exhibit high level of job commitment which would facilitate effective actualisation of the quality institutions' goals.
2. Adequate compensation that would make lecturers to always give their stay in these in Colleges of Education a high sense of responsibility should be ensured so as to bring about their effective job performance and consequently attainment of the quality goals. Furthermore, in the interest of the Colleges, their lecturers should always consider their presence in the institutions as a sense of responsibility to enhance their effective job performance which invariably would facilitate effective quality goal of the Colleges;
3. personal and official needs of lecturers in Colleges of Education should be adequately provided to increase their passion to stay in the institutions and effectively perform their job towards the actualisation of the Colleges' stated goals; and
4. There is a dire need for state governments to give adequate attention to staff salaries, promotions, training opportunities, health services and staff welfare factors which could motivate lecturers to continually consider their stay in their place of work a moral obligation and effectively contribute their quota towards the quality goal achievement in the institutions.

Suggestion for Further Researches

This study focused on lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria. Further studies could be conducted in the following areas to bridge the gap left in this study by:

- i. Choosing another geo-political zone as the locale of the study in replacement of North Central Nigeria;
- ii. Using entire Nigeria as the locale of the study;
- iii. Focusing on public Universities or Polytechnics instead of the public Colleges of Education which this study examined.
- iv. Selecting another dependent variable with Job Commitment instead of Goal Achievement which this study used as the dependent variable.

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Citation of this Article:

Abubakar, L. A., Yusuf, A., & Olohundare. S. K., (2020). Lecturers' job commitment and quality goal achievement in State Colleges of Education in North Central Geopolitical Zone, Nigeria. *Pakistan Journal of Educational Research and Evaluation*, 8(1), 73-87.