

THE INFLUENCE OF ORGANISATIONAL COMMITMENT ON TEACHING APPROACHES: UNDERSTANDING ORGANISATIONAL COMMITMENT AT EARLY GRADUATE RECRUITMENT

Aminu Yusuf Dikko*¹,

Rozita Abdul Mutalib*²,

Sabarani Ghazali*³

ABSTRACT

The main objective of the study is to examine the influence of organisational commitment towards teaching approaches in Nigerian universities. The study further explores the importance of organisational commitment of employees at early stage of their appointment through interview method. The sample in the study was 261 lecturers and data was analysed using the Smart PLS-SEM 2.0 software. The study found that organisational commitment is a good predictor of teaching style and ITTA was also found to be the dominant approach practiced by lecturers in the university. It was also found that factors such as; career and progress management, training and development, graduate job, reward and recognition and job itself are good indicators of organisational commitment at early stage of graduate employment. However, the study highlights the importance of shifting from ITTA style to CCTA due to the development and advancement in the world today. Thus the findings provide insights to managers/leaders in higher educational institutions, policy makers and researchers to further understand the effects of organisational commitment dimensions on teaching approaches. Therefore, the study suggests that future research to focus on personality traits, workplace and leaders behaviour in understanding their effect on teaching approach.

Keywords: Organisational commitment, Information transmission, conceptual change, teaching approach.

INTRODUCTION

With the development of the Nigerian higher education since 1932, establishment of university system in 1948 through the transfer of 104 students from Yaba Higher College to University College Ibadan led to the journey of university system in Nigeria. The continuous growth in higher education leads to the challenge of academic commitment due to workload and student enrolment. According to Ahmed (2015) from 2007 to 2009 there is rapid increase in the student enrolment in HEI. Nonetheless, despite the increasing number of young graduates joining the universities, management finds it difficult to retain their recruitment for a long period of time (Needs Assessment Report, 2012; Asiyai, 2013). This poses serious threat to the development of institutions as early withdrawals affects organisational goals and objectives (Mustapha & Bolaji, 2015; Kaselyte & Malukaite, 2013). Furthermore, the pressure to produce quality graduate and gain recognition, universities has intensified their emphasis on job commitment on teaching staff (Land & Gordon, 2015; Zhang & Jing, 2014). This concern from all avenues made it very important for universities in Nigeria to understand lecturer commitment to the organisation and evaluate how such is related to individual teaching behaviour. Literatures have argue that lecturers in Nigeria exhibits low commitment to their duties (Ologunde et al., 2013; Peretomode & Chukwuma, 2012) and students exhibits poor skills which made them unattracted in the labour market (Pitan & Adedeji, 2012). Due to the fact that lecturers are the foundation of any sound educational system, this study considers teaching style as behaviour that influences academic commitment. Zhang and Sternberg (2005) posit that teaching style refers to individual ways of dealing with and processing information. Olagunde et al. (2013) and Jikamshi et al. (2016) posited that lecturers adopt the knowledge reproduction system which negatively affects student level of performance. Thus, understanding teaching style in the 21 century is very important in improving student skills and performance (Ayodele et al., 2013). These approaches in teaching are very crucial for knowledge dissemination to student learning (Zhang, 2015; Zhang & Jing, 2014; Duruji et al., 2014; Trigwell et al., 2012; Osakinle et al., 2010). Therefore, the present study employs the mixed method to understand the phenomena under study.

Becker (1960) as well as Meyer and Allen (1991) affirm that individual psychological contract with their institution has being investigated since the early 60's. Recently organisational commitment is attracting and receiving due attention by higher educational researchers (Dikko et al., 2017; Asaari et al., 2016; Aydin et al., 2013; Clinebell et al., 2013; Cemaloglu et al., 2012; Gutierrez et al., 2012). Moreover, literature has given less attention to lecturer commitment to their teaching style and to the best knowledge of the authors the available study was conducted was in China academics commitment on the importance of teaching style (Zhang & Jing, 2014). Investigating organisational commitment in higher education in Nigeria will reduce the menace of capital flight seeking better education in other countries (Mustapha & Bolaji, 2015; Ayodele et al., 2013). Considering the digital age of the 21 century, early graduate recruitment will help in generating high level of commitment and reduce capital flight seeking for better educational advancement. Thus, the objective of this study is to explore the contribution of Nigerian lecturers' commitment to teaching methods (style) and understand factors that influence retainship of organisational membership considering individual as well as contextual factors. Understanding lecturers' organisational commitment through their teaching methods as well as factors that help reduce turnover contributes to the body of knowledge as well as practical solution to university managers and academics generally.

Undoubtable, lecturers' commitment to their place of work are more creative and dedicative to their organisation. This implies that lecturers teach with the notion that students understand what they intend to deliver as well as use various strategies to facilitate student understanding of the subject matter. Furthermore, as part of understanding lecturers organisational commitment certain factors plays an important role which the study also seeks to explore. Hence, the study seeks to generate the information from the North-Western universities in Nigeria, taking into account their cultural homogeneity and heterogeneity within the place of work. Given the total number of universities in the country, the government had plunged huge sum of money to support the countries educational sector even though not up to the standard set by UNESCO of 26%, the government had lodge 11.56% in 2006, 8.09% 2007, 13% 2008, 7.6% 2011, 8.4% 2012 and 8.7% 2013 respectively (Ahmed, 2015). Regardless of the fluctuation of the allocated funds to the institutions the government supports, as over 90% of educational finances of public universities came from the government (Ahmed, 2015). Therefore, understanding lecturers in these institutions is very crucial as they are the backbone of any learning institution and taking the huge investment by the government to universities, it is very important to explore the factors relating to lecturers organisational commitment as well as their teaching behaviour.

TEACHING APPROACH

To understand teaching style among lecturers in the university, literatures reveals that different teaching methods to include: Information Transmission Teacher Approach (ITTA) and Conceptual Change Teaching Approach (CCTA) (Trigwell, 2012; Prosser & Trigwell, 1999). Lecturers' who employs the ITTA encourages reproduction of valuable information, while those with CCTA are more concerned with conceptual change (Trigwell, 2012). According to Zhang and Sternberg (2005) employing CCTA may require more efforts as well as critical thinking skills to explore new methods by the instructor. On the other hand, ITTA requires less energy to but revoke old method of teaching. Therefore, each of these methods has specific components but closely the same; intention and strategy. To understand the intention one has to evaluate why one teaches and as for strategy is how one teaches the student which all indicates various style or behaviour of the instructor (Duruji et al., 2014; Zhang & Jing, 2014). Previous study reveal that teaching behaviour has been educational base on the nature of the method; CCTA employed by lecturers tends to use deep approach to student learning, while ITTA use the surface learning method (Trigwell, 2012). Hence, it is revealed that lecturers employing CCTA are supported through staff training programmes (Gibbs & Coffey, 2004; Postareff et al., 2007; Hanbury et al., 2008; Stes et al., 2010).

Interestingly, studies reveals that adaptation of CCTA and otherwise of information processing to teaching behaviour is seen as effective when it relates to constructs that have influence in predicting it positively (Zhang & Jing, 2014). This constructs are linked to the result found in effective teaching and learning strategy. However, ITTA relates to the methods with negative results, this method is set to be undesirable and it was suggested that CCTA has a positive influence in teaching environment (Zhang & Jing, 2014; Heikkila et al., 2011). This environment leads to effective teaching and student understanding increases; hence performance is recorded (Zhang & Sternberg, 2002) and CCTA becomes more adaptive. Study on teachers stress has revealed that intellectual coping is related to commitment on the job (Ling & Ling, 2016) and psychological stress is also related with low level of commitment (Shakon et al., 2010). A study in Australia revealed that lecturers' who are highly attached and dedicated on their career employed CCTA and those with negative adopts the ITTA (Trigwell, 2012). Thus, CCTA indicates higher adaptive value and ITTA maladaptive value.

Additionally, investigating teaching behaviour affirm that those who are present always employ the use of CCTA and are more creative in generating appropriate style (Zhang, 2001) and termed as 'Type 1 Intellectual Style' (Zhang & Sternberg, 2005) which indicates more adaptive method to teaching (Zhang et al., 2012). Hence, teachers with high level of attendance employ the use of ITTA frequently employs favouring teaching behaviour (Zhang, 2001) and termed as 'Type 2 Intellectual Style' which was empirically proven negative. Understanding the aforementioned highlight CCTA is more adaptive in facilitating teaching style than ITTA in meeting the modern time environment (Barnett, 2011). Hence, it is crucial to investigate the appropriate style in the Nigerian context.

ORGANISATIONAL COMMITMENT

Organisational commitment has in the past being developed and examined by various scholars in the field (Meyer & Allen, 1991; WeiBo et al., 2010; Kam et al., 2016; Meyer & Morin, 2016; Dikko et al., 2017). Meyer and Allen (1991) opined that organisational commitment has three dimensions of affective, continuance and normative commitment. Utilizing Meyer and Allen organisational commitment framework, Ling and others (2002) develop the five dimensions of organisational commitment inventory (OCI). These dimensions include; affective, normative, ideal, economic and choice commitment with the first two conceptualise the same as Meyer and Allen (1991) and ideal commitment to mean individual employee recognising his ambition, economic commitment to indicate poor pay leading to turnover and choice commitment were employee has no choice of getting another job outside (Zhang, 2015; Zhang & Jing, 2014; Jing, 2010). For the purpose of this study OCI is seen as a high order construct treated as a single variable (Temme & Diamantopoulos, 2016) in investigating commitment in the university. As such organisational commitment is define as ability of academicians to ensure learning techniques that conforms to the modern time to increase student performance. Organisational commitment has been studied within higher education (Dikko et al., 2017; Wang, 2010) and in different organisational settings (Gutierrez et al., 2012; Eisinga et al., 2010).

Previous literatures has tested organisational commitment from Meyer and Allen (1991) dimensions and found all influence variables but differently, as some will indicate positive and other negative association. Considering the findings of Eisinga et al. (2010) affirm that academics in the western world has more affective commitment which positively relates to their performance, negative with continuance and normative was shown not to have any effect on their performance. The finding is similar to that of

conducted in China (Wang, 2010) and in Nigeria (Dikko *et al.*, 2017). Hence, this finding has been well established in the meta-analysis in North America (Meyer *et al.*, 2002). However, regardless of studies supporting the importance of organisational commitment from theoretical point of view, study context do play an important role (Siu, 2003). As a result of these challenge, the researcher focus on exploring the construct qualitatively to understand perception of early employee on the job with regards to organisational commitment.

Furthermore, the study considers the contribution of Ling and others (2002) on the dimensions of organisational commitment. To understand this within the Nigerian context Ling *et al.* (2002) identification of ideal, economic and choice commitment plays a significant role, thus very crucial to consider cultural setting of Nigerian academics. Hence, affective commitment indicates adaptiveness within the system and economic as well as choice shows otherwise. It was reported that lecturers with strong normative commitment are reported to have higher level of commitment (Jing, 2011) and those on affective had more ability of adopting creative teaching behaviour (Zhang & Jing, 2014) which was empirically supported (Zhang *et al.*, 2012). Nonetheless, lecturers higher on economic and choice commitment adopt more of norm-favouring teaching behaviour which was reported detrimental to the occupation (Zhang *et al.*, 2012). Hence, the current study seeks to explore such assertion to understand the context of study. Building upon the study of Zhang and Jing (2014), the research extends in trying to understand the prevalent teaching style adopted by most lecturers in Nigerian universities and its effect to the development of students. Thus, this facilitates through exploring the influence of OCI on teaching approaches of ITTA and CCTA. Hence, employing the Ling *et al.* (2002) model of OCI on teaching approach leads to the research hypothesis. The study therefore predicts two major hypotheses;

First, the study predicts a significant relationship between OCI and ITTA. This is grounded on the basis that employees are concern with the economic, normative and choice commitment which they stand to gain in the organisation (Perna, 2015; Zhang *et al.*, 2012). For instance, more reward/financial benefits they attract due to certain training/enhancement programme the more dedicated they become in attaining such goals (Wallace *et al.*, 2014) as well as if no choice/option is left in other organisations, hence no alternative than for them to commit towards attaining organisational objectives. Secondly, it was also predicted that OCI significantly influence CCTA. This is because employees experiencing affective and ideal commitment are intrinsically motivated and satisfied which reveals their inner ability to be emotionally attached and develops high level of innovative capability in their organisation (Ferreira *et al.*, 2010). Moreover, employees with such qualities tries new ways of doing things in developing student academically, emotionally and critically, hence associated with their style and method adopted in knowledge dissemination. Therefore, the study has two main hypotheses;

H1: Organisational commitment is significantly related to ITTA teaching method.

H2: Organisational commitment is significantly related to CCTA teaching method.

METHODOLOGY

The study employs the mixed method to explore the study objective. The objective is to understand the influence of organisational commitment on teaching method of lecturers as well as factors that influence the retainship of employee membership in early recruitment. Previous studies have investigated factors influencing organisational commitment quantitatively (Bray & Williams, 2017; Dikko *et al.*, 2017; Gutierrez *et al.*, 2012; Ferreira *et al.*, 2010; Eisinga *et al.*, 2010), hence to contribute significantly to the existing body of knowledge this study is mixed method in nature. This is done in order to grasp information from the sources through conducting interviews and questionnaire with academic staff in the university to generate the needed information. For the qualitative aspect eight (8) informants were selected from different universities (Creswell & Creswell, 2017) using the semi structured interview which gives more previllage to source more information and the flexibility of asking more during the session. The informants were asked the questions below:

- What factors you believe can make you stay or leave your employer?
- What challenges do you experience that leads to your commitment to your organisation?
- What is your perception on career management and training, and how these influence your decision to stay or leave?
- Were your expectations mate in your organisation and how they influence commitment?

On the other hand quantitative survey distributes three hundred and fifty questionnaires (350) to twelve universities located in the northwest region in Nigeria. Furthermore, the study adapted instruments of Approach to Teaching Inventory (ATI) from Trigwell *et al.* (1999) and Organisational Commitment Inventory (OCI) from Ling *et al.* (2002). The sample was generated from krejcie and Morgan (1970) Sampling size determination creteria, after the data collection 261 usable questionnaires was returned and used for the study. Therefore, data for survey method was analysed using the Smart PLS path analysis (Hair, Ringle & Sarstedt, 2011).

RESULT

The outcome of the interview revealed that certain factors influence employees' commitment to their organisation. Thus, indicates six important factors which influence and generate commitment as;

Career management: In spite of individual employee celebrating his appointment in the organisation as well as importance they placed on developing their career, they expect employers support in maintaining their job. Among the interviewed are those at their early period of placement on the career (5years). These individuals assume that less attention was given to them by their superiors in managing their career which in the long-run affect their commitment and leads to dissatisfaction. Important to note is

newly appointed individual expectations were not met as they are left to manage their own job. This reveals that for employees to manage their career at an early stage of employment is difficult for them to implement.

Many acknowledge that it is not easy to understand how to manage self-career before getting employed, hence difficult to develop and practice upon getting the job. This problem arises when they find it difficult to cope with organisational politics, lack of confidence as well as engaging with networking. This challenge arises as a result of employees expecting direction on what to do and frequent advice on their career.

‘When I first report to duty, tasks were assigned to me with no formal training to assume responsibility which makes it difficult for me to do the best couple with other responsibilities like coordination and examination records’.

Career progress: strict adherence to career progression affects employees’ commitment to their organisation. Majority of the interviewed feared being stuck in one position and not moving ahead due to emphasis given to certain posts. Decision to leave their job manifests as a result of being stuck in one position where they did not want to, regardless of their effort put in place (waiting period) even when the need arises. The organisation in these respects has the responsibility to support them in attaining their desired position.

‘If no career progress, we keep searching for vacancies in other institutions as being stuck in one position for more than three years gets me bored and even worrisome’.

However, career development is important, but to the employees they perceive this as ‘opportunity to develop’ broader than hierarchy advancement. Most acknowledge that progress in developing their career is moving through the ladder in order to occupy their future position. Hence, they thought of quitting their jobs if no easy opportunity for them to develop their own selves.

Training and development: Sending individual employees on the job training develops their basic skills required in executing tasks assigned to them which makes them loyal to the organisation. This is done through developing positive psychological contracts between the employee and their organisation. The informants acknowledge that, ‘The organisation invests huge amounts of money in developing them and the more opportunities they experience, the more good they perceive coming their way, hence the more committed they become’.

However, some employees were not happy with the training they receive as their expectations were not met by joining the organisation. These affect their early commitment level as career advice as well as unchallenging work was not prescribed to them at the beginning. This has not had a major effect on training and development as they were not willing to quit the organisation during their training programme. Hence, this has its effect at a later stage when they felt they have the required skills needed by other institutions.

Graduate job: Employees at first employment expect to be given challenging tasks, stimulating and enjoyable work. They believe that this is far better than even their pay could not replace a boring work environment. The interviewees reveal that having clerical work such as photocopying, administrative tasks as level coordination and examination responsibilities affect their commitment to the real job. Thus, at this moment enjoying their job becomes affected which leads to thinking of leaving as nothing would compensate their real work, not even money. Furthermore, employees were not experiencing challenging tasks at their early period of recruitment which inversely affects their commitment (loyalty) to the organisation. Thus, given responsibility at an early stage of employee development fosters commitment to the organisation.

‘It was expected that working in the university would be very challenging with varied responsibilities at different levels of student career, but paying higher emoluments does not allow us to leave in the short-run anyway’. Hence, employees with challenging task experience a high level of commitment and others with none make them leave their organisation.

Reward and recognition: some of the informants pointed that pay is a source of dissatisfaction, while others highlight that it is not an influential factor affecting commitment to the organisation compared to the type of task and responsibility assigned in the workplace. Most of the interviewees assert that having challenging tasks influences their commitment before money.

‘Money isn’t everything, better something more creative and healthy work relation whom their absence makes us feel to leave the organisation’. The result from the interview indicates that majority of the employees’ interest on money is reduced drastically as they develop their career. However, increase in pay comes with more task responsibility and experiences they receive at the workplace made them understand and respect their job which develops high satisfaction compared to money.

Furthermore, recognition by the organisation on employees’ achievement as well as performance boosts their commitment more than what pay will give them. ‘It is overwhelming to get recognition by the superior, because it makes us more committed as getting praise is more rewarding than pay’.

Job itself: This entails the level of relationship with colleagues in the workplace which influence employee loyalty to their organisation. While employees are willing to develop their career, it is very crucial for them to experience a healthy work environment where respect for each other flourishes and like working with their peers. Some interviewees reveal that working with people they respect builds a healthy relationship which ignites employee attachment to their workplace. Moreover, a healthy relationship is very important for employees to like their job and feel part of the organisation which also supports in developing their career. This relationship is seen as a source of training opportunity, career advice, valuable contract and potential model for influencing employee commitment to their organisation. Ability to develop good relationships with superior colleagues is

regarded as being so important to the employees where participation in their career development boost their commitment and hence feel confident about the future of the organisation.

Therefore, result of the interview reveals that employees on their early period of appointment are concern more about their career progress, training and work relationship which had more influence on commitment than other factors identified. Thus, understanding career progress is very important in university system in Nigeria as it matters more to employees at their early recruitment in the organisation.

However, result of quantitative analysis reveals that 73 percent of the total population are male and 23 percent were female. The age ranges from 25-35 years accounted for 27 percent; 36-46 was 43 percent and 47 above 30 percent. Most of the lecturers have master degree accounted for 50 percent, followed by those with PhD 33 percent and the least was the once with degrees that account for 17 percent. Working experience of the total respondent falls within the range of 1-5 years 23.7 percent, 6-11 years accounted for 63.3 percent and 12 years above with 13 percent respectively. Furthermore, to test the effect of organisational commitment on teaching approaches, the study employed the PLS-SEM path analysis in line with the contemporary development for validation process and result (Henseler, Ringle & Sinkovics, 2009; Hair et al., 2016). The table below indicates the assessment model for the variables under study, as the composite reliability, Cronbach alfa and Average Variance Extracted (AVE).

Latent Construct	Composite Reliability	Cronbach Alfa	AVE
OCI	0.8632	0.810	0.5134
CCTA	0.8924	0.864	0.5101
ITTA	0.8727	0.794	0.6971

Note: Assessment of Measurement Model.

The table reveals the composite reliability as more important than the Cronbach alfa due to its minimum bias estimate for reliability check as well as equal contribution on variables without considering any tangible role of individual factor loadings (Gotz *et al.*, 2010). Hence, the AVE values indicates acceptable level between 0.5101 and 0.6971 (Hair *et al.*, 2011) and Cronbach alfa also acceptably good (Chin, 2010). On the other hand, the study structural model in testing the effect of organisational commitment on teaching approach reveals positive outcomes indicating a significant relationship among the variables. This is shown in the table below;

Hypothesis	Relationship	Beta	Std Error	T Statistics	P-value	Decision
H1	ORC -> ITTA	0.385	0.048	8.029	.000***	Supported
H2	ORC -> CCTA	0.302	0.056	5.375	.000***	Supported

Note: ***Significant at 0.01 (1-tailed).

The table above indicates that the study hypotheses were accepted as significant relationship is found between organisational commitment on ITTA and CCTA teaching approaches. This reveals that ITTA is more prevalent in Nigerian universities as compared to CCTA respectively.

DISCUSSION

The research identified three major but related factors influencing employees' level of commitment to their organisation, to the extent that they felt their expectation are met in certain areas as well as comfortable and helpful. The finding confirms the antecedents of organisational commitment to include, work experience and role-related factors (Sullivan, 2017; Jena, 2015; Arnold & Mackenzie, 1999). The first factors relates to employees expectations on their job which include; career management, graduate job and training and development influences their commitment as they felt obliged by the organisation to support them at early appointment. Expectation generates idea about what employee would be tasked, training they will receive as well as help in managing their career. This becomes a problem as employees engage themselves at work and such is not met leading to dissatisfaction and affects their commitment (Meyer & Allen, 1990; Francis, 2015). Thus, employee expectation and commitment to the organisation influences their experience (Abdullah, 2017), hence very crucial for organisations to be aware of what employee expects from them at early stage of employment. The result implies that universities should consider these factors at early job recruitment as level of brain drain and employee turnover will reduce drastically (Kaselyte & Malukaite, 2013). Employees at first recruitment have high expectation towards their responsibilities, but inappropriate support from the organisation affects their commitment (Asiyai, 2013), hence needs to be given due attention.

The second factors revealed future commitment to the organisation which include career progression and reward and recognition which indicates employees being aware of such indicators shaping their future in the institution. The concern for future commitment of employee is very important to maintain as they indicates progress in ensuring employees are engaged with the organisational matters. Including such even though not an antecedent of commitment but HRM practice (Nishat Faisal & Al-Esmael, 2014; Shepherd & Mathews, 2000), it is a personal set of standard which is difficult to manage. Furthermore, the third factor which is job itself influences employee commitment through fitting in the right position. This reveals that working environment is a common source of dissatisfaction to employees (Zopiatis *et al.*, 2014). As such, colleagues and superiors play an important role in employees' commitment through career support from both sides. Mutual understanding with colleagues makes employees feel more attached to the organisation with its opposite be a source of dissatisfaction and at the long-run leave

the job due to lack of career support. Thus, implies that early recruited employee of HEI requires environment which is conducive and supportive (Clarke *et al.*, 2015) as well as cordial relations with peers and supervisors (Tziner & Chernyak-Hai, 2012). This not only develops attachment to the organisation but increases employee loyalty and dedication to his job and organisation at large (Meyer & Allen, 1990) which universities require especially in developing countries like Nigeria.

However, the quantitative result reveals that the entire hypotheses were supported and assumptions of the measurement model are met. This gave way to run the structural model in determining the significance of organisational commitment to teaching approach (ITTA and CCTA). The analysis was run independently with each teaching approach and organisational commitment was found to have significant effect on ITTA and CCTA. Regarding the context of study, it was found that ITTA is more prevalent than CCTA. This finding is supported by previous studies where they affirm that employees feeling of obligation to their organisation generates both ITTA and CCTA (Jing, 2010; Meyer *et al.*, 2002). Moreover, literature reveals that lecturers teaching approach is an element of other factors as stress as well as environment (Zhang, 2009; Trigwell & Prosser, 2003) and the finding was in line with Zhang and Jing (2014). The study hinted that adaptive organisational commitment generates use of creativity while maladaptive generates reproduction which negatively contributes to student development and performance. This finding reveals those practicing ITTA exploring from work experience employees with quite more experience employs the reproduction method while few joining the system engage in practicing CCTA approach to change through innovation. As supported by Osakinle and others (2010), this approach is suitable for large class and as a one-way communication channel, while CCTA is only suitable for smaller classes. Therefore, considering the context of study larger classrooms are a common phenomenon which resulted in lecturers adopting the ITTA approach to teaching style.

CONCLUSION

The study explore on factors influencing organisational commitment at early stage of employment which reveals importance be given to and develop high level of employee commitment. Regarding the three factors discussed are crucial for employers to give attention to developing commitment through meeting employee expectations, appropriate training at the right time and recognition among others will facilitate the development of high skilled and committed personal in the organisation (Ayodele *et al.*, 2013). Retaining committed employees will increase student performance and reduce capital flight (Jikamshi *et al.*, 2016) as Nigerian universities experience shortage of lecturers (Needs Assessment Report, 2012). Thus, highlighted factor need to be given due attention in developing and sustaining high educational standard in Nigerian HEI. However, quantitative side discloses the teaching approach practice by institutions which indicate prevalence of information reproduction and few adapting the innovative approach. Knowledge reproduction affect student performance and dwindle educational development in a country (Ologunde *et al.*, 2013), such practice in Nigerian universities led to poor skills learned by graduates as well as high level of unemployment (Pitan & Adedeji, 2012; Osakinle *et al.*, 2010). The study recommends lecturers to practice the use of CCTA due to development in today modern world with high technological advancement that gives student upper hand engaging in interactive session than information reproduction (Bass, 2012). Highly impacted teaching approaches are recently promoted as well as rewarded (Land & Gordon, 2015; Quaye & Harper, 2014). The today's digital age led to technological advancement that gives student greater chances of learning easier and ahead of school curriculum (Collins & Halverson, 2009). Thus, with these development and technological advancement university leaders need to inculcate meaningful and relevant teaching style to ensure effectiveness in HEI (Perna, 2015). Hence, university leaders are to encourage adaptive organisational commitment factors among lecturers to influence the use of CCTA approach.

The study is subjective to limitations as the sample of respondents on the quantitative analysis may not be sufficient enough to generalise the findings. More so, organisational commitment indicators were analysed as a high order construct, as such future study is needed to analyse the effect of each indicator to teaching style, for example maladaptive and adaptive factors. Moreover, the study contributed to the existing body of literature by exploring teaching approach in the Nigerian context (university) and appears to be among the few studies to investigate such phenomenon (Zhang & Jing, 2014). Therefore, other factors as work environment and leadership behaviour can be taking into consideration for future research in analysing the relationship between the studied variables.

Reference

- Abdullah, A. B. M. (2017). Cultural context. In *managing the psychological contract* (pp. 23-41). Springer International Publishing.
- Ahmed, S. (2015). Public and private higher education financing in Nigeria. *European Scientific Journal, ESJ*, 11(7), 92-109.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of occupational and organizational psychology*, 63(1), 1-18.
- Arnold, J. (1985). Tales of the unexpected: surprises experienced by graduates in the early months of employment. *British Journal of Guidance and Counselling*, 13(3), 308-319.
- Arnold, J., & Davey, K. M. (1999). Graduates' work experiences as predictors of organisational commitment, intention to leave, and turnover: Which experiences really matter?. *Applied Psychology*, 48(2), 211-238.
- Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century. *International Journal of Educational Planning & Administration*, 3(2), 159-172.
- Aydin, A., Sarier, Y., & Uysal, S. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational sciences: Theory and practice*, 13(2), 806-811.

- Ayodele, K., Aladenusi, O., & Akinlana, T. (2013). Personality factors, academic emphasis, and students-lecturers' relationship as determinants of undergraduates' academic achievement goal orientation: The Nigeria experience. *IOSR Journal of Humanities and Social Science*, 19(1), 4-11.
- Barnett, R. (2011). Learning about learning: A conundrum and a possible resolution. *London Review of Education*, 9(1), 5-13.
- Bass, R. (2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review*, 47(2), 23-33.
- Becker, H. S. (1960). Notes on the concept of commitment. *American journal of Sociology*, 66(1), 32-40.
- Bray, N. J., & Williams, L. (2017). A quantitative study on organisational commitment and communication satisfaction of professional staff at a master's institution in the United States. *Journal of Higher Education Policy and Management*, 39(5), 487-502.
- Cemaloğlu, N., Sezgin, F., & Kılınc, A. Ç. (2012). Examining the relationships between school principals' transformational and transactional leadership styles and teachers' organizational commitment. *The Online Journal Of New Horizons In Education*, 2(2), 53-64.
- Chin, W. W. (2010). How to write up and report PLS analyses. *Handbook of partial least squares*, 655-690.
- Clarke, M., Kenny, A., & Loxley, A. (2015). Creating a supportive working environment for academics in higher education: country report Ireland.
- Clinebell, S., Skudiene, V., Trijonyte, R., & Reardon, J. (2013). Impact of leadership styles on employee organizational commitment. *Journal of Service Science (Online)*, 6(1), 139.
- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dikko, A. Y., Mutalib, R. A., & Ghazali, S. (2017). Impact of leadership style on organisational commitment: The role of national culture in Nigerian universities. *Asian Journal of Multidisciplinary Studies*, 5 (5), 64-75.
- Duruji, M. M., Azuh, D. E., Joshua, S., Olanrewaju, I. P., & Okorie, U. (2014). Teaching method and assimilation of students in tertiary institutions: A study of covenant university, Nigeria.
- Eisinga, R., Teelken, C., & Doorewaard, H. (2010). Assessing cross-national invariance of the three-component model of organizational commitment: A six-country study of European university faculty. *Cross-Cultural Research*, 44(4), 341-373.
- Ferreira, N., Basson, J., & Coetzee, M. (2010). Psychological career resources in relation to organisational commitment: An exploratory study. *SA Journal of Human Resource Management*, 8(1), 1-10.
- Francis, D. A. I. (2015). Solving the problem of poor quality of university graduates in Nigeria-A proposed holistic approach. *British Journal of Education*, 3(7), 52-70.
- Gibbs, G., & Coffey, M. (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active learning in higher education*, 5(1), 87-100.
- Götz, O., Liehr-Gobbers, K., & Krafft, M. (2010). Evaluation of structural equation models using the partial least squares (PLS) approach. In *Handbook of partial least squares* (pp. 691-711). Springer Berlin Heidelberg.
- Gutierrez, A. P., Candela, L. L., & Carver, L. (2012). The structural relationships between organizational commitment, global job satisfaction, developmental experiences, work values, organizational support, and person-organization fit among nursing faculty. *Journal of advanced nursing*, 68(7), 1601-1614.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, 19(2), 139-152.
- Hanbury, A., Prosser, M., & Rickinson, M. (2008). The differential impact of UK accredited teaching development programmes on academics' approaches to teaching. *Studies in Higher Education*, 33(4), 469-483.
- Heikkilä, A., Niemivirta, M., Nieminen, J., & Lonka, K. (2011). Interrelations among university students' approaches to learning, regulation of learning, and cognitive and attributional strategies: a person oriented approach. *Higher Education*, 61(5), 513-529.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. In *New challenges to international marketing* (pp. 277-319). Emerald Group Publishing Limited.
- Jena, R. K. (2015). An assessment of factors affecting organizational commitment among shift workers in India. *Management: Journal of Contemporary Management Issues*, 20(1), 59-77.
- Jikamshi, M. H., Abdullah, M. C., Roslan, S., & Ismail, H. (2016). Dimensions of epistemological beliefs, learning goal orientation, as predictors of deep knowledge acquisition approach among pre-service teachers in Nigeria. *Mediterranean Journal of Social Sciences*, 7(4), 165-172.
- Jing, L. (2011). *The impact of work stress and organizational commitment on university faculty's task performance and effectiveness in Mainland China* (Doctoral dissertation, University of Hong Kong).
- Kam, C., Morin, A. J., Meyer, J. P., & Topolnytsky, L. (2016). Are commitment profiles stable and predictable? A latent transition analysis. *Journal of Management*, 42(6), 1462-1490.
- Kaselytė, U., & Malūkaitė, K. (2013). Antecedents of affective organizational commitment among economics and management lecturers in the higher education institutions in the Baltics. *SSE Riga Student Research Papers*, 5(153), 1-62.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities*.
- Land, R., & Gordon, G. (2015). Teaching excellence initiatives: modalities and operational factors. *York: Higher Education Academy*.

- Ling, S., & Ling, M. (2012). The influence of transformational leadership on teacher commitment towards organization, teaching profession, and student learning in secondary schools in Miri, Sarawak, Malaysia. *EDUCARE*, 4(2), 155-178.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89.
- Meyer, J. P., & Morin, A. J. (2016). A person-centered approach to commitment research: Theory, research, and methodology. *Journal of Organizational Behavior*, 37(4), 584-612.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnitsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, 61(1), 20-52.
- Mustapha, B., & Bolaji, B. Y. (2015). Measuring lecturers commitment scales: A second order confirmatory factor analysis (CFA). *International Journal of Education and Research*, 3(3), 505-516.
- Nishat Faisal, M., & A. Al-Esmael, B. (2014). Modeling the enablers of organizational commitment. *Business Process Management Journal*, 20(1), 25-46.
- Ologunde, A. O., Akindele, R. I., & Akande, W. O. (2013). Moonlighting among university lecturers and their performance in the south-western Nigeria. *Journal of Management and Sustainability*, 3(4), 92-102.
- Osakinle, E. O., Onijigun, E. O., & Falana, B. A. (2010). Teaching methods and learners' environment in a Nigerian University. *African Journal of Basic & Applied Sciences*, 2(1-2), 7-10.
- Peretomode, V. F., & Chukwuma, R. A. (2012). Manpower development and lecturers productivity in tertiary institutions in Nigeria. *European Scientific Journal*, 5(1), 16-28.
- Perna, L. W. (2015). Reimagining the study of higher education. *Educational Researcher*, 44(5), 311-312.
- Pitan, O. S., & Adedeji, S. O. (2012). Skills mismatch among university graduates in the Nigeria labor market. *US-China Educational Review*, 1, 90-98.
- Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and teacher education*, 23(5), 557-571.
- Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education*. McGraw-Hill Education (UK).
- Quaye, S. J., & Harper, S. R. (Eds.). (2014). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.
- Skakon, J., Nielsen, K., Borg, V., & Guzman, J. (2010). Are leaders' well-being, behaviours and style associated with the affective well-being of their employees? A systematic review of three decades of research. *Work & Stress*, 24(2), 107-139.
- Stes, A., Coertjens, L., & Van Petegem, P. (2010). Instructional development for teachers in higher education: impact on teaching approach. *Higher education*, 60(2), 187-204.
- Sullivan, C. (2017). The moderating effect of leader-member exchange on the relationship between job characteristics and organizational commitment.
- Temme, D., & Diamantopoulos, A. (2016). Higher-order models with reflective indicators: A rejoinder to a recent call for their abandonment. *Journal of Modelling in Management*, 11(1), 180-188.
- Trigwell, K. (2012). Relations between teachers' emotions in teaching and their approaches to teaching in higher education. *Instructional Science*, 40(3), 607-621.
- Trigwell, K., & Prosser, M. (2003). Qualitative difference in university teaching. In *Access and exclusion* (pp. 185-216). Emerald Group Publishing Limited.
- Trigwell, K., Ellis, R. A., & Han, F. (2012). Relations between students' approaches to learning, experienced emotions and outcomes of learning. *Studies in Higher Education*, 37(7), 811-824.
- Tziner, A., & Chernyak-Hai, L. (2012). Perspectives on groups and work teams in the workplace. *Revista de Psicología del Trabajo y de las Organizaciones*, 28(1), 51-66.
- Wallace, A. P. M., Lings, I., Cameron, R., & Sheldon, N. (2014). Attracting and retaining staff: the role of branding and industry image. In *Workforce development* (pp. 19-36). Springer Singapore.
- Wang, C. F. (2010). An empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation. *Canadian Social Science*, 6(4), 127-140.
- WeiBo, Z., Kaur, S., & Jun, W. (2010). New development of organizational commitment: A critical review (1960-2009). *African Journal of Business Management*, 4(1), 12.
- Zhang, L. F. (2001). Approaches and thinking styles in teaching. *The Journal of Psychology*, 135(5), 547-561.
- Zhang, L. F. (2009). Occupational stress and teaching approaches among Chinese academics. *Educational Psychology*, 29(2), 203-219.
- Zhang, L. F. (2015). Do academics' personality traits contribute to their organizational commitment?. *Journal of Individual Differences*, 36 (1), 11-18.
- Zhang, L. F., & Jing, L. Z. (2014). Organisational commitments and teaching styles among academics in mainland China. *Educational Psychology*, 36(3), 415-430.
- Zhang, L. F., & Sternberg, R. J. (2002). Thinking styles and teachers' characteristics. *International Journal of Psychology*, 37(1), 3-12.
- Zhang, L. F., & Sternberg, R. J. (2005). A threefold model of intellectual styles. *Educational psychology review*, 17(1), 1-53.
- Zhang, L. F., Sternberg, R. J., & Rayner, S. (2012). *Handbook of intellectual styles: Preferences in cognition, learning, and thinking*. Springer Publishing Company.
- Zopiatis, A., Constanti, P., & Theocharous, A. L. (2014). Job involvement, commitment, satisfaction and turnover: Evidence from hotel employees in Cyprus. *Tourism Management*, 41, 129-140.

Aminu Yusuf Dikko*¹,
College of Law Government and International Studies
School of Government Universiti Utara Malaysia
*1 amynuyd@gmail.com

Rozita Abdul Mutalib*²,
College of Law Government and International Studies
School of Government Universiti Utara Malaysia
*2 rozita@uum.edu.my

Sabarani Ghazali*³
College of Law Government and International Studies
School of Government
Universiti Utara Malaysia
*3 sabarani@uum.edu.my