
WORK INCENTIVES AND JOB COMMITMENT AMONG UNIVERSITY LECTURERS IN EKITI STATE

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ABSTRACT: *The study investigated work incentives and job commitment among university lecturers in Ekiti State, Nigeria. The study examined the extent to which lecturers are committed to their job in the university as well as the level of work incentives available to lecturers in university. The study investigated the relationship between each of the work incentives components (remuneration, recognition and job security) and job commitment of university lecturers. The study adopted a descriptive research design of the survey type. The population for the study consisted of 1,185 lecturers in the three universities in Ekiti State as the time of this study. The sample for the study consisted of 300 respondents selected from the 3 universities using multistage sampling procedure which involved simple and purposive sampling techniques. The instrument used for this study was self-designed questionnaire titled 'Work Incentives and Lecturers Job Commitment Questionnaire (WILJCQ)'. The instrument was validated by experts in Educational Management and Tests and Measurement. Test-retest method of reliability was used to ascertain the reliability of the instrument. The data collected from the administration of the instruments were correlated using Pearson Product Moment Correlation (PPMC) and a reliability co-efficient of 0.76 was obtained for WILJCQ which was considered high enough to be reliable for the study. All hypotheses were tested at 0.05 level of significance. The findings revealed that the level of work incentives available to lecturers was moderate. The study also showed the extent to which lecturers are committed to their job in the universities. The study further revealed that there was significant relationship between work incentives and lecturers' job commitment in universities in Ekiti State. Work incentives are highly related to lecturers' job commitment. It was found that there was significant positive relationship between remuneration and lecturers' job commitment. There was no significant relationship between recognition and lecturers' job commitment. The study also revealed a positive significant relationship between job security and lecturers' job commitment. Based on the findings of this study, it was recommended that prompt payment of salaries and allowances as well as all other allowances to lecturers should be paid as and when due, as this goes a long way to improve lecturers' job commitment. It is also recommended that management of universities should put in place favourable conditions of service that will guarantee job security of academic staff towards enhancing their job commitment.*

Keywords: Work incentives, remuneration, recognition, job security, job commitment.

INTRODUCTION

The relevance of education to the economic, industrial and technological development of Nigeria and other countries of the world cannot be over emphasised. According to Adu, Ojelabi and Adeyanju (2009), education is the driving force for human capital development and plays vital role in improving the living conditions of individuals, society and the nation at large. It inculcates in individuals the needed values, attitude, skills and knowledge so that they can

adopt new behaviour and be able to survive in the ever-changing and complex society. Higher institutions are committed to improve teaching and learning method. Strengthening research and innovation are the main factors in order to turn any nation into leading education hub. Higher education contributes to social and economic development through building the human capital, building the knowledge base through teaching research and knowledge development. Higher institutions are viewed as one of the agent's social change and development. The main players are lecturers of these higher institutions who are responsible for the production of the human capital needed by the nation to effectively pursue and efficiently accomplish the goals and objectives thus leading to national development.

The Federal Republic of Nigeria (FRN, 2004) in the National Policy of Education articulates the objectives of higher education to include the contribution to national development through relevant manpower training, the acquisition, development and inculcation of proper values for the development of intellectual capability of individuals to understand and appreciate the local and external environments. The establishment of higher institution is generally predicated on the dire need of producing a high level man power or personnel to run the economy towards attaining greater growth and development. Committed employees are one of the greatest assets any organisation can have. Each year organisations invest substantial amounts of money in training and developing their work force to have the needed talented towards overall business efficiency and profitability. Commitment also comes from the employee perception that their efforts will be rewarded. Thus the company must share the fruits of its success with the employees (Robbins, 2007). In an earlier study, Punia (2000) remarked that high level of commitment enhances morale, job satisfaction, professional competency, efficiency and effectiveness.

However, it appears that all is not well with the universities in Nigeria today with special reference to Ekiti State as lecturers who are the main players in the university system seem not to be committed to their job any longer. Employee commitment reflects the involvement and psychological attachment than an employee has towards an organisation and work which is assigned to him. Pare and Tremblay (2007) is of the view that employee commitment is associated with behaviors of high involvement, reduced intention of opting out of the organisation, going extra mile to accomplish duties and task, willingness to help and uplift others at work and corporate citizenship. It has been observed that some lecturers in universities in Ekiti State showed lackadaisical attitude to their work in terms of poor teaching, lateness to class and absenteeism from the class. In terms of research, some did not devote much time for depth of good research work.

It appears some lecturers are not interested in breaking new grounds in research but only publish for the sake of getting their promotion as and when due. This is also a pointer to the attitude of some lecturers in relation to research and academic work. The level of participation in community services on the side of some lecturers seems very low. The spirit of participating in community services seems very low. Talks and lectures to members of the community have become a thing of the past, just because people are de-motivated. It appears that this non-commitment of lecturers might be as a result of inadequate welfare packages available to them that can help them make their ends meet. These welfare packages include remuneration, recognition, job security and lecturers' relationship with authority among others. However, over the years the high cost of living and the quest for better living conditions has led to more

series of present day agitation on the part of lecturers, they have complained about the present salary structure, and welfare packages have proven to be inadequate. In other words, the work satisfaction of lecturers appear dwindle. The trend would invariably affect the products of the educational system and the system itself.

Remuneration is traditionally seen as the total income of an individual and may comprise a range of separate payments determined according to different rules. For example, the total remuneration of medical staff may comprise a capitation fee and a fee for services, or it may include a salary and shared financial risk (Buchan, Thompson & O'May, 2000). Organisations need highly performing individuals in order to meet their goals, to deliver the products and services they specialised in, and finally to achieve competitive advantage. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure. Moreover, performance if it is recognised by others within the organisation is often rewarded by financial and other benefits.

Remuneration is defined as pay or reward given to individuals for work done. Buchan, et al (2000) further identified the indicators of remuneration to include: basic salary, wages, health schemes, pension schemes, transport allowances, overtime allowances and responsibility allowances. Remuneration can also be referred to as monetary or financial benefits in form of salaries, wages, bonuses, allowances and benefits that is accrued or given to an employee or group of employees by the employer (firm) as a result services rendered by the employee(s), commitment to the organisation or reward for employment. Remuneration is a reward for employment in the form of pay, salary or wage, including allowances, benefits (such as company car, medical plan, pension plan), bonuses, cash incentives, and monetary value of the non cash incentives. Employee remuneration systems refer to programmes set up by an organisation to reward performance and motivate employees or individual and/or group. In a situation where lecturers perceive that their remuneration do not commensurate with their performance, they may be dissatisfied and not committed to the job. If the employees of a school system perceive the different levels of their salaries as unfair they may be dissatisfied (Kim, 2005).

Recognition is defined as “acknowledgment and approval, gratitude, etc.” Recognition appeals to the higher levels of Maslow’s hierarchy of needs, especially social and self-esteem needs. Herzberg’s theory linking satisfaction with the process and end-result of work probably is an essential component of reaching the highest level on Maslow’s scale: self-actualisation. At that level, people have a self-sustaining motivation that thrives on continually improving the process of work and its end-result. Lecturers are not accorded their right place in the society. As a trained researcher, lecturers are supposed to form the fulcrum of any policy formulation for the country. Research institute should have lecturers on their boards as a full member or visiting member e.g. Lake Chad Research Institute Maiduguri, Nigeria Palm Oil Research Institute Benin etc. By and large, this kind of recognition will help them to contribute or transfer their knowledge into political and economic gains for the nation. However, where lecturers are not given the adequate recognition they deserved, they may not be committed to their job.

The concept of job security started gaining popularity in recent times as a result of the economic pressure on organisations. Adebayo and Lucky (2012) agreed that job security has become indispensable in employee organisation performance list. Job security is the probability to keep his job; the higher the probability of keeping employment, the higher the job security. Job security has become one of the most crucial and important factors among the employee performance list as well as the organisation (Eyler, Giles, Stenson & Gray, 2001). However, the researcher observes that job security is at low ebb among lecturers in the universities in Ekiti State. It appears that lecturers' job security is not guaranteed and this seems to have affected their job commitment. It can be argued that when lecturers' job is not secured it could impede their commitment to the job. Meanwhile, Pouliakas and Theodossiou (2009) had submitted that the higher the higher the employee's job commitment, the easier they adopt job goals and identify themselves with the organisation. In a similar dimension, Osinbanjo, Abiodun and Fadugba (2012), Nnorom et al (2016) submitted a significant relationship existed between remuneration and job commitment. On recognition and job commitment, Hassan (2015); Kharabe and Joseph (2016) and Nyakaro, (2016) submitted a positive strong relationship between recognition given to employees and their commitment to work. According to Nyakaro (2016) recognition will improve the level of commitment and thereby performance by employees. The perception of job insecurity is therefore associated with performance decrease of lecturer's commitment and an overall reduction in citizenship behaviours De Witte in Oluyeye (2020) and Rosekind in Oluyeye (2020) found employee safety and security at work to be directly related to organisational performance and job commitment. Lambert (1991) views job security as an extrinsic comfort that has a positive relationship with workers commitment and performance. Besides Iverson (1996) also reported that job security is significantly related to organisational commitment. Akpan (2013) submitted a positive relationship between job security and university lecturers commitment. It is against this background that this study investigated work incentives and job commitment among university lecturers in Ekiti State, Nigeria.

Purpose of the Study

The purpose of the study was to examine the relationship between work incentives and job commitment among universities lecturers in Ekiti State. The study found out the extent to which lecturers are committed to their job in the university as well as the level of work incentives available to lecturers in the University. Specifically, the study also examined the relationship between each of the work incentives components such as remuneration, recognition and job security vis-à-vis job commitment in Ekiti State.

Research Questions:

The following research questions were raised to guide the study:

1. To what extent are lecturers committed to their job?
2. What is the level of work incentives available to lecturers in the university?

Research Hypotheses

On the basis of the problems, the following hypotheses were formulated to pilot the study:

1. There is no significant relationship between work incentives and lecturers' job commitment.

2. There is no significant relationship between remuneration and lecturers' job commitment.
3. There is no significant relationship between recognition and lecturers' job commitment.
4. There is no significant relationship between job security and lecturers' job commitment.

METHODOLOGY

The study adopted the descriptive research design of the survey type. The population for the study consisted of 1,185 lecturers in the 3 Universities in Ekiti State as the time of this study. The sample for the study consisted of 300 respondents selected from the 3 universities using multistage sampling procedure which involved simple and purposive sampling techniques. The instruments used for this study was self-designed questionnaire titled 'Work Incentives and Lecturers Job Commitment Questionnaire (WILJCQ). The instrument was validated by research experts in educational management and Tests and Measurement to determine its appropriateness in order to meet the face and content validity. Test-retest method of reliability was used to ascertain the reliability of the instrument. The instrument was administered on some lecturers outside the sampled area twice within the interval of two weeks. The data collected from the administration of the instrument were correlated using Pearson Product Moment Correlation (PPMC) to determine the reliability co-efficient which stood at 0.76 for WILJCQ. The instrument was considered to be reliable for the study, all the hypotheses were tested at 0.05 level of significance.

RESULTS

Question 1: To what extent are lecturers committed to their job?

Table 1: Extent of lecturers' job commitment in the university

S/N	Items	N	Mean	SD	Remark
1	I am willing and very happy to spend the rest of my career in teaching	293	3.27	0.45	Accepted
2	I enjoy teaching my student to impart knowledge	293	3.28	0.46	Accepted
3	I update my lecture notes regularly	293	2.61	0.57	Accepted
4	Right now teaching is a matter of necessity as much as a desire for me	293	2.66	0.59	Accepted
5	I feel giving assignment and marking them are important as a lecturer and therefore feel a sense of moral obligation to always teach	293	3.27	0.44	Accepted
6	I prepare well before each lecture as a lecturer	293	2.66	0.59	Accepted
7	I ensure students feel fulfilled after lecture	293	3.31	0.46	Accepted
8	I am willing and very happy to spend the rest of my career conducting research	293	3.27	0.44	Accepted
9	I enjoy presenting papers in local and international conferences	293	3.12	0.32	Accepted
10	I enjoy publishing in international journals	293	3.11	0.31	Accepted
11	Right now, supervising students thesis is a matter of necessity as much as a desire for me	293	2.58	0.52	Accepted
12	I feel writing and publishing papers are important as a lecturer	293	2.99	0.35	Accepted
13	I'm always willing and very happy to serve in any committee in my community	293	2.70	0.57	Accepted
14	I enjoy participating in trainings, workshop, seminars and lectures for my community as a lecturer	293	3.00	0.37	Accepted
15	I am willing to participate in any developmental activities in my community	293	3.11	0.31	Accepted
16	I impart my community with the wealth of knowledge of my research findings	293	3.31	0.46	Accepted
17	I participate in public enlightenment in my community	293	3.28	0.45	Accepted
	Mean Total		51.50		

Mean cut-off: 2.50

Table 1 showed extent lecturers are committed to their job among the respondents. Using the criterion mean score of 2.50 as cut-off to determine the affirmative of each statement, the respondents indicated that the extent lecturers are committed to their job are willing to spend the rest of their career in teaching ($\bar{X} = 3.27$), enjoy teaching ($\bar{X} = 3.28$), update lecture note regularly ($\bar{X} = 2.61$), desiring for teaching ($\bar{X} = 2.66$), giving assignment to students ($\bar{X} = 3.27$), preparation before lecture ($\bar{X} = 2.66$), ensuring students feel fulfilled after lecture ($\bar{X} = 3.31$), happy to conduct research ($\bar{X} = 3.27$), presenting papers in local and international journal ($\bar{X} = 3.12$), publishing papers in journal ($\bar{X} = 3.11$), supervision of theses ($\bar{X} = 2.58$), writing papers ($\bar{X} = 2.99$), willing and happy to serve in community ($\bar{X} = 2.70$), participation in training for my community ($\bar{X} = 3.00$), participate in developmental activities ($\bar{X} = 3.11$), imparting communities with the wealth of knowledge of research findings ($\bar{X} = 3.31$) and participation in public enlightenment programme in the community ($\bar{X} = 3.28$).

Question 2: What is the level of work incentives available to lecturers in the University?

Table 2: Level of work incentives available to lecturers in the university

Level of work incentives	No of Respondents	Percentage
Low (28.00-61.81)	91	31.1
Moderate (61.82-70.02)	133	45.4
High (70.03-112.00)	69	23.5
Total	293	100

Table 2 revealed the level of work incentives available to lecturers in the University. The result showed that out of 293 lecturers, 91 lecturers representing 31.1 percent agreed that the level of work incentives is low. The number of lecturers who agreed that work incentives are at moderate level were 133 representing 45.4 percent while 69 lecturers representing 23.5 percent agreed that level of work incentives is high. This showed that the level of work incentives available to lecturers in the University was moderate. Figure ii further revealed the level of work incentives available to lecturers in the university.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between work incentives and lecturers' job commitment

Table 3: Relationship between work incentives and lecturers' job commitment

Variables	N	Mean	SD	r-cal	P-value
Work Incentives	293	65.92	4.11	0.677*	0.000
Job Commitment	293	51.50	2.35		

*P<0.05

Table 3 showed that the r-cal value of 0.677 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is significant relationship between work incentives and lecturers' job commitment. Work incentives are highly related to lecturers' job commitment.

Hypothesis 2: There is no significant relationship between remuneration and lecturers' job commitment

Table 4: Relationship between remuneration and lecturers' job commitment

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r-cal</i>	<i>P-value</i>
Remuneration	293	12.24	1.95	0.394*	0.000
Job Commitment	293	51.50	2.35		

*P<0.05

Table 4 showed that the r-cal value of 0.394 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is significant relationship between remuneration and lecturers' job commitment. Remuneration is moderately related to lecturers' job commitment.

Hypothesis 3: There is no significant relationship between recognition and lecturers' job commitment

Table 5: Relationship between recognition and lecturers' job commitment

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>r-cal</i>	<i>P-value</i>
Recognition	293	11.98	1.94	0.075	0.203
Job Commitment	293	51.50	2.35		

P>0.05

Table 5 showed that the r-cal value of 0.075 is not significant at 0.05 level of significance because the P-value (0.203)>0.05. The null hypothesis is not rejected. This implies that there is no significant relationship between recognition and lecturers' job commitment.

Hypothesis 4: There is no significant relationship between job security and lecturers' job commitment

Table 6: Relationship between job security and lecturers' job commitment

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev</i>	<i>r-cal</i>	<i>P-value</i>
Job Security	293	13.77	1.47	0.683	0.000
Job Commitment	293	51.50	2.35		

P<0.05

Table 6 showed that the r-cal value of 0.683 is significant at 0.05 level of significant because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is significant relationship between job security and lecturers' job commitment. Job security is highly related to lecturers' job commitment.

DISCUSSION

The study revealed that the extent to which lecturers are committed to their job and are willing to spend the rest of their career in teaching, enjoy teaching, update lecture note regularly, desiring for teaching, giving assignment to students, preparation before lecture, ensuring students feel fulfilled after lecture, happy to conduct research, presenting papers in local and international journal, publishing papers in journal, supervision of thesis, writing papers, willing and happy to serve in community, participation in training for my community, participation in developmental activities, imparting communities with the wealth of knowledge of research findings and participation in public enlightenment programme in the community. The probable reason could be as a result of the moderate level of work incentives.

The finding agrees with the submission of Pouliakas and Theodossiou, (2009) who found that the higher the employees' job commitment is, the easier they adopt job goals and identify themselves with the organisation, likewise, their sense of self devotion increases, they can go on working in the organisation voluntarily and fulfill the needs of their roles effectively. Also, throwing their weight in support of this finding, Chen, Yang, Shiau and Wang (2006) in their study emphasised that welfare benefits were motivating factors for academicians and thus fully commit themselves to their respective institutions. Lecturers' job commitment indicates that lecturers are willing to work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching, research and community service.

The study revealed that the level of work incentives available to lecturers in the universities in Ekiti State was moderate. This implied that work incentives were moderately available to lecturers in the universities in terms of welfare packages available to them that can help them make their ends meet. These welfare packages include remuneration, job security and lecturers' relationship with authority was given fairly good priority or attention. It is believed that when employees have a well-managed welfare package in an organisation it gives a clear vision of where the organisation is heading to and effectiveness will be guaranteed. The finding agrees with the submission of Acheaw (2011) who added that increasing employee motivation to perform well, incentive pay can reduce turnover among good performers and is meant to link at least a portion of pay to job performance and encourage superior performance. High performers are more motivated to stay with an organisation when they are rewarded more generously than poor performers and it can be cost effective.

The study further revealed that there was significant relationship between work incentives and lecturers' job commitment. The probable reason for this finding could be because of the important roles of work incentives in any organisation and especially the influence on lecturers' job commitment. This finding is in consonance with findings of Halidu (2015) and Nnorom, et al (2016) who all found out that there existed significant relationship between work incentives and lecturers' job commitment. It could be inferred that when level of work incentive is high, it will bring about high commitment among lecturers.

The study revealed that there was significant relationship between remuneration and lecturers' job commitment. The researcher is of the view that when remuneration of lecturers are adequately catered for, it will reflect in their job commitment. This finding supports the work of Nnorom, et al (2016), Osibanjo, Abiodun & Fadugba (2012) and Kamal and Hanif (2009) who concluded that a significant relationship existed between remuneration and lecturers' job commitment. The implication of this finding is that enhanced remuneration will lead to lecturers' job commitment.

The study also revealed that there was no significant relationship between recognition and lecturers' job commitment. This finding contradicts the conclusion of Kharabe and Joseph (2016) and Hasan (2015) who found significant relationship between recognition and staff commitment. They further submitted that recognition, a vital work incentives practice has a direct impact on employee job performance and commitment to work. The finding that recognition does not have any significant relationship with job commitment does not come by surprise as most Nigerians do not attach any importance to recognition that does not yield any monetary value.

The study revealed that there was significant relationship between job security and lecturers' job commitment. This submission is in consonance with the findings of Lambert (1991) who found out that job security at the workplace has direct positive impact on employees' commitment. It is also in line with Iverson who (1996) also revealed that there is positive relationship between job security and employee job performance and commitment to work.

CONCLUSION AND RECOMMENDATIONS

Sequel to the findings of this study, it was concluded that work incentives determined lecturers' job commitment. The more work incentives that are provided; the more lecturers are committed to their job. It was further concluded that remuneration and job security were important factors that determine lecturers' job commitment. Based on the findings of this study, it was recommended that Prompt payment of salaries and allowances as well as all other allowances to lecturers could go a long way to improve their job commitment. Management of Universities should also put in place favorable conditions of service that will guaranty job security of academic staff towards enhancing their job commitment.

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