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**WORK ATTITUDE AND STAFF COMMITMENT IN
THE LAGOS STATE MINISTRY OF EDUCATION**

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ABSTRACT

The study was conducted to analyse the staff commitment to work in the Lagos State Ministry of Education. As a descriptive study, which made use of three research questions and three hypotheses, 450 staff members across nine parastatals and agencies of the Lagos State Ministry of Education, after stratification, were chosen randomly through simple random techniques. A self-developed instrument, the Staff Commitment to Work Description Questionnaire (SCWDQ), was validated and used for the study with a reliability coefficient of 0.72. Data were analysed through descriptive and inferential statistical tools at the 0.05 level of significance. Findings revealed that significant differences existed amongst staff commitment to work in the parastatals and agencies. There was no significant difference between monetary incentives and staff commitment to work. However, there was a significant difference between non-monetary incentives and staff commitment to work. The implication of these findings led to recommendations such as provision of office equipment, air-conditioning, staff bus/travel, a staff canteen, and increased involvement and participation of workers in the day-to-day conduct of government businesses.

Keywords: work, attitude, staff commitment, parastatals, education

1. INTRODUCTION

The establishment of every organisation, both public and private, is based on the realisation of various broad and specific objectives. In the process of achieving these objectives, certain features in the form of man, machine, materials and money, are put in place. Specifically, government businesses all over the world are set up to perform the function of adequate provision of essential goods and services, economic growth and development, as well as developing quality person-power, creating good employee relationships, and providing legal and regulatory obligations for the protection of life and properties (Aina, 1986; Odenu-Iyede, 1995; Adeleke, 2000; Armstrong, 2006; Grugulis, 2007).

In carrying out these objectives, people are the active factor of actualising government's objectives. However, there are other external factors which government businesses indirectly depend on for survival. Human resource refers to the stock of skills available to the business, or the different categories of workforce, managerial, technical, supervisory and general duties in an organisation. This mixture of labour is the most complex to manage because of:

- individual differences and uniqueness;
- individual goals and aspirations;
- individual needs and references;
- divergent interests of the individual compared with that of the organisation, and
- individual capabilities and aptitudes.

According to Sopeyin (2008), achievement of optimal utilisation of human resources in government business requires the following: training and development of workers; a prevailing work environment that is conducive to work, and workers who have a say in the affairs of the organisation as they need to understand the goals and objectives of the organisation. In this regard, the study conducted in the City of Tshwane, South Africa, by Pooe and Worku (2017), has shown that it is strategically beneficial and prudent for public service delivery institutions such as municipalities to invest in

the development of work-related technical skills on a continuous basis. The authors have pointed out that monitoring and evaluation mechanisms are essential for ensuring productivity and value for money at the workplace.

Over the years, records have shown that the average Nigerian worker has often been in conflict with his employer as a result of unsatisfactory conditions of service. To understand the critical importance of people in organisations is to recognise that the human element and the organisation are synonymous. In the view of Aina (2005), management of people at work is a central aspect of the management process, and people themselves determine the process, the product and the standards of service delivered.

The Lagos State Civil Service is part of the executive arm of the Lagos State Government, responsible for the execution and implementation of the laws and procedures of the state government. The arm also deals with the day-to-day running of the state government. The Lagos State Ministry of Education is an arm of the Lagos State Civil Service, which is concerned with the formulation of education policies, as well as the execution and implementation of such policies towards the realisation of educational goals and objectives in the state. The lubrication of the wheels of education in Lagos State hinges on the commitment of staff members within the Lagos State Ministry of Education and parastatals/agencies, from top management to the office cleaners, with a view to making them more productive and committed.

The Lagos State Ministry of Education is composed of various categories of workers, ranging from professional, non-professional, high class, middle class, and low class cadre of staff drawn from different socio-cultural backgrounds. Hence, commitment to work in the education industry means that workers have an effective response to work. Huselid, Becker and Beatty (2005) state that the commitment of staff to work, centres on the behaviour of the leadership team and the workforce. Thus, the satisfaction or dissatisfaction of the workforce will positively or negatively affect their output or performances.

2. THEORETICAL FRAMEWORK

This study hinges on motivation and human relations theories by Elton Mayo, Herzberg and Maslow as the basis for staff commitment to work. These theories are in congruence with Donaldson (1992), who stated that motivation is the art of stimulating people to action by creating a safe environment in which their motivation can be unleashed and by providing a reason or incentive for people to be productive.

Productivity is the increase in productive capacity of human resources towards achievement of the goals and objectives of an organisation or a country at large. Improving productivity in government or industry is seen as shared responsibility among the political appointees, managers and supervisors, the workers themselves, and the general public.

As a corollary to the above, Nwankwo (1982) asserts that the problem of what to do to make workers more committed to the interests of the organisation and their own interests, is a fundamental one. As a result, staff motivation is important to the employees in raising their level of commitment. Staff motivation could be monetary or non-monetary; however, it is pertinent to note that the strength of a person's commitment to an organisation is informed by the reward he receives from the organisation and the experiences he has undergone to receive them. The greater the reward received, the greater a person's attachment and the greater the obstacles the person has overcome (Onukaogu, 2004).

Armstrong (2006) notes that for an organisation to attain effectiveness and efficiency, the level of confidence and positive feelings of employees must be very high. This implies that the classical view of task-oriented objectives should be replaced with the neo-classical belief that more attention should be paid to the human side of the organisation through motivational incentives for workers to be committed to work for higher productivity.

The large workforce in Lagos State was induced by its population. This is in congruence with Oyetakin (2007:116), who acknowledged that "the population situation in Lagos State continues to pose a threat to the educational programmes." The general belief by some economists is that

the economic situation of Lagos State remains viable, placing the state on a good financial terrain of recruiting more hands to implement the state education programmes.

2.1 Statement of the problem

Against this background, the large workforce and divergent background of staff of the Lagos State Ministry of Education and the level of commitment to work for high performance is thus identified as a deterrent to the realisation of the broad and specific goal in the discharge of responsibilities in the state. Hence the following research questions were proposed for the study:

- Question 1: Is there any significant difference among staff commitment to work in the parastatals and agencies of the Lagos State Ministry of Education?
- Question 2: Do monetary incentives affect staff commitment to work in the Lagos State Ministry of Education and its parastatals?
- Question 3: Do non-monetary incentives affect staff commitment to work in the Lagos State Ministry of Education and its parastatals?

2.2 Hypotheses

- H₀: There is no significant difference in the means of staff commitment to work among parastatals and agencies of the Lagos State Ministry of Education.
- H₁: There are significant differences in the means of staff commitment to work among parastatals and agencies of the Lagos State Ministry of Education.
- H_{0₂}: There is no significant difference between monetary incentives and staff commitment to work in the Lagos State Ministry of Education and its parastatals.
- H_{1₂}: There is a significant difference between monetary incentives and staff commitment to work in the Lagos State Ministry of Education and its parastatals.

- H0₃: There is no significant difference between non-monetary incentives and staff commitment to work in the Lagos State Ministry of Education and its parastatals.
- H1₃: There is a significant difference between non-monetary incentives and staff commitment to work in the Lagos State Ministry of Education and its parastatals.

3. RESEARCH METHODOLOGY

The study makes use of a descriptive research design, which sought information from the staff of Lagos State Ministry of Education. The population of the study consisted of all staff in the Lagos State Ministry of Education and its parastatals/agencies.

3.1 Subjects

The participants for this study consisted of the entire personnel of the Lagos State Ministry of Education and its parastatals/agencies such as the State Universal Basic Education Board, Lagos State Library Board, Lagos State Examination Board, Lagos State Scholarship Board, Secondary Schools, Office of the Special Adviser on Education, Teachers Establishment, and Districts of Lagos State. In each parastatal and agency, 50 members of staff were randomly selected, totalling 450 participants, which constitutes considerable staff strength of the Lagos State Ministry of Education and its parastatals/agencies.

3.2 Instrumentation

The main instrument used for data collection in this study was a self-developed instrument by the researchers, namely, the Staff Commitment to Work Description Questionnaire (SCWDQ). This questionnaire can be used for staff within the top level, middle level and management cadre of a business. The questionnaire was comprised of modified items covering factors which influence staff commitment to work and which are applied by the various heads of departments, management policies and administration.

The process of validation of the instrument was conducted by the researchers, where suggestions made by other experts in the field of study were incorporated and thereafter administered on respondents outside the main study. This process was repeated after two weeks on the same set of respondents in order to establish the instrument's reliability coefficient via the Pearson Product Moment Correlation Coefficient with an outcome of 0.72, which the study considered to be strong enough to make it widely used.

3.3 Data collection

The researchers visited the Lagos State Ministry of Education and the selected parastatals and agencies for the purpose of data collection. The consent of both the authorities and participants was sought before the administration of the data collection instrument. Copies of the questionnaire retrieved from the selected participants were subjected to the statistical tools used to analyse the data, which comprised the simple mean, percentage and one-way ANOVA at the 0.05 level of significance.

4. FINDINGS

The mean response of the staff in these different parastatals and agencies was obtained on the management climate and staff commitment to work. A preliminary computation was done to identify parastatal and agencies' commitment to work in a good management climate and a poor management climate. The rating of good management climate was scored as those with a mean score above 3.5 aggregate, while below 3.5 aggregate were those with a poor management climate. The mean for the groups is displayed in Table 1.

The Duncan multiple range tests performed provided for homogenous groups. The mean(s) of the Library Board, and TEPO, in the first group was significantly different from the mean(s) of the other parastatals and agencies in the second and third homogenous groups.

The mean(s) of the Education Districts was also significantly different from the mean(s) of those other parastatals and agencies in the third management

subsets, but not significantly different from those in the first group. The mean(s) for the Ministry of Education (headquarters) and SUBEB are not significantly different from the mean(s) of those in the first group, except for the Library Board and TEPO. The two are also not significantly different from the mean(s) of the parastatals and agencies in the third group, except for the OSAE, which is equally significantly different from the mean(s) for all in the first and the second group. This gives the impression that the management climate in the parastatals and agencies of the Lagos State Ministry of Education differs.

Table 1: Staff commitment to work at the Lagos State Ministry of Education’s parastatals and agencies

PARASTATALS	N	SUB-SETS		
Library Board (LB)	60	2.9085	2.9681	
Education Districts (ED)	60	2.9681	3.0238	
Teachers Estab. & Pension Office (TEPO)	60	3.0238	3.1762	3.1762
Examination Board (EB)	60	3.1762	3.2286	3.2286
Scholarship Board (SB)	60	3.2286	3.3857	3.3857
Secondary Schools (SCH)	60			3.5429
State Universal Basic Ed. Board (SUBEB)	60			3.5714
Ministry of Education (Hqtr) (MOE)	60			3.6524
Office of the Special Adviser on (OSAE)	60			3.6524
Sig.	60	0.85	0.86	0.53

The ordering of means in the treatment conditions showed that the mean for OSAE > MOE > SUBEB > SCH > SB > ED > TEPO > ED > LB.

H₀₁: There is no significant difference in the mean(s) of staff commitment to work among parastatals and agencies of the Lagos State Ministry of Education.

Table 2: Summary of mean differences amongst the nine parastatals and agencies with regard to staff commitment to work

SOURCE OF VARIATION	SUM OF SQUARE	DF	SQUARE	MEAN F-CAL	F-VAL	SIG
Between groups	4.111	8	514	1.755	112	*
Within groups	13.173	45	293			
Total	17.290	53				

**Significant*

The result obtained showed that significant differences exist amongst the mean(s) $df = (8,45)$; $f\text{-cal} = 1.755 > f\text{-val} = 112$; $p < .05$. Thus, the null hypothesis was rejected. This implies that significant differences existed amongst the parastatals and agencies of the Lagos State Ministry of Education.

H₀₂: There is no significant difference between monetary incentives and staff commitment to work in the Lagos State Ministry of Education.

H₁₂: There is a significant difference between monetary incentives and staff commitment to work in the Lagos State Ministry of Education.

Table 3: Summary of mean difference between monetary incentives and staff commitment to work in the Lagos State Ministry of Education

SOURCE OF VARIATION	SUM OF SQUARE	DF	MEAN SQUARE	F-CAL	F-VAL	SIG
Between groups	.312	8	516	.203	.817	NS
Within groups	32.300	45	769			
Total	32.612	53				

NS = Not Significant

The analysis of variance performed revealed that no significant difference existed in the mean(s) $df = (8, 45)$; $f\text{-cal } 203 < f\text{-val } .817$, $p > .05$. Thus, the null hypothesis was accepted.

H_{03} : There is no significant difference between non-monetary incentives and staff commitment to work in the Lagos State Ministry of Education.

H_{13} : There is a significant difference between non-monetary incentives and staff commitment to work in the Lagos State Ministry of Education.

In order to test this hypothesis, a one-way ANOVA was performed.

Table 4: Summary of mean difference between non-monetary incentives and staff commitment to work in the Lagos State Ministry of Education

SOURCE OF VARIATION	SUM OF SQUARE	DF	MEAN SQUARE	F-CAL	F-VAL	SIG
Between groups	11.339	8	1.477	2.871	.817	*
Within groups	1.328	45	.911			
Total	12.767	53				

**Significant*

The results indicate that significant differences exist between the means of non-monetary incentives and staff commitment to work in the parastatals and agencies of Lagos State Ministry of Education ($df = (8, 45)$; $f\text{-cal } 2.871 > f\text{-val } .817$; $p > 0.5$).

5. DISCUSSION

The findings of this study showed that with regard to staff commitment to work, 72.5% (3.62 aggregate) of the sample was recorded to have a good management climate and 59.74% (2.987 aggregate) had a poor management climate. The current findings also indicate that staff commitment to work in all parastatals and agencies of the Lagos State Ministry of Education differs, which denotes that the nature of 'good' and 'bad' job performance management, among other things, affects staff commitment to an organisation (Grugulis, 2007).

Monetary incentives were found to not have a significant difference among all the parastatals and agencies as revealed by the study. This is in congruence with Noon and Blyton in Grugulis (2007), that even if workers were financially secure and did not need to earn money, they would continue to work once the workplace is conducive. This position is also adduced to the fact that all parastatals and agencies of the Lagos State Ministry of Education are placed under the same work benefits and salaries of the Harmonised Public Service Salary Structure (HAPSS) for the state. One may conclude that since non-monetary incentives affect staff commitment to work, it has a relationship with the type of management climate (good or poor) and leadership styles that exist in the parastatals and agencies of the Lagos State Ministry of Education.

6. CONCLUSION AND RECOMMENDATIONS

It is concluded in this study that the Lagos State Government does not treat its workforce in the Lagos State Ministry of Education differently. Nevertheless, the fact remains that government business in a state with over ten million people is a difficult task to tackle due to many intervening variables which affect staff commitment to work.

Finally, it is recommended that:

- Government introduce fair employee relations policies and procedures for implementing such policies.
- The state government adopt managerial methods that will increase the involvement and participation of workers in the day-to-day conduct of the government businesses.
- Internal efficiency of staff be increased through the provision of non-monetary incentives such as staff busses, a staff canteen, a staff clinic, air-conditioners, computers and office equipment in all offices where the state government business is transacted.
- Top managers and other cadre of staff be exposed to training on ethical approaches based on high-commitment and high-involved policies.
- Management endeavour to implement motivation incentives, both monetary and non-monetary, as employees' motivation is of paramount importance to staff commitment to work.

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