

## A REVIEW OF LITERATURE ON WORK ENVIRONMENT AND WORK COMMITMENT: IMPLICATION FOR FUTURE RESEARCH IN CITADELS OF LEARNING

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### Abstract

*African education system is not without impediments to its lofty goals of training and supplying highly skilled manpower which are capable of aiding her in her quest for growth and development. Inclusive of these impediments is the commitment of staff towards work in campus communities. Empirical studies addressing job commitments of workers in wage labour have identified a number of areas of concerns for improvement. Prominent among these areas are work-related phenomena which fall within the four walls of organisations. Yet there is dearth of empirical works digging into the environment of citadels of learning with a view to explaining work commitments of staff therein. This paper reviewed concepts, theories and empirical literature in order to unveil new areas for future research regarding work environment and staff commitment in campus communities. If empirical probing is done to fill the gaps uncovered in this review, the scope of our knowledge will be widen, job commitment among staff in educational institutions will be better understood and possible decline will be mitigated.*

**Key words:** campus communities, job commitments, literature review, research, work environments.

**JEL classification:** M12

### INTRODUCTION

Campuses, like every other microcosms of the larger society, comprise of various interpersonal, academic, socio-economic, political, and most importantly employment relationships. It is a spectacular kind of workplace environments; a conglomeration of intellectuals and well informed individuals who hail from different socio-cultural, ethnic and religious environments and converge in educational institutions to pursue different aims and objectives (Akinsanya & Oludeyi, 2013: 65). The diverse nature of people's demographic and professional characteristics, viz-a-viz education, orientation, experience, culture, identity, sex, religion, skills, etc., makes individuals to react differently to workplaces and work environment stimuli. These differences also reflect in staff commitment to work as shaped by variables within campus environments. The essence of commitment of staff in the workplace is on the fact that highly committed employees perform better on the job and are less likely to exhibit such anomalous workplace behaviour as high absenteeism or presenteeism, voluntary turnover, apathy, ineptitude, sabotage, among others. (Oludeyi, 2015: 10)

Today, current global challenges are not unconnected to human behaviour and behaviours are better reformed through exposure to adequate and quality functional education. This is because universities, especially in African continents, are established with the aims of training and supplying highly skilled manpower to manage and order change by way of technological rebirth; producing political and administrative elites to man state structures; set standards of societal values and ethos; and champion societal renewal via cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, internal and international harmony and peace based on human rights, democracy, tolerance and mutual respect (UNESCO, 1998). If these are achieved through university system, major problems obstructing the African development would have been mitigated. This shows the crucial roles universities and other higher institutions of learning play in the development of African nations.

Unfortunately, African education system is not without impediments to these lofty aims. According to Onma (2012), the problem of education in Africa is not lack of the institutions to perform the role of imparting education to citizens, but the poor service delivery and poor management of the citadels of learning. However, since universities and every other organisation is a composition of people, it may be logical that people's performances are, by extension, organisational performance (Huselid, 1995; Bin Dost, Ahmed, Shafi, & Shaheen, 2011; Solomon, Hashim, Mehdi & Ajagbe, 2012). In other

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words, poor commitment on the part of, or the failure of people who undertake different tasks in or outside the four-walls of universities is logically the reason for institutional failure. This is indicated in the study of Tella, Ayeni, and Popoola (2007) that well-managed organizations usually see average workers as the root sources of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. To achieve such improvement there is need to make employees satisfied and committed to their jobs in academic and research libraries, at the various levels, departments, and sections. Do university or campus environment foster employees to be committed to their work? This fundamental question may not have been adequately addressed since research on job commitment in ivory towers is scanty within the body of empirical literature. Empirical studies addressing job commitments of workers in wage labour have identified a number of areas of concerns for improvement. Prominent among these areas are work-related phenomena which fall within the four walls of organisations. Yet there is dearth of empirical works digging into the environment of citadels of learning with a view to explaining work commitments of staff therein. With particular focus on African contexts, this review aims to unveil new areas for future research into work environment and commitment in campus communities.

## CONCEPTUAL REVIEW

### *THE WORK ENVIRONMENT*

Many scholars have attempted conceptualizing the working environment. Perhaps it may be defined in its simplest form as the settings, situations, conditions and circumstances under which people work. It is further elaborated by Briner, (2000) as a very broad category that encompasses the physical setting (e.g. heat, equipments etc.), characteristics of the job itself (e.g. workload, task complexity), broader organizational features (e.g. culture, history) and even aspects of the extra organizational setting (e.g. local labour market conditions, industry sector, work-home relationships). It means that work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which the employees work which includes the technical, the human and the organisational environment. Opperman (2002) was quoted in Yusuf and Metiboba, (2012), to define workplace environment as composition of three major sub-environments which include the technical environment, the human environment and the organisational environment. According to them technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, others with whom employees relate, team and work groups, interactional issues, the leadership and management (p.37). The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organisations. Such interaction (especially the informal interaction), presumably, provides avenue for dissemination of information and knowledge as well as cross-fertilization of ideas among employees. Of course, it has been established in previous studies that workers' interpersonal relations at workplace tend to influence their morale (see Clement, 2000; Stanley, 2003). Hypothetically, whatever affects morale on the job is likely to affect job commitment. According to Yusuf and Metiboba, (2012) the third type of work environment, organisational environment includes systems, procedures, practices, values and philosophies which operate under the control of management. In the words of Akintayo (2012) organisational environment refers to the immediate task and national environment where an organization draws its inputs, processes it and returns the outputs in form of products or services for public consumption. The task and national environment includes factors such as supplier's influence, the customer's role, the stakeholders, socio-cultural factors, the national economy, technology, legislations, managerial policies and philosophies. All these go a long way in influencing people's psych and attitude towards work.

These three types of environments can further be categorized into two basic types, based on the influence they exert on the people at work. In his study of employee personality profile at work as influenced by the working environment, Kyko (2005) posits that employee personality profile is not static. It is dynamic and changes with the working experiences in the organization environment. Hence, many authors classify the work environment into conducive and toxic environments (see Akinyele, 2010: 302; Chaddha, Ravi & Noida, 2011: 121; Yusuf & Metiboba, 2012: 37; Assaf, & Alswalha, 2013). Conducive workplace environments give

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pleasurable experiences to the employees and help them actualize in the dimensions of personality profile while toxic workplace environments give painful experiences and de-actualize employees' behaviour. Kyko believes that irresponsible or uncommitted employees can change to be responsible and be more committed to job in conducive work environment because such environments reinforce the self-actualizing traits in them. While reverse may be the case under toxic environment. It is these two kinds of workplace environment that serves as conceptual framework of this study. Workplace environment is thus defined in this study as sum of the interrelationship between employees and employers and the environment in which they operate which may be conducive or toxic. In the university contexts, how can types of work environment be categorised? Since campus community is a spectacular kind of work environment which differ in a lot of ways from other manufacturing or service based organisations from which previous research have deduced the two types of work environment, we may need to broaden our horizon on these two types of work environment by investigating what could be toxic or conducive to workers in campus communities.

### ***COMPONENTS OF WORKPLACE ENVIRONMENTS***

Work environments have many properties, components or factors that may affect both physical and psychological well-being of workers (Briner, 2000). How well employees engage with factors in their working environments influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job (Chandrasekar, 2011) which is a function of their commitment towards work. Chandrasekar identified twelve factors in workplace environment which either lead to engagement or disengagement of workers. These factors include: goal-setting, performance feedback, role congruity, defined processes, workplace incentives, supervisor support, mentoring/coaching, opportunity to apply new skills, job aids, environmental factors, and physical factors. A thorough understanding of these variables makes it palpable that they are identified along with many other factors, refined and compressed into six factors by Kyko (2005). He identified six factors that have determinants effects on whether workplace environment will be conducive or toxic. These factors are listed thus:

**Opaque management:** this factor consists of such issues as unclear vision, mission, goals, or objectives; badly defined systems, policies, regulations or rules; ambiguous roles; violated management principles; idle and inefficiently used of resources; disruption of unity of command; when people get away cheating or not performing their duty.

**Boss:** boss who plays favouritism showing preference for one set of subordinates over others on their functions; boss who does not give recognition for performance; boss who claims credit for subordinate's achievement; boss who censors the good performance of the employee to the higher management; boss who breaks employee's self-esteem; boss who fails to give clear instructions and directions; boss who withholds vital information from the employee where information is vital for the efficient performance of the job; boss who blames employee if things go wrong; boss who says one thing and does another; boss who is not decisive - subsequently employee does not have a sense of direction; boss who plays "God" with the performance appraisal; boss who delegates responsibility without the authority to act - curtailing the employee's self-esteem.

**Company policies:** Win-lose policies, centralization of power, creating privileged groups in the organization, closed door policy, poor fringe benefits, too much red tape.

**Working conditions:** Hot and noisy working environment, unsafe work conditions, dirty work environment, insufficient resources, old technology, old machinery.

**Interpersonal relationships:** Unhealthy politicking, lack of cooperation among workers, back stabbing, empire building, rumour mongering, alienation, mistrust, sabotage.

**Pay:** Pay below the market rate.

It may be of interest to further inquire into which of these factors in workplace environments exert more influence or contribute more to job commitment among male and female staff in campus settings. The basic question is which of the factors do staff members of the universities considered as constituting toxic environment? An empirical probing and answer to this question will serve as a guide to government authorities at federal and state level, educational policy makers, university administrators and educational policy makers to identify which factors in campus environment need urgent modification/attention and which is not.

### ***JOB COMMITMENT***

Dixit, and Bhati, (2012) revealed that the concept of organizational commitment was derived from Whyte's article in 1956, *The Organization Man*, which states that commitment comes into being when a person links extraneous interests with a consistent line of activity by making a side bet. In this review, organisational commitment is used synonymously with job commitment both of which entails more psychological concepts than environmental factors of workplace. Yusuf and Metiboba, (2012) submit that job commitment is a psychological state that characterizes the employee's relationships with the organisation; and has implications for the decision to continue or discontinue membership in the organisation. Job commitment therefore entails attitude or orientation towards the organization which links or attaches the individual or worker to the establishment. It is a process whereby the goals of the individual or worker are increasingly integrated with that of the organization. Job commitment entails three components – workers' readiness to exert effort on behalf of the organization; workers' acceptance of organizational goals and values; and workers desires to remain with the organization (Ogaboh, Nkpoyen & Ushie, 2010). Other researchers have categorised commitment to include (a) something of the notion of membership (b) reflecting the current position of the individual (c) having special predictive potentials, providing predictions concerning certain aspects of performance, motivation to work, spontaneous contribution, and other related outcomes; and (d) it also suggests the differential relevance of motivational factors (Dixit & Bhati, 2012). The components or categorisation of job commitment as advanced by Ogaboh et al and Dixit do not enjoy wider acceptability by researchers as do the components postulated by Meyer and Allen (1991, 1993). In fact it is as if the concept of job commitment would not be sufficiently meaningful without defining it in the manner that Meyer and Allen did. Job commitment according to them is defined as the force that binds an individual to a course of action relevant to one or more targets on the job. Employees are therefore believed to experience this commitment in three bases, or mind-sets that play a role in shaping behaviour: affective, normative, and continuance, (Meyer & Herscovitch, 2001; Jaros, 2007; McMahan, 2007; Sundas, Noor & Shamim, 2009; Ogaboh et al., 2010; Yusuf & Metiboba, 2012).

**Affective commitment** is the employee's positive emotional attachment to the organisation (Meyer & Allen, 1991, 1993). A worker who has such affective commitment to the job strongly identifies with the goals of the organisation and remains loyal to the organisation. Such commitment is affective because it is a personal decision of the employee to be committed to the organisation (see Meyer & Allen, 1991, 1993; Sundas et al., 2009; Ogaboh et al., 2010; Yusuf & Metiboba, 2012). In other words affective commitment reflects commitment based on emotional ties the employee develops with the organization primarily via positive work experiences.

**Continuance commitment** is understood to come from the perceived cost associated with leaving the organization, such as giving up pension plans and profit sharing (Ogaboh, Nkpoyen & Ushie, 2010). In the words of Yusuf and Metiboba (2012), when an individual commits to the organisation because he/she perceives high costs of losing organisational membership, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred, such employee remains a member of the organisation. According to McMahan (2007) continuance commitment is said to occur when an employee remains with an organization largely out of need, whether due to lack of alternatives or costs associated with leaving, such as loss of income, seniority or retirement benefits. Such commitment (as a result of the need to continue with organisation) is continuance commitment.

**Normative commitment** is the third component of job commitment which implies commitment resulting from perceived obligation on the part of the employees. Such an obligation, according to McMahan (2007) results from a person's internalised normative pressures. A committed person may behave in a way in which they do not immediately consider personal benefits but because they believe that course of action to be the morally right behaviour. For instance, employee may hail from a family background or social upbringing where it is considered as essential norm for one to be loyal to one's organisation and so he or she remains with the organisation for this reason. Normative commitment may also develop in individual employees whose employer offers rewards in advance of actual work, such as paying tuition fee, or if the organization goes to great length or cost to train the employee (McMahan, 2007). It is on this note that Yusuf and Metiboba (2012) gives another example of sources of normative commitment. They submit that when organisation has invested much in training the employee who then

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feels a moral obligation to put forth effort on the job and stay with the organisation to “repay the debt”. Such commitment is neither as a result of emotional affinity, nor as result of the perceived high cost of meeting certain targets, but as a result of perceived obligation.

In simple terms, these three dimensions of job commitment implies emotional ties (affective) perceived sunk costs in relation to a target (continuance) and perceived obligation (normative). With affective commitment, employees are committed to the job because they “want to”. With continuance commitment employees are committed to the job because they “have to”. With normative commitment, they are committed because they “ought to” These three types of commitments begs for application to, and empirical testing among staff of campus communities. It will be interesting to expand our scope of knowledge on how academic staff, nonteaching staff and students alike may be committed to a particular higher institution of learning because they have emotional affinity to, or because they may perceive high cost of leaving, or because they feel obliged to. Will there be variations in these dimensions based on public or private institutions of learning?

### THEORETICAL INSIGHT

In the Theory of Work Adjustment (TWA) developed by Dawes and Lofquist in the University of Minnesota in 1984, the goal was to provide theoretical framework that will describe or explain the relationship among individuals at work and their work environment. Work is therefore perceived and conceptualized as an interaction between an individual and a work environment. This work environment requires that certain tasks are performed, and the individual brings up the needed skills to perform the tasks. As an exchange relationship (between the individual and the environment), the individual also requires certain compensation or rewards for work performance and certain preferred conditions, such as a safe and comfortable place to work. For the interaction to be maintained and job to continue, the workplace environment and the individual must continue to meet each other's requirements (Dawes & Lofquist, 1984). The degree to which the requirements of both are met is called correspondence. This is why TWA is also known as *Person-Environment Correspondence Theory*.

This was put in other words by Winter (2009) as the more closely a worker's abilities (such as skills, knowledge, experience, attitude, behaviours, etc.) correspond with the requirements of the role, or the job or the organisation, the more likely it is that the worker will perform the job well. The better he performs the job is perceived as satisfactory by the employer. In exchange, the more closely the reinforcers (rewards) of the role or organisation correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying. And Satisfying indicates the work adjustment of the individual with the work environment and of the work environment with the individual. Work adjustment is the process of achieving and maintaining correspondence (where correspondence is the degree to which individual's needs and environment's needs for the job are both met).

On the part of the individual, as in the case of this study, work adjustment may also be categorised as either committed adjustment or non-committed adjustment. Since satisfying indicates adjustment and satisfying comes from the ability of the environment to meet up with individual requirement (in terms of needs or rewards), then satisfying may be seen as a predictor of job commitment. It may therefore follow that if individual workers are unsatisfied with the ability of the environment to meet up (or correspond) with his or her need, he or she is likely to exhibit a low or no job commitment. After all, empirical studies (such as Danish & Usman, 2010; Odunlade, 2012) have demonstrated that rewards and recognition offer more job satisfaction to employees.

However, Dawes (1994) acknowledged that the correspondence between person and environment may not be perfect, perhaps because the person chose the wrong career or the employer chose the wrong candidate. Even a good correspondence may change over time. The person's skills might develop so that they outgrow their role or their priorities may change because of non-work commitments. The nature of the job or the nature of the rewards an employer is able to offer may also change (Winter, 2009).

The forgoing has implication for this study. Where employees perceive some factors in workplace environment as unsatisfying, then such environment may be construed as being toxic. Hence, for an environment to be perceived as satisfying (conducive), the Person-Environment relationship must be corresponding (i.e. the requirement of P and E must be met). Where there is a lack of correspondence means that job commitment may be affected. Since all organisations, even in the same industry and same

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line of operations or business, are not all the same in structure, culture, vision, mission, etc.; while no individuals are of same character, attitudes and personality; job commitment undoubtedly will vary from individual to individual and from environment to environment. These further shows the need for empirical probing into the various gaps identified in this review.

### **EMPIRICAL STUDIES ON WORK ENVIRONMENT AND JOB COMMITMENT**

Empirical studies abound which attempted to link workplace environmental factors to other employees factors. The study of Tio (2014) used 74 samples with multiple regression analysis to measure the significance of work environment on job satisfaction among staff of a particular organisation. The study found that work environment significantly determines job satisfaction. This result corroborates findings of previous research that investigated the connection between variables in workplace environment and workforce or work process (see Nakpodia, 2011; Vikas & Ravis, 2011; Akinyele, 2010; 2007; Junaida et al., 2010; Taiwo, 2010).

Other research works have been specific on factors inherent in the workplace environment. For instance, Ali, Abdiqaziz and Abdiqani (2013) investigated and found that working conditions was significantly related to employee productivities in manufacturing sectors. With particular focus on such variables as comfort level and temperature in the office work, the study of Junaida et al., (2010) investigated the physical work environment on staff productivity. With 150 participants among civil servants in the Ministry of Youth and Sports in Malaysia, the study revealed the same result. This was however on workplace environment and employee productivity.

The study of Demet (2012) also revealed a significant positive relationship between workplace quality and productivity among bank workers while Faridah, Rahmatul & Razidah (2012) deviate a little from the trend in research on workplace environment. They studied organisational environment-behaviour and its influence on safety culture in organisation. In their opinion, as organisation behaves, so does the working environment, and this behaviour determines the level of safety consciousness among staff. Regardless of which environmental variables were examined, there seem to be a general census among these researchers. It is generally concluded that workplace environmental factors significantly influence such other employee related variables like health, safety, and well-being, (Jain & Kaur, 2014), job satisfaction (Tio, 2014; Saddat, Zarqa, Sajida, Farheen & Malik, 2013), safety culture (Faridah et al., 2012), job performance (Ajayi, Awosusi, Arogundade, Ekundayo & Haastrup, 2011), organisational performance in public sectors (Chandrasekar, 2011) and so forth. What seems unsatisfying is that many of these researches were carried out in other developed countries and are foreign to African context.

Few studies which have attempted studying African workplace environmental factors on staff related variables were done in workplaces other than campuses and those studies conducted in universities fail to show the empirical link between workplace environmental factors and either teaching and non-teaching staff of higher institutions of learning (see Ajayi et al., 2011; Adeyinka, Ayeni & Popoola, 2007; Zainudin & Junaidah, 2010). The dependent variable in the study of Ajayi et al. (2011) was job satisfaction while workers morale and perceived productivity in industrial organisations was the dependent variable in Akintayo's study in 2012. Akinyele (2010) did another study that linked workplace environment to workers' productivity in the oil and gas industry. Yusuf and Metiboba (2012) also linked work environment with workers attitudes in all organisation in general. Job commitment among staff of tertiary institutions of learning is seriously lacking and begging for empirical probing especially as may be influenced by factors in campus environment. Palpably, the relationship between campus environment and job commitment of staff therein is not well established in our framework of knowledge. How do we fill this gap?

### **MANAGEMENT-LEADERSHIP APPROACH AND JOB COMMITMENT**

While there are sufficient studies on leadership styles, few studies were found in the literature which attempted linking management styles, principles and policies with job commitment of staff in organisations. However Kalliny, Ograk and Saran (2004) using cross-cultural approach finds such management related variables like authoritative, democratize, coercive, affiliate as correlates of affective

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job commitment among workers. These are variables inherent in leadership composition. The studies focusing on many variables identified by Kyko (2005) which are associated with his Opaque Management and what he called Boss feature prominently in many research studies but other researchers prefer the word leadership to using management as independent variables in their various researches. Using a multifactor leadership questionnaire, Mclaggan, Bezuidenhout & Botha (2013) studied transactional and transformational leadership styles, with sub-variants of inspirational motivation, intellectual stimulation, individualised consideration and idealised influence. They also investigate the sub-variants of transactional leadership, which include contingent rewards and management by exception (active) and management by exception (passive) and the influence on organisational commitment (as measured by the Organisational Commitment Questionnaire) in the coal mining industry at a specific site in Phola. They found a significant relationship between transformational and transactional leadership styles and affective job commitment. Their result somewhat corroborates previous findings of Kyko as it indicated that the subordinates of supervisors who adopt a transformational leadership style, who show an interest in and value their subordinates and make the employees feel important, shows more affective commitment towards their job. Several earlier findings have been carried out that reveals the same results (see studies like Kalliny et al., 2004; Bushra, Usman & Naveed, 2011; Dosumu & Olusanya, 2011; Voon, Ngui & Ayob, 2011; Akinbode & Fagbohunge, 2012).

The foregoing shows that employee job commitment is to some degree at the instance of the management leadership of organisation whose strategic efforts and programmes, along with other workplace environmental factors, determine the extent to which an employee is loyal to the job and the organisation. This is because where employee loses interest on the job; it is not without cost implications on the overall effectiveness of organizations especially if valuable staff begins to lose enthusiasm on the job or on the organization itself. The study of Ogunola, Kalejaiye, and Abrifor, (2013) which used Supervisory Behaviour Descriptive Questionnaire (SBDQ) and Role-Based Performance Scale (RBPS) collected data that supports these findings. Management leadership atmosphere is also found in the study of Akinbode, & Fagbohunge (2012) to demean, disrespect and demotivate employees, thereby leading to seeming erosion of motivational tendencies, organisational commitment and job involvement among staff. While there is circumstantial evidence, an accurate empirical analysis is required on the relationship between, for instance, university management-leadership approaches and staff commitment to university work particularly in developing world.

### ***COMPANY POLICIES AND JOB COMMITMENT***

As a component of workplace environment, many attempts have been made to link some areas of company policies with employee's job commitment; none actually was specific as regards company policies mentioned in Kyko's framework. Company policies was conceptualised in Kyko (2005) as win-lose policies, centralization of power, creating privileged groups in the organization, closed door policy, poor fringe benefits, too much red tape. Research attention has not been focused on some of the variables highlighted. Other empirical findings have however showed the relationship between such variables like fringe benefits and workers' job commitment. The study of Ju, Kong, and Hussin, (2008) in food-manufacturing industry in the state of Kedah, Malaysia, shows that both mandatory and fringe benefits were having significant and positive relationship with organizational commitment while fringe benefits have higher relationship as compare to mandatory benefits. The implication of this finding is that when company policies favour mandatory benefits (i.e. the benefits required by the law) than fringe benefits, it may be inimical to workers job commitment. According to the researchers, when employees received more fringe benefits, their job commitment tends to be higher. This is because such reward and recognition, as demonstrated in the studies of Danish, and Usman (2010), and Odunlade (2012), offers more job satisfaction to employees. The findings of these studies agree with other current findings on fringe benefits and job commitment (see Awolusi, 2013; Falola, Ibidunni & Olokundun, 2014; Umoh, Amah & Wokocho, 2014).

Other variables associated with company policies seem scanty or are studied using different other concepts. One study, for example investigated corporate ethical values by exploring the nexus between employees' psychological contract and firms' ethical behaviour in the Nigerian Insurance Industry linking it with staff job commitment (Obalola, Aduloju & Olowokudejo, 2012). With data from 415 managers,

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corporate ethical values was found to significantly determine job commitment. Corporate policies are more likely to be borne out of corporate ethical values, except proven otherwise. With the findings of Obalola et al. (2012), Kyko's position on company policies and job commitment is corroborated. Another research study, particularly of interest to the present study, investigates the influence of organisational culture on Employees Commitment in Public Tertiary Institutions in Lagos State, Nigeria (Aina, Adeyeye & Ige, 2012). The study revealed a strong significant relationship between organisational culture and the commitment of employees in public tertiary institutions. Perceptively, is organisational culture not related to company policies? The researchers themselves state that the leadership of schools need to have an in depth understanding of the school's culture to be able to harness them and bring about high level of job commitment among employees. Is it to have in depth understanding of the school's culture to be able to harness workers or to be able to develop policies that are in congruent with school culture, and then enable workers' commitment? Further studies may want to help throw more light into this ambiguity.

### ***PHYSICAL WORK CONDITIONS AND JOB COMMITMENT***

Although the word condition may be viewed from two perspectives: conditions of service as contained in the contract of employment and the built layout or physical conditions of work. Kyko (2005) believes that working conditions that constitute toxic environment includes hot and noisy environment, unsafe work conditions, dirty work environment, insufficient resources, old technology, old machinery and so forth. It is the physical work condition that is of interest in this research. The working conditions in relation to job commitment have not really enjoyed much empirical attention in the literature. Whereas, McGuire & McLaren, (2007) believes that an organization's physical environment especially its design and layout can affect employee behaviour in the workplace. They therefore investigated the mediating role of employee well-being in the relationship between physical work environment and job commitment in Call Centres (McGuire & McLaren, 2007). They not only found strong evidence of a mediation effect evidencing the importance of both physical environment and employee well-being to employee commitment, but also found that there exists a strong positive relationship between physical environment and employee commitment. These findings are in agreement with earlier study of De Croon, Sluiter, Kuijer and Frings-Dresen (2005) that did a review on the effect of office concepts (such as office location, design, layout and usage) on employees' health status and job satisfaction. They found these factors to be significant in increasing employee convenience at work as they boost morale and job satisfaction. These findings corroborate several other findings. For instance Butt, Khan, Rasli and Iqbal (2012) found that work and physical environment of hospitals significantly influence nurses commitment to work while Oludeyi (2013) who did a research on classroom design among secondary schools teachers also found similar results. None of these studies was done in university environment; there is still much to understand about physical working conditions in campus communities and level of job commitment staff therein.

### ***WORKPLACE INTERPERSONAL RELATIONSHIPS AND JOB COMMITMENT***

Workplace interpersonal relationship is an emerging area of study in labour and employment relationship and empirical research on it is seriously lacking particularly when it has to be in connection with worker's job commitment. Workplace interpersonal relations encompasses office politicking, level of cooperation among workers, back stabbing, empire building, rumour mongering, alienation, trust or mistrust, sabotage and so forth (Kyko, 2005). Within organisations, there are at least two possible foci for the interpersonal relationship: the superior-subordinate and the co-workers relationship. There are certain researchers that attempted studying some of the elements in workplace interpersonal relationship (such as office politicking, workers' cooperation, rumour mongering, trust etc). For instance the trust level of employees at work towards their supervisor and co-worker was studied by Bagraim and Hime, (2007) and its relationship with affective job commitment among staff. The results in this study showed that trust in supervisor and co-workers was significantly related to affective commitment in supervisor and explained significant variance in affective commitment in supervisor. In their study of interpersonal trust and its role in organisation, Hassan, Toyman, Semerciöz and Aksel (2012) revealed that trust-building



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interpersonal relationships between managers and workers positively lead to high productivity and organizational commitment in all the organizations whether public or private. These findings are consistent with findings of other studies such as Semerciöz, Hassan and Aldemir (2011) which investigated the influence of interpersonal and institutional relationship on innovativeness where innovation may not be possible without commitment to work.

There seems to be no single research work that shows empirical connections between job commitment and all the elements in the workplace interpersonal relationship (such as office politicking, level of cooperation among workers, rumour mongering, trust and mistrust) and especially in the campus communities. Few researchers who have tried in this regard either carried out their study on foreign countries or linked workplace interpersonal relations with other dependents variables like new comers' socialisation (Takeuchi, Takeuchi & Takeuchi, 2010), business purchase decisions (Guihua, Jun & Haiyan, 2008), organisational innovativeness (Semerciöz et al., 2011), working conditions and health (Stoetzer, 2010), depression (Stoetzer, Ahlberg, Johansson, Bergman, Hallsten, Forsell & Lundberg, 2009), job Satisfaction (Mustapha, 2013), and many others. This reveals an interesting gap in the body of empirical literature. It will definitely be more enlightening to do a correlational study on workplace interpersonal relationship viz-a-viz workplace politics, cooperative team association, back stabbing, empire building, rumour mongering, alienation, mistrust, sabotage, etc., and how they correlate and influence overall job commitment among staff in campus environments.

### ***PAY AND JOB COMMITMENT***

Since the concept of job commitment has attracted increasing attention on the intensity and stability of the individual's dedication to the job as a result of remunerations, it becomes necessary to investigate how job commitment in the workplace links with feelings of equity especially pay equity. Few empirical studies have been done to investigate the extent to which pay can influence commitment (Omolayo & Owolabi, 2007; Dhawan & Mulla 2010; Chaudhry, Sabir, Rafi & Kalyar 2011; Anvari, Amin, Ahmad, Seliman & Garmsari, 2011; Yaldez & Rahman, 2013). The study of Yaldez, and Rahman, (2013) on Nurses' perceived pay equity and their commitment to hospital work shows that there was positive significant correlation between pay equity and normative commitment (NC), as well as, total commitment. In the study involving 240 participants from two organisations in India, Dhawan, and Mulla (2010), investigated the relative impact of pay satisfaction and transformational leadership on job commitment. They found that transformational leadership and pay satisfaction had an almost equal impact on affective as well as normative commitment. Interestingly, the study of Anvari et al., (2011) tested the mediating effect of psychological contract in the relationship between strategic compensation practices and affective organizational commitment among 301 non-academic staff in the university of medical sciences in Iran. First, the study tested and confirmed that there exist significant relationship between employees' psychological contract and their affective organizational commitment. Then it went on to show that that strategic compensation practices led to perceived fulfilment of psychological contract and the latter, in turn, led to higher affective organizational commitment. Anvari et al., (2011) conclude that employees with higher levels of affective organizational commitment who perceived a fulfilment of psychological contract were less likely to leave an organization. Then it follows that, if employee psychological contracts relating to pay or salary predict employee commitment, especially among staff of a university, no further hypothesis needs to be tested on pay satisfaction and job commitment. This is especially since the study of Chaudhry et al (2011) shows that salary satisfaction is positively related to job satisfaction in both public and private sectors.

For two reasons however, the foregoing conclusion may be inconclusive in the developed world: first, since all the studies are conducted in foreign countries and not in African context. Second, and most importantly the study of Omolayo and Owolabi (2007) which was conducted in Nigeria context shows diametrically different results. Although it was conducted among employees of selected Medium Scale Organisation, the study investigated monetary reward as predictor of employees' commitment in Ondo and Ekiti States and revealed that no significant difference existed in the commitment level of more tenured and less tenured employees in monetary reward. In fact, no significant difference was found in the commitment level of male and female employees in term of monetary reward. There is an obvious point of disagreement in these findings which needs to be addressed in future research.

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## CONCLUSION

Effort has been taken to review current literature related to the concept of workplace environment and job commitment with a view to identify areas where further research may be necessary, especially in the citadels of learning. The essence is to expand our knowledge framework about workplace environmental factors and job commitments especially among staff in the ivory towers. It is important to do this because, in the first instance, human behaviour is associated with major problems across the globe, and on the second note, it maybe maladjusted which can only be reformed in learning institutions. In Skinner's "Beyond Freedom and Dignity", the place of human behaviour was shown to be connected to global problems: crime, poverty, pollution, war, overpopulation, even health-related problems such as cancer, sexually transmitted diseases, polio, malaria, and so forth. Better contraceptives will control population only if people use them; new methods of agriculture and medicine will not help if they are not practiced, and housing is a matter not only of buildings and cities but also of how people live. We need to make vast changes in human behaviour and it is not enough to use technology with a deeper understanding of human issues or dedicate technology to man's spiritual needs or to encourage technologists to look at human problems. What we need is a technology of behaviour" (B.F. Skinner, cited in Oludeyi, 2013a), a technology that will reshape behaviour and commitment towards advancement of mankind. This is better achieved in the ivory towers.

## IMPLICATIONS FOR FUTURE STUDIES

By raising areas of job commitment in campus environment where further research endeavours are required, and if empirical probing is actually done to uncover these areas of deficit in our knowledge framework, our scope of knowledge will be widen, job commitment among staff in educational institutions will be better understood and possible decline will be mitigated. The various workplace environmental factors and different types of job commitment are phenomena which are clearly possible to apply to campus environment. It would also appear feasible to do so, given that improving job commitment among staff, both teaching and nonteaching, is one of the key desire which school administrators or managers seek to achieve. As postulated in *Person-Environment Correspondence Theory*, and given the possible association between workplace factors and staff job commitment in the citadels, there are no obvious ethical reasons (apart from huddles of developing sound research methodologies) not to seek to improve our knowledge through research endeavour. Hence the following areas, as emanated from the reviewed literature, are important for future research focus:

1. Conceptual review of work environment revealed two basic types (toxic and conducive). Unfortunately no empirical work has been done on each of these types in university environment; it has been neglected gradually in academic discourse. It will be more interesting and enlightening to broaden our horizon on these types by investigating what constitute toxic and conducive work environments to workers in campus communities.
2. Having identified six basic properties or factors within the workplace and work communities in manufacturing and industrial sectors, it may be of interest for researchers to further inquire into which, among these factors, exert more influence or contribute more to job commitment of male and female staff in campus settings. The basic question would be thus: which of the factors do staff members of the universities consider as making them feel as though they work in toxic or conducive environment?
3. On job commitment, there were three dimensions (affective, continuance and normative). We may be more enlightened if future studies probe into how academic staff, nonteaching staff and students alike, may get committed to a particular higher institution of learning because they have emotional affinity to (affective), or because they may perceive high cost implication after leaving (continuance), or because they feel obliged to be committed to the organisation (normative). Will there be variations in these dimensions based on public or private institutions of learning? Or base on staff demography?
4. Although it is impressionable, by this review, that there are some relationships between job commitments among staff of tertiary institutions of learning and the immediate environment of the school, an empirical probe into such association will concretise or show otherwise our

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- impression about the association between the two major variables in this discourse.
5. Management leadership atmosphere is also found in the study of Akinbode & Fagbohunge (2012) to demean, disrespect and demotivate employees, thereby leading to seeming erosion of motivational tendencies, organisational commitment and job involvement among staff. These findings are sufficient enough but may not explain completely the relationship between, for instance, university management-leadership approaches and staff commitment to university work, particularly in developing world.
  6. Research has shown that leadership in schools need to have an in depth understanding of the school's culture to be able to harness them and bring about high level of job commitment among employees. Future studies may help demystify whether what matters to us is to have an in depth understanding of the school's culture to be able to harness workers or to be able to develop policies that are in congruent with school culture, and then enable workers' commitment.
  7. There is still much to understand about physical working conditions in campus communities and level of job commitment of staff therein. It may be interesting for future studies to examine workplace architecture and its influence on job commitment of teaching and nonteaching staff in the citadels.
  8. Apart from the forgoing, future researchers may help add to the existing body of knowledge on workplace environment and job commitment by doing a correlational study on workplace interpersonal relationship viz-a-viz workplace politics, cooperative team association, back stabbing, empire building, rumour mongering, alienation, mistrust, sabotage, etc., and how they influence overall job commitment among staff in campus environments.
  9. Financial reward has been found to be potential predictor of job commitment. While others found appreciable differences, other studies revealed no significant differences in the commitment level of male and female employees in term of monetary reward. This contradiction needs to be addressed in future research especially among staff in tertiary institutions of learning. The basic question to ask will be: is there no significant relationship between pay and job commitment among male and female staff in higher institution?

### LIMITATIONS OF THE STUDY

There are some limitations and shortcomings of this study that need to be mentioned. A major limitation is that the study only focused on concepts, theories and empirical studies on work environment and work commitment in university systems, it fails to review the entire education system with regards to the Human Resources Management and outcomes. Another shortcoming is that the study lacks a comprehensive contextual analysis of the entire African continent. The optimal best result would have been achieved if the study spans across the entire education sectors in entire African context. The findings and recommendations are nevertheless well in line with the stated intent of the paper and in line with hypothesis that the factors within the workplace can be an explanatory variable for job commitment of staff of universities in Africa.

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