

WORKPLACE EMPOWERMENT AS PREDICTORS OF LECTURERS' JOB COMMITMENT IN COLLEGES OF EDUCATION IN SOUTH-EAST, NIGERIA

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Abstract

Workplace empowerment is one of the most effective way to enhance lecturers' job commitment. Without such empowerment, lecturers can become unsatisfied, leading to lower academic expectations among students. However, when lecturers are highly empowered, it will not only improve their job commitment but also contributes to student academic performance. The study examined workplace empowerment as predictors of lecturers' job commitment in colleges of education in south east, Nigeria. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of this study comprised 1750 lecturers' in all the three federal and five state colleges of education in South East, Nigeria. The sample of 175 lecturers (constituting 10% of the population) was used for the study. Accidental sampling technique were used for the study. The instruments for data collection were a researcher-structured questionnaire titled: Workplace Empowerment Questionnaire (WEQ) and Lecturers Job Commitment Questionnaire (LJCQ). The instruments were subjected to face and construct validation by three experts in the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for WEQ is 0.83, and 0.91 for LJCQ. Simple linear regression and multiple linear regression analysis was used for the study. The findings of the study revealed that professional growth ($r=0.873$, $p=0.000$) and decision-making ($r=0.412$, $p=0.000$) positively and significantly predicted lecturers' job commitment in colleges of education in south-east, Nigeria. The study concluded that workplace empowerments and learning resources had positive variation towards job lecturers' commitment in college of education in south east, Nigeria. Based on the findings, the study recommended that provost should establish a sustainable college-based yearly training programme for lecturers to constantly upgrade their skills and ways to continuing improving their teaching profession in order to optimize lecturers' job commitment in college of education in south east, Nigeria.

Keywords: workplace empowerment, Lecturers and Job Commitment.

Introduction

Nigeria, like other countries of the world, depends on her higher institutions for the growth of high level of manpower to manage the various sectors of the nation's economy. Therefore, higher institutions are regarded as the institutions with the responsibility to deliver needed education in order to continue the transformation of Nigeria from an information society to a knowledge society. It is perhaps with this in mind that Federal Government of Nigeria articulates the objectives of higher education to include, among other things, the contribution to national growth of intellectual capacity of individual and the promotion and encouragement of scholarship and community service. Colleges of education are expected to pursue these objectives through teaching, research, dissemination of existing and new information and service to the community. The extent to which college of education can achieve these laudable and well-articulated objectives depends greatly on the level of lecturers' commitment to their job.

Commitment is a state where lecturers are bound by their actions and beliefs that sustain their activities of their individual involvement to the institution. Commitment refers to an individual's attraction and attachment to the work and the organization (Ofoegbu, 2015). Commitment has also been defined as a psychological state that binds individual to the institution. This binding force can be experienced in different ways that can be accompanied by different mindsets including: an affective attachment and involvement with the target, a felt obligation to the target, and an awareness of the costs associated with discontinuing involvement with the target (Boxall & Macky, 2018). Commitment is backed up by mindset that is growth oriented, and it relate to an individual sense of perceiving what can be done to deliver job more satisfactory level. This is mostly obvious in worker's feelings of responsibility to achieve job targets. As a result lecturers who have elevated levels of commitment will put forth a great

attempt to accomplish the objectives of the higher institution (Jafri 2015). He further indicated that committed lecturers have an active curiosity, a passion for learning, a willingness to challenge the status quo and an eagerness to experiment with new methods and strategies.

Commitment is a psychological bond with an institution in which people pledge allegiance to its beliefs and objectives. The emotional tie that lecturers have with their work is referred to as lecturers' commitment. One of the most important aspects in effective teaching has been identified as lecturers' commitment. As a result, lecturers with a high level of commitment can make a difference in their students' learning and accomplishment. Committed instructors invest in the college where they work and devote their time and energy to promote it. Lecturers' job commitment is linked to providing a successful learning environment in which students improve their talents and achieve greater success. Lecturers' job commitment is an internal energy that motivates lecturers to do better on the job (Tsui& Cheng, 2017).

In college of education in south east, Nigeria, over the years the poor commitments of teachers seemed to have been reflected in the abysmal performance of students (Ofoegbu, 2017). Poor commitment to duty seemed to have reached an alarming rate with its devastating consequences on the students and the society in general. Over the past ten years, colleges of education has witnessed an alarming rate of brain-drains, industrial conflict, job apathy and loss of commitment to college responsibilities (Tsui& Cheng, in Altun 2017). Lecturers consistently report late for duty; some lecturers hardly appear in college and had poor relations with fellow lecturers, among others. Many lecturers in colleges of education in south east, Nigeria hardly prepare their scheme of work and lesson plans, and neither conduct sufficient practical lessons or give time for remedial classes for academically weak students (Ofoegbu, 2014).

A college, without committed lecturers is likely to lose its highly skilled lecturers to other institutions. Colleges of education in south-east state, Nigeria make it emphatic that lecturers are entitled to rewards that result from any additional duties and responsibilities but the reverse is the case In view of this, lecturers feel being cheated on benefits due to them for any such additional responsibilities. This develops emotional displeasure among many lecturers to the extent that their attitudes, passion, loyalty and commitment for the jobs they do are not attached with good behaviors. For instance, the existence of a culture of silence, favoritism and poor human relations, poor empowerment discourage staff to exhibit their potentials for the best interest of the College. In fact, lecturers feel not satisfied with their job, and this has affected their level of commitment to their obligations. Thus, unsubstantiated delays in promotions and staff growth affect commitment significantly. Most lecturers do not get the opportunity to further their education as a way of obtaining additional skill training for the purpose increasing output per head. This, however, demotivates them to work harder in their respect areas of work. This seriously affects many lecturers' attitudes, behaviors, passion and commitment to the work they do.

Colleges of education in south east, Nigeria requires the services of teaching personnel who are competent, motivated, well-trained, empowered and can carry out research work in an effective manner in order to achieve the goal and objective of the college both in the local and global environment (Obeidat et al. 2018). This feeling of empowerment has been proposed and found to facilitate commitment of lecturers in college. College will receive more commitment from their lecturers by incorporating empowerment within their leadership styles. But to do this, lecturers must feel like they belong in the work environment; they must be empowered. Hence, the commitment of lecturers depends on workplace empowerment and empowered staff at workplace are more capable to act independently for the institutional growth. Furthermore, the incompetency among lecturers such as lecturing, carry out research work and among others are regarded to be lack of effective workplace empowerment.

Workplace empowerment is an outcome of decision- making access, value-added status, knowledge and skills of lecturers. Al-Rashoudi, (2015), defined Workplace Empowerment as “the administrative process by which staff are taken care of by enriching their information, knowledge and increasing their skills, developing their individual capabilities, and encouraging them to participate and provide the necessary capabilities to them in a way that motivates them to take appropriate decisions”. Zimmerman (2023) also considered workplace empowerment as a process that is characterized by the affordance of opportunities for people to control their own destiny and to influence the decisions that affect their lives. With the empowerment of lecturers, they have the opportunity to try to find new steps according to their respective talents and interests. Chan and Berkan (2017) opined that workplace empowerment involves working together in terms of delegating work and power to encourage people to become more involved in making -decisions and trusting individuals to have the skills to put their ideas into practices. Workplace empowerment is a process of giving authority to the workers to make necessary important decision on their own about their day to day activities. Empowered lecturers are expected to perform their work more effectively and efficiently than non-empowered lecturers. However, workplace empowerment provides an opportunity for lecturers to express their creative ideas and successful experiences so that they become input in making decisions to improve the quality of education and college progress.

However, if lecturers participate in decision- making processes, it will have an impact on increasing responsibility and a sense of belonging to the implantation of education in college. This is in line with the concept of workplace empowerment proposed by Nonaka and Takeuchi, (2019) that workplace empowerment is a process of orienting and enabling individuals to think behave and take action in an autonomous way. It helps the lecturers to own their work and take responsibility for their results. Empowered lecturers’ feels in control and perceive that they are capable of shaping their work role and context (Spreitzer, 2017). Empowered lecturers’ plays a major role in all aspects of the college. Kimwarey et.al. (2015) stated that an empowered teachers has the skills and knowledge to act or improve in a positive way. Empowered lecturers feel more attached to the college and perform to the best of their ability so as to facilitate performance improvements. Empowerment in the workplace enable a lecturers to take ownership of their work and contribute to meaningful decision-making. In this research, it is known that a lecturer who is empowered properly will be able to complete his assignments in accordance with his knowledge and abilities, both in lecturing activities or implementation in social activities. Optimal empowerment of lecturers can improve their performance. This is because the empowerment of a lecturer can emerge while increasing the potential that exists within each lecturer so that it will be able to influence the improvement of the quality of the education in college of education.

In addition, with lecturer empowerment, it is expected that the commitment of lecturers will improve in making various efforts that are full of innovation and in the field of the knowledge they teach so that the learning process becomes more passionate and full of enthusiasm. Rangel et al. (2020) stated that lecturers’ empowerment consists of professional growth, decision-making, incentive or remuneration, and status, and their contribution to lecturers’ feelings of job satisfaction. Therefore, within the context of this study, the researcher focused on these aspects of workplace empowerment: professional growth, and decision making.

Professional growth refers to lecturers' perceptions that the school will provide them with the opportunities to grow and develop as professionals, to learn continuously and to expand knowledge and skills through the work-life in school (Abdulrahaman, 2015). He further pointed out that professional growth practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction.

Organizing seminars for lecturers' helps to equip them with emerging trend and strategies in the teaching profession. If an individual is equipped on the job through growth programmes, it will be reflected in the job commitment. Lecturers' can only put in their best, if their professional needs to carry out their functions are provided through professional growth. Ndu (2017) viewed professional growth as that aspect in administration, which implies the training of an individual in an organization to enhance his performance. He noted that professional growth is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of an organization. Lecturers growth is promoted when lecturers exchange ideas and when they are encouraged to test the hypotheses they establish. All activities that led to the growth of a lecturer's potentials are encompassing in professional growth which is not something that is provided by the official leader for their members of the staff.

Professional growth has long term focus to help lecturers' prepare for future work demand. Professional growth affords lecturers' the opportunity to acquire additional competencies and qualifications to perform their teaching job successfully. It instills confidence in the teaching profession, thus, advancing lecturers' career. There are several professional growth practices that could enhance lecturers' job commitment. Among others are; symposiums, continuous training and retraining, workshops, seminars, research opportunity, conferences, and study leave for refresher courses. Similar to this, Rahaman (2022) pointed out that staff professional growth practices through seminar, in- service training or workshops offer one of the most promising ways for improving classroom instruction.

Organizing seminars for lecturers' helps to equip them with emerging trend and strategies in the teaching profession. It is defined as the process of improving the existing skills, knowledge, exposure and abilities in an individual. It is a process designed to expose lecturers' to new approaches and trends in education in order to equip them with the required skills. It was argued that seminars for lecturers' has been one of the major practices of provost to develop their lecture.

Lecturers can be empowered by lecturers' involvement in making decision. The effectiveness and efficiency of individual and collective performance and the overall functioning of an institution depend on the extent to which the climate in the internal work environment influences many decisions towards the institution. Eromafuru (2016), saw decision making as a process of defining problems and choosing a course of action from the alternatives generated. Problem solving abilities can be developed by participating in collaborative decision making process. Involvement in decision making creates a way of belonging among workers, and an enjoyable environment during which both management and teacher willingly contribute to healthy relations (Noah, 2018). Welhrich and Koontz (2018), asserted that decision making is at the core of planning. He goes further to elaborate on the fact that a plan cannot be said to exist unless a decision - a commitment of resources, direction, or reputation has been made. So, "decision making is the commitment of institutional resources to a particular line of action."

Decision making is a mental process in which an individual conducts mental activity in order to achieve a goal or solve a problem.

The process of decision making is practically applicable to all aspect of administrative organization. Any thought in the administrative process should focus on the principles and the methods of decision- making. The ultimate aim is to generate, relevant alternatives, pruning them and then making an intelligent choice. The need for decision making is so perverse that decision making may be considered as an important part of lecturers' job. When lecturers' are involved in making decisions, they gain a professional and personal stake in the institution and its overall success. This commitment leads to increased productivity as

lecturers' are actively participating in various aspects of the institution and wish to see their efforts succeed overall. However, if the lecturers have negative workplace empowerment they are likely to be absent, have stress related illness, and their commitment tend to be low. The implication of non-commitment to duty and the high rate of lecturers' attrition arising from poor job satisfaction have drawn increased attention from an array of perspective including education ministries and general society.

Though seldom articulated, the interest in these trends centres on their consequences for the students. Lecturers' commitment has direct implications on the learners and the overall success of college as an organization. Within the Nigerian contemporary society, the education of youths is an issue of serious concern because it does not only ensure sustainable development but also makes for continued capacity building. While also the current argument on the influence of workplace empowerment on lecturers' job commitment appear to be quite logical and coherent, it must also be appreciated that the argument is not backed up by empirical research data. As such, how workplace empowerment predict lecturers' job commitment is still in doubt and requires very urgent empirical research, hence the study sought to examine workplace empowerment and as predictors of lecturers' job commitment in colleges of education in south-east, Nigeria.

Statement of the Problem

The evidence based on literature showed that most lecturers lack commitment in colleges of education in south east, Nigeria as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. This lack of commitment of lecturers is the biggest danger as it leads to absence of fulfillment of college goals and objectives and invariably has resulted in poor performance of students

This unpleasant growth has attracted the attention of researchers and other stakeholders to find solution to this challenge. However, despite all efforts by stakeholders and scholars in improving lecturers' job commitment, the trend seems to have persisted.

Empowerment of lecturers appear to fall short of lecturers' expectation manifesting in resignations, vacation of post, non - resumption at post after lecturers leave of absence and study leave. Poor commitment of lecturers could be due to poor workplace empowerments variables such as poor professional growth and lack of involvement in decision making among others.

Furthermore, in South East, Nigeria there seem to be dearth of empirical studies that investigated workplace empowerments as predictors of lecturers' job commitment in colleges of education in south east, Nigeria. Hence, the researcher deems it necessary to fill the gap. It is against this backdrop therefore, and in the light of these distasteful circumstances, that this study is designed to examine the workplace empowerments as predictors of lecturers' job commitment in colleges of education in south east, Nigeria.

Purpose of the Study

The general purpose of this study was to examine the workplace empowerments as predictors of lecturers' job commitment in Colleges of Education in South East, Nigeria. Specifically, the study sought to examine the:

1. predictive value of professionals growth on lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. predictive value of decision making on lecturers' job commitment in Colleges of Education in South East, Nigeria.

Research Questions

The following research questions guided the study

1. What is the predictive value of professional growth on lecturers' job commitment in Colleges of Education in South East, Nigeria?
2. What is the predictive value of decision making on lecturers' job commitment in Colleges of Education in South East, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Professional growth do not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.
2. Decision making do not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.

Methodology

The study adopted a correlational research design. The area of the study is South- East, Nigeria. There are eight colleges of education in south east, Nigeria which are Federal Colleges of Education (Technical), Umunze; Federal Colleges of Education, Eha-Amufu; Federal Colleges of Education (Technical), Isu; Colleges of Education, Arochukwu, Abia; NwaforOrizu Colleges of Education, Nsugbe; Enugu State Colleges of Education (Technical), Enugu; Ebonyi State Colleges of Education, Ikwo and Imo State Colleges of Education, Ihitte Uboma. The population of the study comprised 1750 lecturers' as respondents. The sample size is 175 lecturers drawn using accidental sampling technique. The instrument for the study was a self-structured questionnaire, titled (WELJCQ). The instrument has three section A-C. Section A deals with the personal data of the respondents, while section B is divided in clusters with 10 items, section C is divided in clusters with 20 items. The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of six research assistants. A total number of 160 were retrieved which represented ((91%) return rate and ((9%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.83 for WEQ and 0.91 for LJCQ are considered highly reliable and suitable for the study. Data were analyzed using simple linear regression and multiple linear regression analysis through SPSS version 26. Simple linear regression analysis was used to answer research question whereas null hypotheses were tested at 0.05 level of significance using regression ANOVA. The decision rule for testing the hypotheses stated: Reject the null hypothesis if the associated probability to test statistics is equal or less than 0.05 level of significance, otherwise do not reject the null hypothesis.

Research Question 1: What is the predictive value of professional growth on lecturers' job commitment in Colleges of Education in South East, Nigeria?

Table 1: Simple regression analysis for professional development predicting commitment.

Mode	R	R square	Adjusted R square	Std Error of the estimate	R ² square charge	Statistics F charge	df ₁	df ₂	Sig	F charge
1	.873 ^a	.762	.760	2.83731	.762	516943	1	171	.000	

a. Predictor (constant), Professional development.

Result in table 1 showed the regression analysis for the amount of variation in lecturers' job commitment in Colleges of Education in South East, Nigeria that was predicted by professional development. The result showed that when the responses of respondents on professional growth were correlated with

lecturers' job commitment, a Correlation Coefficient (R) of 0.873 of 0.762 were obtained. This coefficient of 76.2% variation in lecturers' commitment can be predicted by professional development.

Research Question 2: What is the predictive value of decision making on lecturers' job commitment in Colleges of Education in South East, Nigeria?

Table 3: Simple Regression Analysis of decision making predicting lecturers' commitment?

Mode	R	R square	Adjusted R square	Std Error of the estimate	R square charge	Statistics F charge	df ₁	df ₂	Sig	F charge
1	.412 ^a	.169	.165	5.33548	.169	34.900	1	171	.008	

a. Predictor (constant), Decision Making

Analysis in table 2 revealed the regression analysis for the variation in lecturers' job commitment in Colleges of Education in South East, Nigeria that was predicted by decision making. The result revealed that when the responses of respondents on decision making were correlated with lecturers' job commitment, a correlation coefficient (R) of 0.412 with associated coefficient of determination (R²) of 0.169 were obtained. This coefficient of determination (R²) of 0.169 depicted that 16.9% variation in lecturers' commitment in Colleges of Education in South East Nigeria can be predicted by decision making.

Test of Hypotheses

Hypothesis 1: Professional growth will not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 3: Regression ANOVA test of significance for the variation in lecturers' commitment that can be predicted by professional development.

Model		Sum of square	Df	Mean square	F	Sig	Decision
1	Regression	4465.345	1	4465.345	546.943	.000	Significant
	Residual	1396.077	171	8.164			
	Total	5661.422	172				

Dependent variable: Lectures' job commitment predictors (constant) professional development

Result in table 3 indicated that the variation in lecturers' job commitment that was predicted by professional development was significant ($F(1, 171) = 546.943, p = .000$). This gave the fact that the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was tested was found to be significant because .000 was less than 0.05. Thus, the hypothesis was rejected, and the conclusion drawn was that professional development was a significant factor for predicting lecturers' commitment in Colleges of Education in South East, Nigeria.

Hypothesis 2: Decision making will not significantly predict lecturers' job commitment in Colleges of Education in South East, Nigeria.

Table 4: Regression ANOVA test of significance for the variation in lecturers' job commitment that can be predicted by decision making.

Model		Sum of square	Df	Mean square	F	Sig	Decision
1	Regression	993.504	1	993.504	34.900	.008	Significant
	Residual	4867.422	171	28.467			
	Total	5861.422	172				

Dependent variable: Lectures' commitment predictors (constant) decision making

Table 4 indicated that the variation in lecturers' job commitment that was predicted by decision making was significant ($F(1,171) = 34.900, p = .008$). This associated probability value of .008 when compared with 0.05 level of significance at which the hypothesis was tested was found to be significant because .008 was less than 0.05. Nevertheless, the null hypothesis was rejected, decision making was a

significant factor for predicting lecturers' job commitment in Colleges of Education in South East, Nigeria.

Discussion

Findings on predictive value of professional growth on lecturers' job commitment in Colleges of Education in South East, Nigeria showed that there is a significant factor for predicting lecturers' job commitment in Colleges of Education in South East, Nigeria. Professional growth has shown to be a criterion for lecturers' job commitment in this study which means that lecturers' commitment depends on professional growth practices such as symposiums, continuous training and retraining, workshops, seminars, research opportunity, conferences, and study leave for refresher courses. Lecturers' who are well equipped through professional growth are more knowledgeable, had different attitudes, good interactions, class control and in decision making, more cautious in taking disciplinary decisions, higher self efficacies and abilities to manage their students' challenging behaviours, in control of their classes and as well have emerging trend and strategies in the teaching profession and all these subsequently improves lecturers' commitment. This is in line with the findings of Abdulrahman (2015) that staff professional growth practices through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction. He went further said that organizing seminars and conferences for lecturers helps to equip them with emerging trend and strategies in the teaching profession and as well enhance their commitment. These findings agreed with Passmore (2016), who stated that the importance of growth of lecturers cannot be overstressed. It is a necessity in enhancing work performance and motivation of lecturers in the field. He further stated that the absence of in-service training will slowdown the staff growth of lecturers as well as "missing gaps" between demands and actual achievement levels. It is therefore important that serious attention should be given to growth of lecturers to promote their staff growth. These findings agreed with (Okunamiri, 2015) on Ashby Commission issued in October (1960), that one of its objectives is to upgrade Nigerians who were already in employment but who needed further education. This commission then stressed the need for training program which could help increase the supply of lecturers and at the same time improves the quality of the available ones. In order to achieve the above objectives, the commission recommended among other things, that the university should mount some improvement courses during the long vacation.

Findings on predictive value of decision making on lecturers' job commitment in Colleges of Education in South East, Nigeria showed that decision making was a significant factor for predicting lecturers' job commitment in Colleges of Education in South East, Nigeria. The finding is as a result of the fact that decision making exists in a college management that requires active involvement of both the provost and lecturers in corporate goal setting in staff meetings, committees and delegation of authority to carry out certain activities and responsibilities. These platforms enable lecturers to collaborate, discuss and share ideas because the colleges is an institution made up of people whose knowledge, skills and experience complement each other. The finding is in line with the findings of Ivacivich et al. (2015), he stated that "effective leadership select the appropriate decisions set and permit the optimal participation for followers". This indicates that, even though, decision – making is an important managerial process, many decisions should be made by member of the groups. Smylie (as cited in Gemechu, 2014), asserted that participation improves teachers' opportunities in acquiring new knowledge and insights. These opportunities respectively enhance instructional and led to enhance commitment, improve performance and better productivity in the colleges. He further stated that, lecturers' problem solving abilities can be developed by participating in collaborative decision making process. This finding is in line with Wilkinso (2017) that corroborated this fact and saw involvement of lecturers in decision making as empowerment of lecturers with knowledge, skills and experience while the neglect of lecturers in decision making was seen as an assumption that workers are untapped resources. He further stated that allowing lecturers to participate fully in decision making in an institution will serve as a means of compensating them and making them to be happy in an institution.

Conclusion

This study findings showed that workplace empowerment determined the level of lecturers' job commitment. Also workplace empowerment involves working together in terms of delegating work and power to encourage people to become more involved in making -decisions and trusting individuals to have the skills to put their ideas into practices. The extent to which lecturers' are empowered through professional growth and decision making depend largely on student academic achievement in the college. Therefore, workplace empowerment is indispensable in any educational reform for lecturers' job commitment. Workplace empowerment of lecturers in colleges of education particularly in the conduciveness of professional growth and decision making are needed by the lecturers to be optimally committed in colleges of education in south east, Nigeria. Thus, the study concluded that workplace empowerment had significant variation towards lecturers' job commitment in colleges of education in south east, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Provost should establish a sustainable colleges-based yearly training programme for lecturers to constantly upgrade their skills and ways to continuing improving their teaching profession in order to optimize lecturers' job commitment in colleges of education in south east, Nigeria
2. Provost should directly or indirectly involve lecturers' in decision-making in the college affairs. This is because most of the problems in the colleges are sometimes first identified by the lecturers and in most cases they may have discussed the problem among themselves and knows the right thing to be done. So if the provost should involve lecturers in decision-making he would have easy solutions to the existing problems in the college.

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