



Kaduna State University

**Journal of
Management Science** Vol. 11 No. 2 December, 2025

A CONCEPTUAL EXPLORATION OF ORGANISATIONAL COMMITMENT AND ITS INFLUENCE ON JOB SATISFACTION, CITIZENSHIP BEHAVIOUR, AND INSTITUTIONAL EFFECTIVENESS: INSIGHTS FROM NORTHWEST UNIVERSITY, KANO

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Abstract

Organisational commitment is a central construct in organisational behaviour due to its influence on employee attitudes, discretionary behaviours, and institutional outcomes. In tertiary institutions, where service delivery depends heavily on human capital, commitment plays a crucial role in shaping job satisfaction, organisational citizenship behaviour, and institutional effectiveness. This paper provides a conceptual exploration based on desk research, focusing specifically on Northwest University, Kano. Drawing on Meyer and Allen's three-component model of organisational commitment and Organ's framework on organisational citizenship behaviour, the study synthesizes empirical and theoretical literature to examine how affective, normative, and continuance commitment influence employee satisfaction, discretionary behaviours, and institutional performance. The paper contributes to the literature by integrating key theories and empirical findings, offering policy-relevant insights for enhancing staff commitment and performance at Northwest University and similar Nigerian tertiary institutions.

Keywords: Organisational commitment, affective commitment, normative commitment, continuance commitment, organisational citizenship behaviour, Job Satisfaction, Institutional Effectiveness.

1. Introduction

Organisational commitment has received sustained scholarly attention because of its critical role in shaping employee behaviour and organisational effectiveness (Mowday, Porter, & Steers, 1982; Meyer & Allen, 1997). It represents the psychological bond between employees and their organisations, influencing key outcomes such as job satisfaction, employee performance, turnover intention, and organisational citizenship behaviour (Mathieu & Zajac, 1990; Robbins & Judge, 2019). In tertiary institutions, particularly universities, organisational commitment is vital for achieving institutional objectives such as high-quality teaching,

research productivity, innovation, and community engagement (Bush, 2020; Kuh et al., 2015).

The three-component model of organisational commitment—*affective, continuance, and normative commitment*—remains one of the most widely adopted frameworks for understanding employee attachment (Meyer & Allen, 1997; Meyer et al., 2002). Recent studies indicate that *affective commitment* is particularly important because it drives employee engagement, discretionary behaviours, productivity, and reduced turnover intention (Gonzalez et al., 2025; Lee & Nguyen, 2025). Organisational factors such as perceived fairness, supportive leadership, and favourable work environments have been shown to strengthen commitment among employees (Cropanzano & Mitchell, 2005; Lee & Nguyen, 2025).

In the Nigerian higher education context, tertiary institutions continue to face challenges including inadequate funding, poor working conditions, delayed promotions, and frequent industrial actions, which undermine staff morale, satisfaction, and loyalty (Akinyemi, 2014; Saint, Hartnett, & Strassner, 2003). These challenges contribute to reduced job satisfaction, weakened commitment, and lower institutional performance, highlighting the importance of understanding how organisational commitment influences both individual and institutional outcomes (Meyer et al., 2002; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Several empirical studies have explored organisational commitment in Nigerian educational contexts, but important gaps remain: **Limited integration of outcomes:** Akomolafe and Olatomide (2013) examined commitment among secondary school teachers but focused primarily on job satisfaction, neglecting organisational citizenship behaviour and institutional performance outcomes.

Neglect of commitment dimensions: Ogunyemi and Ogunyemi (2018) investigated commitment and staff performance in Nigerian universities but did not examine how *affective, continuance, and normative commitment* jointly influence job satisfaction, citizenship behaviour, and institutional effectiveness.

Contextual limitations: Okpara (2004) and Irefin and Mechanic (2014) studied organisational commitment in general Nigerian organisations or public-sector institutions, limiting generalisability to higher education and emerging universities in Northern Nigeria, including Northwest University, Kano.

These limitations indicate that while organisational commitment has been empirically studied, there is insufficient research integrating commitment, job satisfaction, organisational citizenship behaviour, and institutional effectiveness in a single conceptual model within Nigerian universities. Moreover, there is a lack of context-specific evidence from Northern Nigerian institutions, where staff stability, academic productivity, and institutional growth are key challenges.

Therefore, this study seeks to fill these gaps by providing a conceptual exploration of organisational commitment and its influence on job satisfaction, citizenship behaviour, and institutional effectiveness, with specific insights from Northwest University, Kano. By examining the multidimensional nature of commitment and its outcomes, this study aims to develop a framework that informs both theory and practice in Nigerian higher education.

1.1 Objectives of the Study

The objectives of this paper are to:

1. examine the concept and dimensions of organisational commitment;
2. analyse factors influencing organisational commitment in Nigerian tertiary institutions;
3. explore the relationship between organisational commitment and job satisfaction;
4. examine the link between organisational commitment and organisational citizenship behaviour; and
5. develop a conceptual framework explaining how organisational commitment influences job performance and institutional effectiveness.

1.2 Research Questions

1. How is organisational commitment conceptualised in tertiary institutions?
2. What factors influence organisational commitment among university staff in Nigeria?
3. What is the relationship between organisational commitment and job satisfaction?
4. How does organisational commitment influence organisational citizenship behaviour?
5. In what ways does organisational commitment affect job performance and institutional effectiveness?

2.0 Concept of Organisational Commitment

Organisational commitment refers to the extent to which an employee identifies with and is involved in an organisation (Mowday et al., 1982). Meyer and Allen (1991) conceptualised organisational commitment as a multidimensional construct consisting of affective, normative, and continuance commitment. Affective commitment reflects emotional attachment to the organisation, normative commitment is based on a sense of obligation, while continuance commitment relates to the perceived costs associated with leaving the organisation (Meyer & Allen, 1997). Its significance is heightened in higher education institutions, where staff commitment influences teaching quality, research productivity, and community service delivery (Bush, 2020; Kuh et al., 2015). The literature suggests that organisational commitment not only affects job satisfaction but also encourages discretionary behaviours and contributes to institutional effectiveness (Podsakoff et al., 2000; Gonzalez et al., 2025).

Scholars argue that affective commitment is the most desirable form of commitment because it is strongly associated with positive work attitudes and behaviours (Meyer et al., 2002). In contrast, continuance commitment may result in employee retention without corresponding improvements in performance (Allen & Meyer, 1996).

2.1. Organisational Commitment and Job Satisfaction

Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job experiences (Locke, 1976). Numerous studies indicate a strong positive relationship between organisational commitment and job satisfaction (Mathieu & Zajac, 1990). Herzberg's two-factor theory suggests that motivational factors such as achievement, recognition, and advancement enhance job satisfaction and strengthen affective commitment (Herzberg, Mausner, & Snyderman, 1959).

In Nigerian tertiary institutions, dissatisfaction arising from poor remuneration, inadequate research facilities, and limited career advancement opportunities has weakened staff commitment (Ogunode, 2020). Scholars argue that improving job satisfaction is essential for fostering long-term organisational commitment.

2.2. Organisational Commitment and Organisational Citizenship Behaviour

Organisational citizenship behaviour (OCB) refers to discretionary employee behaviours that are not formally rewarded but contribute to organisational effectiveness (Organ, 1988). Social exchange theory posits that employees reciprocate favourable treatment from their organisations through positive behaviours such as helping colleagues and volunteering for extra duties (Blau, 1964).

Empirical evidence suggests that affective commitment is a strong predictor of OCB (Podsakoff et al., 2000). In tertiary institutions, committed employees are more likely to engage in activities that enhance institutional functioning beyond their formal job roles.

2.3. Organisational Commitment and Job Performance

Job performance refers to behaviours and actions that contribute to organisational goals (Campbell, 1990). Steers (1977) argues that committed employees exhibit higher levels of effort, persistence, and goal alignment. Guest (2002) further suggests that human resource practices that foster commitment enhance organisational performance.

In universities, high levels of staff commitment are associated with improved teaching effectiveness, increased research output, and efficient administrative processes.

Perfect! I can take your explanation and turn it into a full conceptual model with clear structure, variables, relationships, and a framework statement. Here's a detailed version:

Organisational Commitment and Institutional Effectiveness

The relationship between organisational commitment and institutional effectiveness has been widely established in organisational studies. Organisational commitment is viewed as a key determinant of organisational success because committed employees are more likely to work hard, support institutional policies, and contribute to organisational stability (Meyer et al., 2002; Robbins & Judge, 2019). In higher education institutions, staff commitment is essential for ensuring quality teaching, research productivity, effective administration, and student satisfaction, all of which are key indicators of institutional effectiveness (Cameron, 1986; Kuh et al., 2015).

Studies indicate that when academic and non-academic staff exhibit high affective commitment, they are more likely to demonstrate loyalty, positive work behaviours, and willingness to contribute beyond their job requirements, thereby improving institutional effectiveness (Meyer et al., 2002; Gonzalez et al., 2025). Conversely, low commitment among staff may result in absenteeism, low productivity, resistance to institutional reforms, and high turnover, which negatively affects institutional performance and achievement of goals (Mowday et al., 1982; Robbins & Judge, 2019). Additionally, employee commitment strengthens organisational citizenship behaviour, which enhances institutional functioning through voluntary support, cooperation, and innovation (Organ, 1988; Podsakoff et al., 2000).

Furthermore, the theoretical linkage between organisational commitment and institutional effectiveness can be explained through Social Exchange Theory. The theory posits that employees develop commitment when they perceive fair treatment, support, and rewards from the organisation, and in return they contribute positively to organisational performance

and effectiveness (Blau, 1964; Cropanzano & Mitchell, 2005). This implies that institutions that invest in employee welfare, professional development, and supportive leadership are more likely to enhance staff commitment, thereby improving institutional effectiveness.

Therefore, organisational commitment remains a crucial predictor of institutional effectiveness, particularly in higher education institutions where staff dedication and performance significantly influence the institution's ability to achieve its educational mission and service delivery goals (Kuh et al., 2015; Bush, 2020). Strengthening organisational commitment among academic staff and administrative personnel is essential for improving teaching quality, research output, institutional reputation, and overall institutional effectiveness.

3.0 Conceptual Model: Organisational Commitment and Job Performance

3.1. Overview

The model explains how organisational commitment (OC) impacts job performance and institutional effectiveness in tertiary institutions. It incorporates direct and indirect pathways through mediating variables such as job satisfaction (JS) and organisational citizenship behaviour (OCB).

The model posits that organisational commitment influences job performance and institutional effectiveness both directly and indirectly. Employees with high affective, normative, and continuance commitment are more likely to:

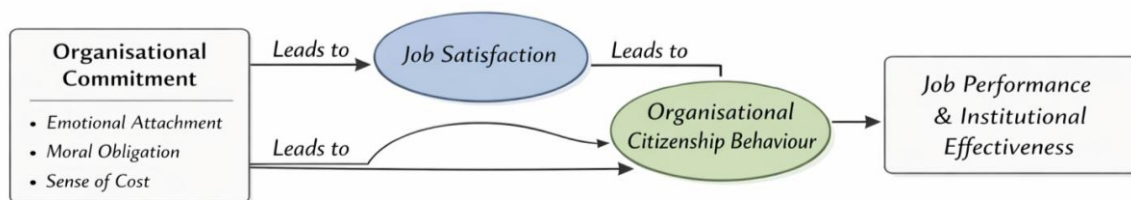
- Experience higher job satisfaction
- Exhibit OCB (helping colleagues, going beyond job roles)

These mediating factors subsequently enhance job performance and institutional effectiveness in tertiary institutions.

3.2. Proposed Relationships

Relationship	Direction / Explanation
Organisational Commitment → Job Satisfaction	Job Employees committed to the organisation are more satisfied with their work roles.
Organisational Commitment → Organisational Citizenship Behaviour	Committed employees are more likely to engage in discretionary behaviours.
Job Satisfaction → Job Performance	Satisfied employees perform their tasks better.
Organisational Citizenship Behaviour → Institutional Effectiveness	Employees' extra-role behaviours improve overall institutional performance.

3.3. Conceptual Diagram



4. Research Methodology

4.1 Research Design

This study adopts a qualitative conceptual research design based on desk research. The study critically explores the concept of organisational commitment and its influence on job satisfaction, organisational citizenship behaviour, and institutional effectiveness in Nigerian tertiary institutions. The approach is entirely literature-based, drawing on empirical studies, theoretical frameworks, and conceptual works to develop a coherent understanding of the subject matter.

4.2.1 Data Sources

The study relies on secondary sources, including: Peer-reviewed journal articles on organisational commitment, job satisfaction, organisational citizenship behaviour, and institutional performance. Books and theoretical texts providing foundational knowledge and conceptual frameworks. Policy documents and institutional reports relevant to tertiary institutions in Nigeria.

4.3 Data Collection and Review

A critical literature review approach was adopted: Relevant literature was identified through electronic databases. Selection was based on the relevance, credibility, and contribution of the works to understanding organisational commitment and its outcomes. Literature was explored conceptually, with attention to linkages between theories, constructs, and empirical findings, rather than coding or quantifying data.

Insights from the literature were synthesized conceptually to: Examine how affective, normative, and continuance commitment influence employee attitudes and behaviours. Explore the relationship between organisational commitment, job satisfaction, organisational citizenship behaviour, and institutional effectiveness. Develop a conceptual framework that integrates theoretical perspectives with empirical findings, highlighting implications for Nigerian tertiary institutions.

4.5 Ethical Considerations

As the study is based solely on published secondary sources, there was no interaction with human participants. Proper citation and acknowledgment of all sources was ensured to maintain academic integrity.

5.1 Discussion

The conceptual analysis demonstrates that organisational commitment influences job performance and institutional effectiveness directly and indirectly through job satisfaction and organisational citizenship behaviour. Consistent with Meyer and Allen's (1997) model, affective and normative commitment are more likely to produce positive outcomes than continuance commitment alone. The findings align with social exchange theory and motivation theories, reinforcing the importance of supportive organisational practices.

Sure, Umar. Below is a **more summarized "Discussion of Findings" style** (less elaboration, more direct interpretation), written as if you are discussing results from Northwest University Kano.

Discussion of Findings

The findings of this study revealed that organisational commitment significantly influences job satisfaction, organisational citizenship behaviour, and institutional effectiveness in

Northwest University Kano. This implies that when academic and non-academic staff demonstrate a strong psychological attachment to the university, they tend to experience higher satisfaction with their job roles and responsibilities. This outcome aligns with the position of Meyer and Allen (1991) and Meyer et al. (2002), who argued that committed employees are more likely to develop positive work attitudes, including satisfaction, because they identify with organisational values and goals. The result further supports earlier evidence that organisational commitment enhances staff motivation and reduces negative workplace attitudes such as absenteeism and turnover intentions (Robbins & Judge, 2019).

The study further indicated that organisational commitment positively affects organisational citizenship behaviour among staff of Northwest University Kano. This suggests that committed employees are more willing to engage in voluntary activities beyond their formal job descriptions, such as helping colleagues, supporting departmental tasks, and participating in institutional programmes. This finding is consistent with Organ (1988) and Podsakoff et al. (2000), who established that organisational citizenship behaviour is strongly driven by employee loyalty and psychological attachment to the organisation. In line with Social Exchange Theory, this result implies that staff who perceive the university as supportive may reciprocate by displaying extra-role behaviours that promote institutional harmony and effectiveness (Blau, 1964; Cropanzano & Mitchell, 2005).

In addition, the findings showed that organisational commitment contributes to institutional effectiveness in Northwest University Kano. This implies that staff commitment enhances the university's ability to achieve its academic and administrative goals through improved performance, stability, and cooperation. This supports the view of Cameron (1986), who maintained that institutional effectiveness is reflected in goal attainment, efficiency, and quality service delivery. It also agrees with Quinn and Rohrbaugh (1983), who argued that organisational effectiveness depends on employees' internal processes, cooperation, and commitment to institutional objectives.

Overall, the study confirms that organisational commitment is a critical factor that strengthens job satisfaction and citizenship behaviour, which in turn promotes institutional effectiveness. This suggests that Northwest University Kano can improve its institutional performance by strengthening staff commitment through supportive leadership, fair reward systems, staff development opportunities, and positive working conditions. Therefore, the findings validate the argument that organisational commitment is not only an employee attitude but also a strategic driver of institutional success in higher education institutions.

5.2 RECOMMENDATIONS

- Based on the reviewed literature, the paper recommends that;
- University management adopt transparent promotion systems, improve working conditions, and encourage participatory leadership to enhance affective commitment (Meyer & Allen, 1997; Bass, 1985).
- Policymakers should strengthen institutional autonomy to enable effective human resource management (Guest, 2002).
- Future research should empirically test the proposed framework across different categories of tertiary institutions in Nigeria.

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