

# 1 Job-Characteristics Dimensions and Employee Continuance 2 Commitment

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## 7 **Abstract**

8 Effort towards retaining committed of regular nonacademic staff has remained a recurrent  
9 concern, indicating that, employees' commitment among university workers, could have been  
10 compromised. However, even when investigated into, more extrinsic and less intrinsic factors  
11 are applied to determine the commitment. Hence, the study approached this gap from  
12 job-characteristics dimensions to employee continuance commitment. The cross-sectional  
13 survey research design was adopted and, data collected from 377 regular nonacademic staff  
14 using validated and reliable copies of a questionnaire. Multiple regression analysis was applied  
15 as the inferential statistics. Results from multiple regression analysis conducted found that  
16 job-characteristics dimensions had a significant effect on employee continuance commitment [ $R^2 = 0.726$ ,  $F(5, 371) = 78.081$ ,  $p < 0.05$ ]. Also, task identity, task significance, and feedback had  
17 a significant positive effect on continuance commitment. On the strength of the statistical  
18 findings, it was recommended for management emphasize on task identify, significance and,  
20 feedback to enable continuance commitment of non-academic staff.

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22 **Index terms**— continuance commitment, job-characteristics dimensions.

## 23 **1 Introduction**

24 continuance commitment commentary has engendered several debates as to whether employees stay and perform  
25 optimally in an organization as a result of intrinsic and or extrinsic factors. Interestingly, the uniqueness,  
26 dynamism, and complexity of man are unfathomable and unpredictable, and the same can equally refer  
27 to what triggers an individual's commitment ??Brumley, 2014).Globally, academics, business operators, and  
28 administrators for over a decade, are increasingly acknowledging employees' commitment as a factor in attaining  
29 organizational goals (Nzewi, Chiekezie, Ekene, Raphael, & Ebuka, 2017; Shahid & Azhar, 2013). However,  
30 context observations and workplace practices within and among different industries have hybridized to depict  
31 commitment problems as turnover, absenteeism and sub-optimal performance (Ebechukwu, Uhiara, Sydney-Agbor, &  
32 Nwankwo, 2013; Gupta, Shaheen, & Reddy, 2017).

33 According to Allen and Meyer (1990), continuance commitment is based on the costs that employees associate  
34 with leaving the organization, and it could be dependent on extrinsic and or intrinsic factors. Mouhamadou,  
35 Peter, and Moussa (2016) noted that continuance commitment occurs when employees stay in the organization  
36 because of the recognition of the costs associated with leaving the organization. Therefore, the economic cost of  
37 leaving the organization could predict continuance commitment. Nevertheless, ??Allen and Meyer (1991) claimed  
38 that continuance commitment could be influenced either by monetary rewards (Aina, Adeyeye, & Ige, 2012),  
39 structure (Ardrey, Pecotich, & Ungar, 2001), withdrawal intentions (Ortiz & Lau, 2011), and or human resource  
40 management practices (Shahid & Azhar, 2013). However, Ebechukwu, Uhiara, Sydney-Agbor, and Nwankwo (2013)  
41 argued that, employee commitment may not only be as a result of the organization type and benefits but, the  
42 inherent characteristics of the job such as aspects of the task the employee is engaged in, the degree to which the  
43 job is defined and is under the control of the employee.

## 4 B) TASK IDENTITY

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44 Job characteristics also referred to as job enrichment or job design (Magaji, Akpa, & Akinlabi, 2017; Salau,  
45 Adeniji & Oyewunmi, 2014), allows employees more control and responsibility for how their job is performed  
46 subject to knowledge, skills and ability (Egwakhe, 2014). Thus, achieving job characteristics involve redesigning of  
47 jobs in a way that increases the opportunities for an employee to experience feelings of responsibility, achievement,  
48 growth, recognition, autonomy, the significance of the job, feedback in the work setting and having better control  
49 (Magaji, 2015). However, Akeke, Akeke, and Awolusi (2015) and Herzberg (1959) claimed that every job must  
50 have five core dimensions which are, skill variety, task significance, task identity, autonomy, and feedback to  
51 achieve job characteristics.

52 Contextually, though many institutions, including educational institutions' assertion are that employees are  
53 their greatest asset and agents of success, the notion of employee continuance commitment, which is a dimension  
54 of commitment is often overlooked. Also, the lack of commitment to work has remained one of the quality values  
55 deficient among most personnel in higher educational institutions (Egwakhe & Osabuohien, 2009; Kiiza & Picho,  
56 2015). Reports of nonchalant attitude to work, laxity, mediocrity, and ineptitude reigns highly among most staff  
57 members in Nigerian universities (Akinsanya & Oludeyi, 2013; ??ludeyi, 2015). The problem becomes more  
58 worrisome as reports of issuance of certificates with incorrect bio data, missing scores, upgrading of failed grades  
59 at result computation level, hiding failed grades and selling of grades, is on the increase (Amune, 2015; Asiyai,  
60 2015).

## 61 2 Literature Review

62 Conceptually, Stebbins (1970) and Wang, Indridasson, and Saunders (2011) referred to continuance commitment  
63 as what is preventing a person from changing to another. Zopiatis, Constanti, and Theocharous (2014) described  
64 continuance commitment as a psychological state that is different from value commitment since it is not as a  
65 result of the presence of rewards rather, it is from the presence of penalties which are associated with leaving a  
66 position. Oludeyi (2015) affirmed that continuance commitment had been shown to affect individuals' intention  
67 to keep their position and stay as a part of a project or organization as, Enyia (2016) noted that people have  
68 the knowledge of the economic concerns associated when leaving a position or organization. Umoh et al. (2014)  
69 argued that, as against the submission of Stebbins (1970), the costs associated with leaving an organization might  
70 include a wide variety of entities, some of which are measurable and others which are more intangible. Hence  
71 continuance commitment could develop out of the perceived cost (benefit against loss), and requires that the  
72 employee should be aware of these benefits and losses.

73 Job characteristics involve ensuring that a job is designed to motivate and enhance performance (Magaji,  
74 2015). Salau et al. (2014) claimed that job characteristics is a design of job that increases the volume of employees'  
75 autonomy, control, skill varieties and responsibility which invariably helps to reduce rigidity, tediousness, and  
76 lack of creativity. Davoudi and Mehdi (2013) proposed job characteristics as 'vertical loading' of a job implying  
77 that an enriched task which depicts the character of the job should provide a range of tasks to be carried out with  
78 an adequate feedback mechanism, encouragement, and communication. As a result, job characteristics allows the  
79 employee to work innovatively and accordingly because of the expansion of role and responsibility (Obi-Nwosu,  
80 Chiamaka, & Tochukwu, 2013). However, ??ackman and Oldham (1975) posited that variety, autonomy and  
81 decision authority are three ways of adding challenge to a job, while job enrichment and job rotation are the two  
82 ways of adding variety and challenge. Thus Vijay and Indradevi (2015) asserted that for a task to be referred  
83 to as enriched it should have the five job enrichment dimensions which include: skill variety, task identity, task  
84 significance, autonomy, and feedback.

## 85 3 a) Skill variety

86 Skill variety refers to the degree to which the job requires different skills and talents. Derek and Laura (2000)  
87 opined that movement of employees from one task to another within a particular organization and allowing  
88 workers to adopt a variability of tasks in their work helps in avoiding repetitiveness, dullness, and boredom.  
89 Several researchers have claimed that when a variety of skills are necessary to complete a task and those skills  
90 are perceived to be of value to the organization; employees find their work to be more meaningful (Bratton,  
91 2007; Magaji, 2015). As a result, an employee can draw from several different skills and abilities as well as upon  
92 a range of knowledge ??Ali & Aroosiya, 2010). Thus, whereas a job that has limited skill variety is likely to  
93 be less stimulating and may result in boredom, jobs that are high in skill variety are perceived by employees as  
94 more challenging because of the range of skills involved (Kemboi, Biwott, Chenuos, & Rutto, 2013; Pee, 2011).  
95 However, very high skill variety may deplete employees' mental resources and lead to mental overload and increase  
96 job pressure (Chen & Chiu 2009). The above assertions were corroborated by Awolusi (2015) that despite the  
97 advantages of skill variety, the strategies implemented in achieving skill variety have to be prudently weighed.

## 98 4 b) Task Identity

99 According to Choge, Chepkiyeng, and Chelimo (2014), task identity is defined as the extent to which an individual  
100 can complete a whole and identifiable piece of work. Scholars have opined that employees who work on a tiny  
101 part of whole work are unable to identify their broadened to produce a whole product or an identifiable part of it,  
102 then task identity has been established (Hasebur & Sheikh, 2014; Lunenburg, 2013). Lunenburg (2013) indicated

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103 that task identity creates a sense of responsibility for completion that acts as a motivational driver and increased  
104 commitment. Omid and Alborz (2014) added that it assists employees in understanding the link between the  
105 jobs assigned to them and other activities in the organization. As a result, task identity is a critical element of  
106 employee personal and workout outcomes since the entire job is viewed from a holistic view and not viewed for  
107 its components (Nyabundi & Kagiri, 2016). Thus employees working in jobs with low task identity feel that they  
108 lack personal accomplishment, feel bored, and perceive their jobs as meaningless (Nyabundi, & Kagiri, 2016; Pee,  
109 2011). However, when task identity is very high, employees are likely to feel solely accountable for the results  
110 of their work and this may result in stress and negatively impact commitment (Pee, 2011; ??yabundi & Kagiri,  
111 2016).

## 112 **5 c) Task Significance**

113 Scholars defined task significance as the degree to which the job has a substantial impact on the lives or work of  
114 other people, both in the immediate organization or in the external environment (Choge, Chepkiyeng, & Chelimo,  
115 2014; Lunenburg, 2013). Academics have claimed that if employees understand the significance of their tasks, they  
116 will seek to increase their capabilities and learning. Such individuals continually desire to improve their work  
117 knowledge to maintain the value of their job. (Omid & Alborz, 2015). Consequently, Salauet al. (2014) asserted  
118 that task significance centers on how essential the task is to the overall efforts of the organization both locally  
119 and internationally. Hence, when task significance is very high, it will serve as a driving force and motivational  
120 tool for employees to increase and exert more efforts on the job (Lynton & Pareek, 2000). Accordingly, Fourman  
121 and Jones (1997) submits that familiarization of the workers with how different fragment of the organization  
122 works collectively, be aware of what the end product is, what it does and who uses it, since an organization is a  
123 "system" that depends on the performance of each segment operated by various employees is paramount.

## 124 **6 d) Autonomy**

125 Sisodia and Das (2013) defined job autonomy as the extent to which employees have a say in scheduling their  
126 work, selecting the equipment to be used, and deciding on procedures to be followed. Several scholars have  
127 claimed that job autonomy refers to the extent to which an employee can determine the pace, sequence, and  
128 methods to accomplish the job (Magaji, 2015)

## 129 **7 e) Feedback**

130 Hellriegel and Slocum(2011) opined that job feedback is the degree to which carrying out the work activities  
131 required by the job provides the individual with direction and clear information about the effectiveness of the  
132 individual's performance. However, feedback can be positive or negative, but it is best when it is balanced  
133 appropriately (Lunenburg, 2013). As a result, feedback should frequently occur rather than be delayed until the  
134 annual evaluation meeting. Sole (2009) claimed that feedback does not stop until it goes further to communicate  
135 back to the employees. Employee's evaluation through appropriate feedback mechanism to a considerable extent  
136 help employees to monitor progress within the organization to carry out duties, tasks, and responsibilities and this  
137 feedback can be made available on a daily, weekly, monthly, and quarterly basis (Kemboiet al., 2013). Therefore,  
138 Salauet al. (2014) affirmed that feedback in return should not just be every year but also as frequent and timely  
139 as possible to maintain and sustain performance and measure commitment. However, whereas too much feedback  
140 may have a negative effect, too much negative feedback can threaten an employees' sense of competence while  
141 too much positive feedback can cause an employee to feel ingratuated (Kemboiet al., 2013).

142 Empirically, previous studies have provided evidence of strong correlations between dimensions of job  
143 characteristics and the commitment of employees (Don-Solomon& Luke, 2016; Volmeret al., 2012). Other  
144 studies found that employees, who are more productive and can stay longer on the job, were able to highlight  
145 higher commitment ratings as a result of job satisfaction and job design(Azeezet al., 2016; Velnampy & Sivesan,  
146 2012).However, some studies provided evidence of only a few dimensions of job characteristics significantly related  
147 to the commitment of employees' dependent on the type of organization, type of job, and position (Kónya, Mati?,  
148 & Pavlovi?, 2016);as studies have shown that a low commitment has is associated with low levels of morale (Fika,  
149 Ibi,& Abdulrahman, 2016; Ushie, Agba, & Okorie, 2015).

150 Further, previous studies have shown that employees working in jobs with high task significance believe that  
151 their actions benefit others (social impact) and valued by others (social worth) (Grant 2008; ??alauet al., 2014).  
152 In line with these findings, Pee (2011) found that task significance is positively related to employee commitment;  
153 while high levels of job control and autonomy are negatively linked to role conflict and role ambiguity (Spector,  
154 1986). Conversely, employees with less job autonomy have only pre-defined strategies to fulfill tasks (Humphrey  
155 et al., 2007) Cohen (2007) focused on commitment. The theories proposed that some factors in the workplace  
156 cause job satisfaction, while a separate set of factors cause dissatisfaction. That, often, work should be arranged  
157 as job enlargement, rotation and or enrichment to create the opportunity for employees to take part in planning,  
158 performing, and evaluating their work. Also that removing some of the control management has over employees  
159 and increasing the accountability and responsibility workers have over their work would eventually, increase  
160 employee autonomy. Further, an individual's intentions and general perceptions of commitment were developed  
161 in the socialization process and were influenced by personal beliefs, values, expectations about the job and prior

## 11 A) INTERPRETATION

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162 experiences before entry into the organization since, socialization is mostly influenced outside work (pre-entry  
163 into institution) (Wei Bo, Kaur, & Jun 2010). Inferring that as a result of the personality and socialization  
164 process of an individual, whereas skill variety, task identity, task significance, autonomy, and feedback could have  
165 a positive and significant effect on continuance commitment for an employee it may not be the same for another  
166 employee.

### 167 8 III.

### 168 9 Methodology

169 This work adopted the cross-sectional survey research design to attempt to understand a particular population  
170 at a time and to ensure that the amount of uncertainty characterizing a decision in a situation is clearly defined  
171 through highly structured approach (Zikmund, Babin, Carr, & Griffin, 2012). The decision to use cross-sectional  
172 survey is consistent with the study of Onabajo(2011) and Oyelere et al.,(2015) A sample size of four hundred and  
173 thirty (430) constituted the sample size determined by utilizing the formula developed by Krejcie and Morgan  
174 (1970) for sample determination for a finite population. The study adopted a multiple-stage sampling technique.  
175 The research was conducted through a well-structured questionnaire from regular non-academic staff to obtain  
176 large amounts of data needed from a large number of people in a short period, to quantified data to compare and  
177 contrast other researches, to measure change, and add to empirics. Items in the questionnaire were adopted and  
178 adapted because the questionnaire have been used in different countries and industries.

179 The pilot test conducted was on the questionnaire along with validity and the reliability test. Content,  
180 criterion, and construct validity were established (Fornell & Larcker, 1981) to determine the reliability of the  
181 instrument. The face content or face validity (scale's validity) was applied to measure how well the content  
182 of the research measurement instrument measures what it is designed to measure. The construct validity was  
183 addressed through the review of literature; adopting and adapting instruments used in previous research that  
184 has been critically reviewed and validated (Skill Variety (?) = 0.71, Task Identity (?) = 0.89, Task Significance  
185 (?) = 0.86, Autonomy (?) = 0.79, Feedback (?) = 0.71, and Continuance Commitment (?) = 0.73) (Allen  
186 & Meyer, 1990; ??ackman & Oldham, 1975; ??orgeson & Humphrey, 2006). While the criterion validity was  
187 used to measure the ability of the research instrument to predict future outcomes. The reliability result through  
188 Cronbach's alpha coefficient from the internal consistency test revealed (?) = 0.871 (with the lowest being 0.723;  
189 and the highest 0.895). Based on the results of the pre-test result as depicted bythe Cronbach's alpha that was  
190 greater than (>) 0.70 and closer to 1.0 (Livingston, 2018; ??unnally, 1978), the structured questionnaire was  
191 considered reliable. The work used primary data sourced from the sampled private universities and analyzed by  
192 using The multiple regression analysis was used to test the hypothesis at 95% confidence interval.

193 IV.

## 194 10 Results and Discussions

195 The retrieved copies from the administered four hundred and thirty (430) questionnaires was three hundred  
196 and seventy-seven (377) which represented a response rate of 87.7%, The study assumption was that, job-  
197 characteristics dimensions (skill variety, task identity, task significance, autonomy, feedback) have no significant  
198 effect on employee continuance commitment. Therefore, to test the formulated hypothesis, a multiple regression  
199 analysis was done by the researcher, as presented in Table ??1.

### 200 11 a) Interpretation

201 The multiple regression aggregate results in Table ??1 showed that the relationship between job characteristics  
202 dimensions (skill variety, task identity, task significance, autonomy, feedback) and employee continuance  
203 commitment was strong, positive and statistically significant [ $R = 0.726$ ,  $F (5, 371) = 78.081$ ,  $p < 0.05$ ]. Moreover,  
204 the goodness of fit model presented in Table ??1 shows that with Adjusted  $R^2 = 0.506$ , implies that about 50.6%  
205 variation in employee continuance commitment is explained by variations in job characteristics dimensions. This  
206 relatively high moderate association is attributed to the fact that job characteristics dimensions yielded some  
207 equivalent results in terms of employee continuance commitment. However, the model failed to explain 49.4% of  
208 the variation, meaning that there are other factors associated with employee continuance commitment which were  
209 not fitted in the model and thus, the study assumption which states that job-characteristics dimensions (skill  
210 variety, task identity, task significance, autonomy, feedback) have no significant effect on employee continuance  
211 commitment is hereby rejected.

212 Further, Table ??1presents result of individual multiple regression analysis. The results revealed that out of  
213 the five job characteristics dimensions, task identity [ $? = 0.118$ ,  $t = 2.286$ ,  $p = .023$ ], task significance [ $? = 0.158$ ,  
214  $t = 2.932$ ,  $p = 0.004$ ] and feedback [ $? = 0.474$ ,  $t = 8.163$ ,  $p = 0.000$ ] have positive and statistically significant  
215 effect on employee continuance commitment. Autonomy [ $? = 0.199$ ,  $t = 1.934$ , and  $p = .064$ ] have positive but  
216 no significant effect on employee continuance commitment. While skill variety [ $? = -0.088$ ,  $t = -1.783$ , and  $p =$   
217  $.075$ ] have negative and no significant effect on employee continuance commitment.

218 The model equation parameter estimate depicting good fit for Job Characteristics dimensions (skill variety,  
219 task identity, task significance, autonomy, and feedback) and Employee Continuance Commitment is, therefore;

220  $ECC = -0.858 + 0.207TI + 0.249TS + 0.578FB$  Where: ECC = Employee Continuance Commitment TI = Task  
221 Identity TS = Task Significance FB = Feedback

222 The regression model equation indicates that ? 0 is -0.858 when X = 0. The value -0.858 implies that  
223 statistically without job characteristics dimensions, there seem to be a negative effect on employee continuance  
224 commitment. Further, the coefficient (parameter estimate) results indicates that on job characteristics  
225 dimensions, for one-unit increase in task identity, task significance, autonomy and feedback; employee continuance  
226 commitment increases by 0.207, 0.249, 0.184, 0.578 units respectively (that is, statistically, employee continuance  
227 commitment will increase by 20.7%, 24.9%, 18.4%, and 57.8% respectively). Indicating that statistically, based  
228 on data retrieved for this study and analyzed, of the five job characteristics dimensions only task identity, task  
229 significance, and feedback have a positive effect on employee continuance commitment. However, the aggregate  
230 result from the multiple regression analysis as earlier stated [R = 0.726, F (5, 371)]

## 231 12 Global

### 232 13 b) Discussion of Findings

233 The findings in Tables 4.1 revealed that job characteristics dimensions (skill variety, task identity, task significance,  
234 autonomy, feedback) have a significant effect on employee continuance commitment in selected private universities  
235 in Ogun State. Whereas the aggregate result (ANOVA) agreed with the findings from previous studies conducted  
236 in universities that, job enrichment is a strong predictor of work-related attitudes as, there is a positive correlation  
237 between job depth, core job dimension elements of job enrichment, workers' commitment and performance  
238 (Oludeyi, 2015; Salauet al., 2014), there were disparities in the individual regression result (Coefficients).  
239 However, Velnampy and Sivesan (2012) claimed that employees who are more productive and stay longer on  
240 the job were able to highlight higher commitment ratings as a result of job enrichment. Farajiet al. (2015)  
241 affirmed that individual's job characteristics have a positive and significant influence on commitment such that  
242 employees' commitment can be increased through redesigning and enriching employees' job.

243 The individual coefficient results for the study hypothesis revealed that while, skill significance, task identity,  
244 and feedback had a positive and significant effect, autonomy and skill variety had no significant effect on employee  
245 continuance commitment although, autonomy, had a positive link with employee continuance commitment.  
246 Supporting these findings, Magaji (2015) found that employees with greater job autonomy feel responsible for  
247 jobs done and perform better when there is freedom, autonomy, and opportunity to decide what and how to  
248 perform and accomplish their jobs. Kariuki and Makori (2015) supported the study findings that people whose  
249 work is autonomous, experience a feeling of responsibility and are more likely to invest effort into their work,  
250 even in the face of obstacles. Nevertheless, though such feelings of self-worth as a result of having autonomy on  
251 the job can generate high levels of engagement having too much autonomy can backfire on commitment (Kariuki  
252 & Makori, 2015). The submissions in this discussion could be the reason, although autonomy had a weak positive  
253 relationship, it has no significant effect on employee continuance commitment in this study. It could be that since  
254 employees with more continuance commitment focus more on the economic benefits they stand to gain and are  
255 less concerned about the freedom the job offers hence they are obligated to stay in the institution.

256 Further, Bratton (2007) pointed out that when a variety of skills are necessary to complete a task, and those  
257 skills are perceived to be of value to the organization, employees find their work to be more meaningful. Aina  
258 and Omoniyi (2014) added that one way to achieve task variety is through job rotation that is, moving employees  
259 from job to job within the institution, thus allowing employees a variety of tasks in their work and helping to  
260 prevent boredom. Magaji (2015) supported Bratton (2007) and Aina and Omoniyi (2014) that, using only one  
261 skill to do the same task repeatedly can be boring, typically causing the employee's productivity to decrease after  
262 a period. Nevertheless, skill variety does not guarantee continuance commitment. Consequently, since findings in  
263 this study revealed that skill variety is not statistically significant on employee continuance commitment, could  
264 imply that skill variety will not determine perceived sunk costs (Oludeyi, 2015), as employees with continuance  
265 commitment are committed to the job not because of the skill variety required but as a result of either personal  
266 investments or what they stand to gain.

267 Consistent with this study finding is the work by previous scholars that there is a positive relationship between  
268 task identity and commitment of employees (Davoudi & Mehdi, 2013; Lunenburg, 2013; ??alauet al. 2014).  
269 Further, Stegeret al. ??2013) found that perceptions on task significance could be enhanced by redesigning work  
270 such that it could be manipulated through interactions with people as task significance enables employees job to  
271 have a substantial impact on the lives of other people whether inside or outside the organization environment.  
272 Also, studies have consistently demonstrated that task significant work is especially meaningful and positively  
273 affects commitment (Allanet al., 2014; Nzewiet al., 2017), as high task significance could serve as a driving force  
274 and motivational tool to increase and exert more efforts on the job (Lynton & Pareek, 2000; ??mid & Alborz,  
275 2015).

276 Additionally, Mone and London (2010) discovered that the absence of feedback mechanism generates job  
277 dissatisfaction among employees as the system is seen as ineffective and unfair hence increasing employees desire  
278 to leave. Likewise, Lunenburg (2013) affirmed that job feedback give employees knowledge of the actual results  
279 of work activities, and such knowledge improves the individuals' effectiveness and continuance commitment.  
280 Therefore, Kónyaet al. (2016) asserted that job characteristics has a positive effect on the varied dimensions

281 of commitment. More so, according to the Job Characteristic Model (JCM) by Hackman and Oldham (1976),  
282 the ability of the person to make a psychological connection with the job defined the influence of the task on  
283 the person. Consequently, selected personality characteristics could influence individual perceptions, which then  
284 determined whether intrinsic aspects of the job would be motivational or not.

285 **14 V. Conclusion and Recommendations**

286 Following the data analyzed and findings established the study results showed that job characteristics dimensions  
287 had a statistically significant positive effect on employee continuance commitment. However, the individual  
288 coefficient results revealed that out of the five job characteristics dimensions, task identity, task significance, and  
289 feedback had a positive and significant effect on employee continuance commitment. Autonomy had positive  
290 but was not significant; while skill variety had a negative and no significant effect on employee continuance  
291 commitment. On the strength of the statistical findings, it was recommended for management emphasize  
292 on task identify, significance and, feedback to enable continuance commitment of non-academic staff. Also,  
293 future researchers should extend the study to public universities and academic staff in both private and public  
294 universities.

295 **15 Global Journal of Management and Business Research**

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Philips Consulting, 2014).

Regrettably, studies have shown that similar crisis earlier highlighted is gradually creeping into the operations in private universities (Amponsah & Onuoha, 2015; Magaji, Akpa, & Akinlabi, 2017; Oludeyi, 2015).

Consequently, since several studies conducted on employee commitment in various sectors have applied extrinsic factors such as reward and benefits, salary, training and development, and promotion (Aina, Adeyeye, & Ige, 2012; Oyelere, Opute, & Akinsowon, 2015; Umoh, Mamm, & Mnim, 2014); researchers have demonstrated the need for more studies on employee commitment using intrinsic factors such as, job characteristics (Awolusi, 2013; Magaji, 2015; Oludeyi, 2015), in universities and other sectors. Hence establishing scope and unit of analysis gaps. It is on this premise that this work investigated whether job characteristics dimensions could affect employee continuance commitment in selected private universities in Ogun State Nigerian. The work is organized into a

literature review after the introduction, methodology, presentation recommendation.

II.

of results,

Figure 1:

Figure 2:

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Figure 3:

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Variable	Correlation Coefficient of Coefficient Determination	Parameter Estimate (B)		
	(R)	(R <sup>2</sup> )		
Joint Results (FWB & SW)	0.716 a )	0.513 )	0.000 - .858	- 2.615
Individual Results		Beta		
Skill Variety	-.088		.075	-.138
				1.783
Task Identity	.118		.023	.207
Task Significance	.158		.004	.249
Autonomy	.119		.064	.184
Feedback	.474		.000	.578
b. Predictors:(Constant), Job Characteristics (Feedback, Skill Variety, Task Identity, Task Significance, Autonomy)				2.286
Source: Field Survey, 2018				2.932
Source: Results extracted from Regression tables (see appendix I)				1.934
Number of companies: 377				8.163
Level of significance 0.05 (5%)				
Significant at p< 0.05				

Figure 4: Table 4 . 1 :



296 [Hasebur and Sheikh ()] 'A comparative study of motivating potential score of employees of public and private  
297 commercial banks: An assessment of demographics influence'. R Hasebur , M N Sheikh . *Global Journal of  
298 Management and Business Research* 2014. 14 (4) p. .

299 [Amune ()] 'A comparative study of the relative merits of employee commitment among the academic librarians  
300 in Nigerian public and private universities'. J B Amune . *International Journal of Academic Research in  
301 Business & Social Sciences* 2015. 5 (5) p. .

302 [Vijay and Indradevi ()] 'A study on job enrichment and individual performance among faculties with special  
303 reference to a private university'. M V Vijay , R Indradevi . *Mediterranean Journal of Social Sciences* 2015.  
304 6 (1) p. .

305 [Wang et al. ()] 'Affective and continuance commitment in public private partnership'. C L Wang , T Indridasson  
306 , M N K Saunders . *Employee Relations* 2011. 32 (4) p. .

307 [Magaji et al. ()] 'Assessment of the effect of job enrichment on employee commitment in selected private  
308 universities in South-West Nigeria'. N Magaji , V O Akpa , B H Akinlabi , E M Mone , M London .  
309 *Funai Journal of Accounting, Business and Finance (FUJABF)* 2017. 2010. 1 (1) p. . (Employee engagement.  
310 through effective performance)

311 [Asiyai ()] 'Challenges of quality higher education in Nigeria in the 21st century'. R I Asiyai . *International  
312 Journal of Educational Planning & Administration* 2015. 3 (2) p. .

313 [Cohen ()] 'Commitment before and after: An evaluation and reconceptualization of organizational commitment'.  
314 A Cohen . *Human Resource Management Review* 2007. 17 p. .

315 [Kiiza and Picho ()] 'Delegation and staff commitment in the school of finance and banking'. P Kiiza , E O Picho  
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