

**BEHAVIOURAL REHEARSAL TECHNIQUE AND JOB  
COMMITMENT OF JUNIOR CIVIL SERVANTS IN OYO AND  
OGUN STATES, NIGERIA**

**BY**

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**Matric. No. 96995**

**A Thesis in the Department of Adult Education, Faculty of Education, in  
Partial Fulfillment of the Requirements for the**

**Award of Degree of**

**DOCTOR OF PHILOSOPHY**

**of the**

**University of Ibadan**

**MAY, 2023**

## **CERTIFICATION**

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## **DEDICATION**

To the glory of God, this work is dedicated to my mother, Mrs Morenike A. Omilabu, who sacrificed all she had in educating me and to my academic father, Prof. K. O. Kester for his selfless service in mentoring students.

## ACKNOWLEDGEMENTS

I want to appreciate the Almighty God, the pillar behind me since the inception of my life. For without His power and grace, I would not be where I am today. I thank Him for the grace, opportunity, backing, provision and the strength to start and complete this doctoral programme.

I owe my gratitude to my Supervisor, Prof Deborah Egunyomi, who encouraged me to keep moving at every stage of this programme. Her motherly love, care and impeccable English cannot be forgotten. She imbibed in me more cultural and family values.

My deep appreciation goes to the Head of Department, Prof K.O. Kester, under whose guidance this thesis was completed. I can never forget the overwhelming love and care of Profs K.O Ojokheta and R.A Aderinoye too, during their tenures as the HOD.

The Management team, Postgraduate College, University of Ibadan, made this happened with the teaching and research assistantship scheme. Thank you for giving me the platform to serve under this amiable team.

To be blessed by God is to be surrounded by supportive and purposive driven individuals. To all my lecturers, I say 'thank you'. Their distinct qualities in teaching have inspired me beyond measures. I appreciate the fatherly love of Profs. Akintayo, Aderinoye, Abu, Abiona, Sarumi, Ojokheta, Kester, Olajide and Alarape; Drs. Omoregie, Isuku and Ukphabi. The motherly care of Profs. Adelore, Momoh, Drs. Oladeji, Odiaka, Omokhabi and Akinyooye, remains a great blessing to me. Drs. Uche Osu, Taofeek Muibi, Fikayo Banjo and Akintolu Morakinyo nobody knew that this journey would bring us this far. I am grateful for the support of Mrs Akano, Mrs Olunubi Taiwo, Mr Akanji Oluwasegun, Mr Hosu Ebenezer, Mr Aderinto Babatunde, Mr Biodun Babalola, Mr Afeez Olaogun and Mr Lanre Salawudeen.

Prof O.E Olajide, I thank you for your unflinching faith in me. You stoop to be my adviser. Dr C.O Omoregie, your classes were life lessons for me and thank you for believing in me. I count it a privilege to learn from my internal/ external supervisors and examiner, Prof. Adebimpe Adenugba, Drs Y. Akanle and A. Omolawal. Their constructive guidance was highly beneficial to this work. I am equally grateful to Prof Jide Owoeye, Drs Bola Ayeni and Ayobanmi Owolabi, Mrs Olufunke Yoloye, Pastor and Deaconess Bosede Fasakin, for their immense contributions to my educational growth and

development. Dr Kike Ilori you taught me that there is no short cut to doing the right thing. Thank you for being a teacher of teachers with your passion and professionalism.

My sincere appreciation goes to my mother, Mrs M. A Omilabu, a quintessential godly woman, who strengthened my desire for this degree. Her price is far above rubies. To my best friend and sweet heart, I say 'I love you'. I appreciate her for not giving up on me.

I appreciate my spiritual parents, Rev. Oluyemi and Rev (Mrs) Olanike Aduloju, for their love and kindness to me. I am grateful for the opportunity to learn from their wealth of knowledge of God's word.

Oluwaseyi, Oluwadamilola, Inioluwa, Babaloluwa-Akorede Odewade and Sasaenia Omilabu, my siblings, for their unconditional love and support, I receive daily. To my maternal grandparents, late Pa G.A and Chief (Mrs) S.O Otekunrin, thank you for loving and taking care of me from birth. I thank my maternal family, the Otekunrins, for creating an enabling environment for me to grow up. I appreciate Atinuke Amole, Kayode Balogun, Mojisola Opebiyi and Omolola Sola-Ojo for being part of my life. I thank Mr Oreitan Adigun and late Mrs Tolani Olutayo for giving me a career start in life.

To my teacher, mentor, father and scholar, Prof. K. O Kester, God is the ultimate helper, yet He uses men to meet our needs. A man with a strong shoulder, who allows people to lean on him and magnanimous enough to allow others to stand on his shoulder to view a bigger and better horizon. Ade ori Okin Modupe, candles do not lose anything lightning other candles. I am grateful, sir. Mrs Modupe Kester, planted a vineyard and opened the door for us at all times. Her love and passion for her family and friends is worth emulating. Her hospitality is truly inspirational and a lesson for all. May your heart always bring you roses. I love her. She is always my *adunbarin*, senior and correct babe. Tolulope, Tomiwa and Tolani Kester, I thank you for accepting me as your sister. I cannot love you less.

I am grateful to Dr and Dr (Mrs) O. Fayehun, for their soothing words and cheerful similes. They cured several anxieties. Humility and generosity never had meanings until I met them. I am always dumbfounded by the largeness of their hearts.

I want to appreciate Alhaji Imran, Mr Isola, Mrs Okedun, Mrs Ayeni, Mrs Akinwale, Mr Amos, Mr Akinwunmi, Mr Easy Okeowo and Mrs Ademola of Oyo and Ogun States civil service, their hospitality was overwhelming.

I thank Mr Olusola Akindeji, Mr Adio Adewuyi, Mrs Tolulope Oyede, Mr Babafolajimi Akindeji, Miss Busola Omotosho, Mr Yomi Taiwo, Mrs Bukola Martins-Adediran, Olori Folashade Ijiyode, Mr Olajide Ojolo, Dr and Mrs Ibijola, Mrs Josephine Enovwo, Mr Jide Arogunmasa, Mr Solomon Ojedeji, Alhaji Fatai Akinkunmi, Princess Rukayat Ogundipe, Mrs Yetunde Ologunja, Mr Abel Fashogbon, Mr Bajo, Mrs Foluke Ojedokun, Mrs Peju Daniel Davies, Mrs Modupe Taiwo, Drs. Folake Iyanda, Folasade Oyegbile, Kehinde Oyebode, Mogbojubola Owolabi, Solomon Omokhabi and Mujaheed Adegboola, for being part of the success story.

## ABSTRACT

Job Commitment (JC), the relative strength of workers including civil servants in achieving the goals and mission of their establishment. Reports showed that junior civil servants in Oyo and Ogun states exhibited low JC. Previous studies have focused largely on restructuring and reformation, reskilling and retraining, wage adjustments, and employees' motivation with less emphasis on Behavioural Rehearsal Technique (BRT). This study, therefore, determined the effects of Behavioural Rehearsal Technique (behavioural modeling, role playing, interpersonal skill management, and vicarious reinforcement) on JC of Junior Civil Servants (JCSs) in Oyo and Ogun states, Nigeria. The moderating effects of gender and motivational incentives were also examined.

The study's framework comprised Social Cognitive Learning Theory and Incentive Theory of Motivation, while the pretest-posttest control group quasi experimental design was adopted. Two ministries, each, in Oyo and Ogun states were conveniently sampled: Finance (32); and Education, Science and Technology (32); and Office of the Head of Service, Oyo State (15). Consenting JCSs who had records of low JC from official records and scored below 50% in the screening instrument were exposed to BRT (Oyo-48) and control group (Ogun-31). The instruments used were JC Screening, Motivational Incentives Scale ( $r=0.77$ ), Civil Service Job Commitment Questionnaire ( $r=0.82$ ) and BRT guide. The treatment lasted eight weeks. Data were analysed using percentage, mean and Analysis of covariance at  $\alpha =0.05$ .

The majority of the participants were males (53.0%), married (75.9%) with a mean age of  $36.30\pm 8.2$  years; and on grade level I (1.3%), II (16.5%), III (1.3%), IV (24.1%), V (11.4%) and VI (45.6%). Their length of service were 0 - 5 (10.1%), 6 - 10 (55.7%), 11 - 15 (12.7%), 16 - 20 (6.3%), 21 - 25 (7.6%), and 26 - 30 (7.6%) years. There was a significant main effect of treatment on JC ( $F_{(1;79)}=17.11$ ; partial  $\eta^2=.18$ ). Participants in the BRT group had a higher postmean score (67.73) than those in the control (57.73) group. There was a significant main effect of incentives on JC ( $F_{(1;79)}=6.32$ ; partial  $\eta^2=.08$ ), but gender did not. Participants with more access to incentives had a higher postmean (66.87) than those with less access to incentives (60.51). There was a significant two-way interaction effect of incentives and gender ( $F_{(1;79)}=5.49$ ; partial  $\eta^2=.07$ ) in favour of males with more incentives, while the two-way interaction effects of treatment and gender, and treatment and incentives were not significant. There was a significant three-way interaction effect of treatment, gender and incentives on JC ( $F_{(1;79)}=7.65$ ; partial  $\eta^2=.10$ ) in favour of males exposed to BRT with more incentives .

Behavioural rehearsal technique enhanced the job commitment of junior civil servants in Oyo and Ogun states, Nigeria. There is the need for the government to regularly adopt behavioural rehearsal techniques to boost job commitment level of junior civil servants; with adequate attention paid to motivational incentives.

**Keywords:** Nigerian civil service, Job commitment, Behavioural rehearsal technique, Junior civil servants in Oyo and Ogun states

**Word counts:** 481

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The civil service is an indispensable channel through which the government formulates and implements its laws, policies and programmes. It is through this means that government policies are translated into services for the people. The civil service is made up of government workers, who are responsible for the functioning of the government. The smooth functioning of all these is possible because of programmes and laws, whose timely execution are expected to provide continuity in governance and services. The main functions of the civil service are to help formulate and implement the policies of government and to render related services to the public. The civil service serves as the repository of knowledge and experience of the practices and procedures of governance and to protect the public interest (Maikudi, 2012).

The civil service can, thus, be defined as an organised body of paid officials of the ministries under the executive arm of government. This body is charged with the responsibility of formulating and implementing government policies and programmes, in accordance with the stipulated rules and procedures. The civil service is an entity whose traditional role is to keep the functions of government running, no matter the changes that occur in the administration and governance of the country. Ishaq (2014) submits that the civil service is the main instrument which the government uses to regulate and manage all aspects of the economy; a role directly arising from the knowledge, experience and information at the disposal of the civil servants.

Civil servants are key players in the task of governance, and the degree to which socio-economic progress of the country is attained is largely linked to the job commitment of the civil servants. Any government of the day, as well as numerous institutions all over the world, places a premium on effective and efficient civil service delivery. However, the effective performance of the civil servants' job schedules is a function of job commitment and loyalty to the service. Job commitment is of great importance at the workplace. It is the commitment that gets the job done. The commitment of the Nigerian civil servants is a key factor that determines the success of the civil service system. Job commitment is the feeling of

responsibility a civil servant has towards the mission and goals of the civil service. Thus, this can be described as the relative strength of civil servants' identification with, involvement and loyalty within the civil service system.

Arowolo (2012) states that the Nigerian civil service has recently, been characterised by poor performance and inability to translate government policies and programmes to reality, arising from low job commitment among civil servants. Poor organisational behaviour is a factor responsible for poor performance and failure of agencies which have characterised the Nigerian public sector. The negative work behaviours exhibited by civil servants include a high percentage of absenteeism, arriving late to work, nonchalant attitude, sabotage, low motivation and morale, interpersonal conflicts, alienation, aggressiveness and a high sense of complacency (Salami, 2014).

Observably, most civil servants with low job commitment are not emotionally attached to the civil service system. Such civil servants have low desire to contribute meaningfully to the success of the system. They choose to work less, thereby reducing the service level and the overall performance on the job. These civil servants with low job commitment have low level of compliance with strategic decisions and planning and are less engaged in the civil service system citizenship (involvement) or extra job role performance. There is low willingness to go above and beyond duties such as providing extra help for co-workers, volunteering for special work activities, arriving early to work, closing late (overtime) and making suggestions when problems arise. Also, there is low competitiveness, accountability and the desire to improve the overall performance of the job. As expected, low job commitment among civil servants decreases team performance and professional social behaviour which greatly affect the overall output of the system (Fornes and Rocco, 2004).

There is little doubt that the Nigerian civil service has suffered from a number of issues over the years, including poor performance, corruption, absenteeism, the ghost worker syndrome, and a loss of discipline (Maikudi, 2012). Over the years, the general picture of the Nigerian civil service is one that has the majority of the employees displaying low commitment on the job. This has serious negative consequences on the system as well as the public image of the civil service system. In addition to the aforementioned practices, bureaucracy, ethnicity, absenteeism, redtapism, indigenisation, among others have not allowed effective delivery of services. All these have led to a low job commitment of civil servants which is far below the expectation of the civil service, this system is expected to strictly operate on principles and

character, impartiality and liberality. The job should be comprehensive, permanent, not political, non-partisan and anonymous (whatever job carried out should be whether good or bad to the interest of the supervisor or government in power). These expectations from civil servants are behavioural related issues.

It is vital to find a way to raise the job commitment level of most civil servants, so that the Nigerian civil service can be at its rightful place. This, therefore, raises the salient concern of how to change the behaviour of the civil servants with the hope of restoring and maintaining the commitment of the majority of the civil servants. This is with a view to ensuring their optimal contributions to the system and consequently restoring the old glory of the Nigerian civil service system. A good way of restoring employees' commitment is to institute an intervention that would assist in reshaping individual's job behaviour. More specifically, there is the need to use behavioural rehearsal technique for effective behaviour modification.

Behavioural rehearsal emphasises the importance of active learning approaches in the acquisition of knowledge and skills. It is a way to modify or correct undesirable behaviour within the work place; hence it is a behavioural modification technique. Behavioural rehearsal is a therapeutic method to train response patterns, as a procedure for bringing about attitudinal change and to provide civil servants with insight into developmental origin of the commitment problems. Behavioural rehearsal is used primarily in helping individuals (clients) to learn new ways of responding to specific life situations, and its function is less ambiguous (Edmunds, Kendall, Ringle, Read, Brodman, Pimentel and Beidas, 2013). Behavioural rehearsal places great emphasises on observational learning, which is based on three principles of vicarious reinforcement (being influenced by seeing other civil servants get reinforced), behaviour modeling (learning by watching other civil servants perform) and role playing (acting out a behaviour to learn and refine a skill) (Adeusi, 2013).

Behavioural rehearsal enables civil servants to adopt the goals and values of the civil service, get involved in the absorption of activities of the job roles and displaying loyalty by the feeling of attention and attachment to the civil service system. These provide civil servants with a strong conceptual and practical framework to develop, build, and manage job roles to sustain effective formulation and implementation of government policies and programmes that will enhance the job commitment in the system. This will give intense passion, impacts and dedication that are crucial to the building and sustenance of a standardised civil service system which will be pivotal to the nation's economic growth and development. Therefore,



the real key to the effectiveness of the civil servants is the abilities to apply the domain knowledge, perform tasks and responsibilities to achieve the set goals of the civil service. The more responsible civil servants are to the civil service system, the more committed they will be to the job schedules. No government can perform at optimum level unless each civil servant is committed to government's goals and objectives.

Gender and incentives have been stated to play key roles in environments with high levels of job commitment. Gender and incentives are important factors in the development of civil servants' level of job commitment and have been identified as personal characteristics of civil servants as well (Starnes and Trubon, 2005). Job commitment is highly associated with incentives. Job commitment will be higher when civil servants gain what is needed most through incentives. The more incentives received by civil servants, the more committed the civil servants are to the jobs.

With the various reforms and policies put in place by successive Nigerian governments, to correct and improve the failure of performance in the Nigerian civil service, it appears that all options presented have failed to provide any solutions to the problem of inefficiency and capacity enhancement. (Olopa, 2010). Can the use of behavioural rehearsal technique if introduced, enhance the job commitment of civil servants?

## **1.2 Statement of the problem**

The Nigerian civil service has been undergoing reforms and restructuring for many years. The performance of the civil service has been proven through research to continue to dwindle due to poor commitment and low morale of civil servants to government work. This is reflective through repetitive routine tasks, high labour turnover, flimsy excuses, having low level of interest at work, lateness, absenteeism and low job performance among others. The quality of services provided is affected; thereby counterproductive behaviour diminishes efficiency and delivery of service in the system. Succinctly, the low job commitment of some civil servants has negative results affecting the normal functioning of the civil service system.

Over the years, there have been various attempts to reposition the civil servants and the civil service system in general. These restructuring efforts include the introduction of reforms, reorientation and retraining of civil servants as well as the recruitment of high caliber and educated staff who are seen to possess high abilities and competencies. However, all these efforts have not yielded the desired results and a serious source of concern to all tiers of

government. Thus, raising the concern of what exactly needs to be done to make the civil service thrive once again? Observably, all these problems relating to low job commitment among civil servants are behavioural-related issues, which primarily calls for behavioural modification or reshaping.

However, most previous studies have focused on restructuring and reformation of the system, aggressive recruitments and employees' motivation, re-skilling and retraining, wage adjustments, instilling disciplinary measures, work counseling; elimination of ethnic and pluralities with less emphasis paid to employees' behaviour modification. Such studies as (Kester, Olajide and Ogidan, 2010; Salami, 2014; Kester, Akintayo and Sijuade, 2015; Adejuwon, 2016; Ajayi, 2017) have considered various psychological variables and training techniques such as organisational citizen behaviour, job-related stressors, scorecard, soft skill training among others to enhance the job commitment of civil servants but to no avail. Besides, there is a dearth of studies on the use of behavioural rehearsal as behaviour modification in the Nigerian civil service system.

Edmunds, Kendall, Ringle, Read, Brodman, Pimentel and Beidas (2013) recommended the use of behavioural rehearsal therapy as effective behaviour modification technique. Behavioural rehearsal is often undervalued as a helpful intervention tool and there is far less training provided for civil servants particularly the junior civil servants towards reshaping individual's behaviour. This is more even important among junior civil servants who have many years of service in different careers, who are expected to rise through the rank and file. This study, therefore, examined the effect of behavioural rehearsal technique on job commitment of junior civil servants in Oyo and Ogun states.

### **1.3 Objectives of the study**

The study examined the effect of behavioural rehearsal intervention on job commitment of junior civil servants in Oyo and Ogun states. The specific objectives were to:

- (i) determine the level of job commitment of the junior civil servants,
- (ii) examine the main effect of treatment (behavioural rehearsal) on job commitment of junior civil servants,
- (iii) ascertain the main effects of gender and incentives on job commitment of junior civil servants, and

(iv) investigate the interaction effects of behavioural rehearsal (treatment), gender and incentives on job commitment of junior civil servants

#### **1.4 Research question**

A research question was raised and answered.

**1:** What is the level of job commitment among junior civil servants?

#### **1.5 Research hypotheses**

The following hypotheses were raised and tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant main effect of treatment (behavioural rehearsal) on job commitment of junior civil servants.

**H<sub>02</sub>:** There is no significant main effect of gender on job commitment of junior civil servants

**H<sub>03</sub>:** There is no significant main effect of incentives on job commitment of junior civil servants

**H<sub>04</sub>:** There is no significant two-way interaction effect of treatment and gender on job commitment of junior civil servants

**H<sub>05</sub>:** There is no significant two-way interaction effect of treatment and incentives on job commitment of junior civil servants

**H<sub>06</sub>:** There is no significant two-way interaction effect of incentives and gender on job commitment of junior civil servants

**H<sub>07</sub>:** There is no significant three-way interaction effect of treatment, incentives and gender on job commitment of junior civil servants

#### **1.6 Significance of the study**

This study is of significance because it examined behavioural rehearsal as a tool for behaviour modification among junior civil servants. This study will help to identify areas where there are problems and undesirable behaviour among junior civil servants because individuals differ in terms of value and interest. Also, the study will help junior civil servants to identify and explore the psychological factors that drive them towards being more committed and loyal to government policies and the more valuable they are in terms of knowledge and skill. This study has the potential to help junior civil servants to develop the degree of identification, involvement and loyalty to the system. It will enhance interpersonal work relationship in

terms of commitment, compatibility and competence in achieving the goals and objectives of civil service system. Junior civil servants are expected to climb the ladder to senior cadre; hence the study has a long term effect on the job roles, growth and development.

The study will assist the government in identifying and developing policies aimed at increasing commitment among junior civil servants. The findings of this study will help to create awareness regarding the level of job commitment among junior civil servants as indicator to successful implementation of government policies, programmes and laws. The study will contribute to building a highly skilled civil service system through improved training systems and learning culture; thereby become a major contributor to the economic growth and development of the nation.

Most importantly, this study will provide a framework for policy makers, government, employers of labour, human resource practitioners, specialists in Industrial Education and related fields to embrace behavioural rehearsal as an intervention tool that will help individuals/employees to recognise the need for learning new behaviour pattern that will help in overcoming challenges. Also, behavioural rehearsal as an intervention mechanism would enhance interpersonal skills, social behaviour, social interactions and self-management skills by selecting realistic goals and translating these goals to achievable ones. Finally, the study will serve as a data base for further studies in the field of Industrial Education, Sociology, Psychology and other related fields.

### **1.7 Scope of the study**

The study examined the effect of behavioural rehearsal technique on job commitment of junior civil servants in Oyo and Ogun states. Oyo and Ogun states were selected for the study because both states have long civil service history system which can be traced to old western region in Nigeria. Oyo State is the oldest and largest civil service in the country.

This study was delimited to all junior civil servants because the issue of job commitment is largely predominant and common among them due to their level of education. The category of junior civil servants ranges between the grade level one and six. Staff with records of low job commitment were chosen through the Job Commitment Screening (JCS), with a criteria norm of below 50%. This means that any civil servant that scored below 50% has low commitment to the system and therefore selected for the study.

Two ministries, namely: Finance; Education, Science and Technology and Office of the Head of Service were used because of the ministries' essentiality to the government and the citizens in terms of service matters, finance, education and technology.

### **1.8 Operational definition of terms**

These terms are defined for clarity and simplicity. They include:

**Behavioural rehearsal:** This is behaviour modification technique for correcting undesirable behaviour among civil servants

**Civil service:** This is the body of employees in government ministries with the responsibilities of formulating and implementing policies.

**Incentives:** These are benefits received by junior civil servants on the job.

**Job commitment:** This is the sense of obligation that a junior civil servant has towards achieving the mission and goals of the civil service system. It can be determined by civil servants behaviour, beliefs and attitudes, which can range from very low to very high.

**Junior civil servants:** These are government employees between the grade level one and grade six in Ministries in Oyo and Ogun States

**Monetary incentives:** These are financial gains used in motivating junior civil servants.

**Non- monetary incentives:** These are other compensations apart from financial (monetary) incentives for junior civil servants.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Job commitment**

Igella (2014) refers to commitment as a concept of human relations. It evolves round the implementation of new ideas and compromise of initiatives, where necessary. It is the psychological state that links individual with the organisation. This can be in form of an affective attachment and involvement, a feeling of obligation and an awareness of the cost involved in discontinuity with the organisation. Committed employees are one of the most valuable things any organisation can have. They have a large impact on overall productivity and profitability of the organisation. With active engagement, a high degree of job commitment generates organisational advantages such as continuous improvement in terms of cost and efficiency. Increased organisational commitment is a result of improved job satisfaction, performance, overall shareholder return, sales, decreased staff turnover, lower degrees of dissatisfaction and desire to leave, and lower intentions to look for alternative employment.

Job commitment is an important organisational construct which has been used interchangeably with organisational commitment. Kester, Olajide and Ogidan (2010) see job commitment as the worker's attitude and concern which is his/her loyalty to the organisation. This is expressed in terms of employee's attachment and loyalty to the organisation; desire to belong to the organisation. Meyer, Vandenberghe and Becker (2004) define organisational commitment as the bond employees experience with the organisation. Employees that are committed to their organisations, on the whole, feel a sense of connection with them. Such people also fit in and are aware of the objectives. The benefit of such employees is that they are more focused at work, produce more, and are more aggressive in offering aid. Josje (2016) submitted that different types of employee commitment exist as in terms of context, direction and development. The degree to which commitment affects behaviour can sometimes lead to misunderstanding and controversy. This further is explained below:

- i. Connection to a goal: This is the ability to be committed to a goal; the determination to achieve a goal, no matter its source. The ability to believe in a goal and want to achieve it at all times shows a level of commitment.
- ii. Organisational affiliation: It's a psychological condition that ties a person to an organisation. As a result, employees who are devoted to their employer are less inclined to leave.
- iii. Relationship to the job: This is the tendency that personnel will continue at a place of work and will feel psychologically bound to it. It is believed that job satisfaction/ fulfillment enhances job commitment because a person who is not fulfilled in his job cannot be committed to the job, (Rusbult and Farrell, 1983). Job commitment is someone attitude towards work. It is a directing factor (mind-set) that stabilises or binds job behaviour.

Adhikari and Gautam (2011) submitted that there has been a tremendous change in how organisation managed people in the last twenty years. One of the philosophical shifts is the shift from traditional personnel management, which was primarily focused on "rules and regulations compliance," to "employee commitment" to work (Beer, Spector, Lawrence, Mills and Walton, 1984), Walton and Lawrence (1985). This type of transformation is predicated on the idea that people are an organisation's most important asset and that managing them at work is exceedingly difficult (Storey, 2001).. In general, an externally supported bureaucratic control system is established in order for an organisation to respond in a given scenario, whereas commitment is a proactive attitude that symbolises an internalised conviction in soft human resource management (Shephard and Matthew, 2000).

According to Aydin, Sarieran and Uysal (2011) organisational commitment is the quality of excellence, and the process where an employee is accountable to the norms and objectives of the organisation. Simply, organisational commitment is loyalty. This is the degree at which an employee is loyal to the organisation, the zeal to put in effort in representing the organisation. It's a sign that goals and values are in synergy as well as a desire to stay as a member. Organisational commitment is the willingness to sustain organisational membership, aligning with the objectives and organisational successes. It describes employees' loyalty and the maximum input into such organisation.

### **2.1.1 Levels of organisational commitment**

1. Level of accordance: This implies a little depth of employees' loyalty to the organisation. Employees work mainly because of personal gains. This is the building block of commitment. A worker will feel the necessity for accordance in return for an award or punishment.
2. Level of identification: This defines organisational influence. A worker feels a sense of belonging and freely expresses himself or herself in the organisation. At the point when a worker truly identifies with the organisation, job satisfaction increases and tolerance level with ambiguity becomes low. A high level of identification connotes that the worker fully accepts organisational successes as his own.
3. Level of internalisation: This is the main level of commitment a worker can achieve without force. This shows the relationship between personal and organisational norms.

### **2.1.2 Types of job commitment**

Meyer and Allen (1997) distinguished categories of job commitment as:

**Affective commitment:** This is also referred to as moral commitment. Employees fully embrace the organisation's goals, principles and become emotionally invested in the organisation. They are personally accountable for its success. These employees are known for their high levels of performance, positive work attitudes, and willingness to stay with the organisation. When an affectively employee is loyal to an organisation, it signifies that the person wants to stay with the organisation. Employees usually identify with the goals, have a sense of belonging, and are committed to their jobs. Employees that are emotionally devoted feel valued and act as brand ambassadors for their organisations.

**Continuance commitment:** It is also called calculative commitment. Employees typically base their work relationships with organisations on what they will get in exchange for their efforts and what they would lose if they left, such as compensation, benefits, and associations. Only when the benefits are commensurate with the expectations do these employees put out their best effort. The need to stay with the organisations varies, but the most common ones are lack of better employment opportunities and pay. Employees who feel compelled to stay with their current employers due to pay and benefits may not improve if they switch to another organisation. This, however, can be a problem for organisation because long-term employees may become disillusioned and disengaged with their jobs but refuse to quit.



**Normative commitment:** Based on expected behavioural or social norms, employees choose to stay with an organisation. They value obedience, cautiousness and formality. These employees have similar attitudes and behaviour as those with affective commitment. Employees that are normatively committed generally, stay with the organisations. These workers feel guilty about the prospect of leaving the organisation because of the consequences. They believe that their absence would result in a knowledge or skill gap, which would put more strain on their coworkers. Employee performance in organisations is significantly impacted by their emotions.

### **2.1.3 Importance of job commitment**

According to Illes (1990), in recent years, the literature on human resources has paid a lot of attention to job commitment. Job commitment is seen as a vital indicator of loyalty and the performance of the workplace. The pressure on organisation to perform is increasing all the time. Competition is stronger than ever before, with the help of globalisation. As a result of the growing pressure, organisations' commitment to their employees has dwindled. The concept of a lifetime job has also fallen out of favour. In today's world, poorly performing organisational units are reorganised. As a result, job losses occur. Employees who perform poorly are also likely to be fired.

Employees' loyalty to the organisation has become less of a given as a result of this phenomena, which is compounded by people's considerably growing individuality. As a result, it's vital that employees have a sense of belonging and demonstrate specific positive behaviour. Employees who are dedicated provide value to their organisations by demonstrating determination, proactive support, relatively high productivity, and quality awareness. Employees are less likely to call in sick or leave when they work in this setting. Employees who aren't fully dedicated to the organisation can work against it and sabotage its success.

### **2.1.4 Prerequisites for job commitment**

According to Starnes and Truhon (2005), researchers discovered that in environments with high levels of job commitment, certain attributes, attitudes, and connections play a critical influence.

- (i) Personal characteristics: Age, marital status, gender and education are all essential elements in job commitment.

- (ii) Perceived competence: Workers who believe they possess a higher level of competence tend to display greater job commitment.
- (iii) Protestant work ethic: Workers who believe in importance of working will also believe that the organisation is in a position where job satisfaction is required.
- (iv) Job attitude: This contributes greatly to an employee's level of job commitment. Job satisfaction measures how much people enjoy their occupations based on what they get in exchange for their efforts, as opposed to what is expected or deserved.
- (v) Organisational citizenship behaviour is an attitude-link concept. This is an example of extra-role employee behaviour. It boosts organisational efficiency and isn't explicitly rewarded by the organisation's compensation structure.
- (vi) Job characteristics: Job commitment is influenced by job level, tenure, job skills, role stress, interaction with coworkers and superiors, group cohesiveness, and leadership.

### **2.1.5 Antecedents of job commitment**

Fornes and Rocco (2004) described the antecedents of job commitment as the behaviour or characteristics that facilitate commitment.

**Congruency:** Employees' values are shared and interests align with those of the organisation. Employees' interests, preferences, abilities, values, and organisational variables in the organisation are all in sync. Employees become more emotionally invested in the organisation, which leads to increased productivity.

**Interesting work:** This holds the employees' attention, challenges and rewards which are important to the organisation and provides for the application of a wide range of skills and knowledge. Organisations that provide intriguing work will see an increase in job commitment as well as job satisfaction.

**Clarity of purpose:** This allows the organisation's intents, concepts, goals, and plans to be clearly identified. Providing employees with the opportunity to be informed ask questions and exchange information helps them feel more in control. The lack of clarity about the organization's goal is at the root of its ineffectiveness and inefficiency.

**Equity and fairness:** These help to keep the organisation and its employees in a healthy balance.

**Feedback:** Feedback encourages continual improvement and open communication with employees, both of which strengthen employee commitment to their jobs.

**Empowerment:** Employees are given authority to make work-related decisions as a result of empowerment. Employees who participate in decision-making and are given the authority to carry out the work have a higher level of job commitment.

**Mutual accountability, autonomy and empowerment:** Employee performance is emphasized, and employees are encouraged to help a coworker or department in need (Katzenbach, 2000). Giving employees more independence, flexibility, and decision-making power increases the likelihood that they will perform as expected, resulting in more initiative, ideas, and energy in the workplace (Nelson, 1999). Autonomy refers to a worker's ability to schedule work and determine procedures with a certain amount of freedom, independence, and discretion. Increased job satisfaction and commitment will result from increased autonomy.

### **2.1.6 Factors affecting job commitment**

Adhikari and Gautam (2011), there is no formal performance appraisal system in nearly seventeen percent of organisations, there is a lower use of performance-based systems, where individuals are unsatisfied with job and compensation. Furthermore, the following issues plague the employee relations system: excessive centralisation of power, a lack of dedicated relationships among top management officials, egos of status and seniority, growing dissatisfaction with work, a lack of training and development planning, and a lack of performance appraisal system.

Employees display low job involvement, dissatisfying job states, and decreased effort as a result of poor organisational human resource strategies. Due to this, the frequency of accidents and turnover has increased. As a result, inadequate human resource practices have a variety of severe job and health repercussions. These have a negative impact on all parties involved in the organisations. Profit reductions, cost increases, poor customer service, declining stock prices, and retrenchment on the part of employees are just a few of the consequences. Management is sometimes forced to use part-time and contract personnel. As a result, the goal of good work relations is established and thus has impact on the organisation's overall performance. Furthermore, factors affecting job commitment can be grouped as thus:

a. Organisational factors

- i. Organisational dependability: These are situations that affirm top managers' critical assumptions, and workers will perceive them as such. The relationship between organisational dependability and work commitment is linear. Strong work ethic, reliability and influence are characteristics of dependable organisations with team spirit, positive learning and safety culture, continuous growth and development, well trained and rewarded staff, routine checks, creativity and adaptability to change.

Organisational dependability can be based on two approaches for maximum performance:

- (a) Prevention approach: Here, members predict and identify incidents that should not occur.
- (b) Resilience approach: This deals with the ability to continue functioning, despite all odds at work.

- ii. Organisational social processes: No organisation exists in isolation. Employees come together out of self-interest, and regulations are used to exercise authority in the workplace. When people work together, there are social processes such as communication, individual influence, cooperative and competitiveness. These social processes breed different opportunities to be a team player and problem solver. The existence and efficiency of the social processes enhance job commitment. For effective social processes in any organisation, the organisation must have possessed set of procedures with the organisational chart, social interaction structured or end to end business processes hierarchically. Mark and McDonald (2011). Social interactions boost job commitment, where employees influence the behaviour of one other. (Nguyen and Nguyen, 2014).

- iii. Organisational climate: This is the perceptions or feelings of individual about an organisation. It is also the continuously perceived environment of workers and how daily routine is being performed. Omar (2010) believes that organisational climate is multi- dimensional in nature, in terms of leadership, communication, decision making culture, organisational design, team work, motivation and satisfaction. Specifically, organisational climate is relatively associated with worker' attitudinal commitment. Organisational climate change is a core prerequisite in creating a great workplace and enhancing job commitment.

- iv. Age: Age as a demographic variable is related to job commitment and it is a predictor of job commitment. Studies such as Zheng and Sharan (2010) suggest that older employees have the less employment options available. Older employees tend to have stronger investment and long history with the organisations. Older employees had much greater levels of affective and normative organisational commitment (Allen and Meyer, 1990). A feeling of self-justification as a result of years of experience with an organisation can also increase the level of job commitment, where less committed workers are more likely to leave an organisation over time.  
McDonald (2011) submits that younger workers reflect less on conventional work ethic and find motivation and meaning in work, social ties, and commitment, whereas older workers cherish work and usually complete tasks.
- v. Job security: Job security has to do with workers' continuity at work with the potential of no threat. This is an important factor that affects job commitment. Job security reduces employees' turnover as well as builds stable employment relationships at work. It retains human capital investment, reduces workforce screening and selection costs. Job security also has a direct relationship with job commitment.
- vi. Marital status: Married employees with greater financial and family responsibilities are more committed to work. Single people are perceived to have less responsibility but can also work longer than married ones. According to Hodges (2010), motherhood expectations can be a barrier to married women's employment and make a big difference on employee commitment. According to several studies, single people can and will work longer hours than married people since they have fewer responsibilities.
- vii. Employee turnover: This is the rate at which employees quit the organisation and are being replaced by new employees. The cost of excessive turnover is high and has major impact on productivity. Time expended in training new employees, disrupted schedules, overtime, mistakes, work ignorance are associated with turnover (Turnwesigye, 2010). Employee turnover affects normal operations, low morale, high cost in selecting and training the replacements. To avoid excessive turnover, employers must highly motivate employees towards increasing the job commitment. Some employees do not have the intention of working in other

organisations and yet uncommitted in present jobs. Job availability in other organisations also decreases job commitment on present jobs.

- viii. **Productivity:** Through increased productivity, organisation reduces cost, maximise scarce resources and profits. More profits enhance the organisation to improve: services, pay, benefits and working conditions, as a result of job commitment. These are achievable through a higher quality of workforce and workers who are well motivated and committed (Zheng et al, 2010). Job commitment and performance are relative variables. Akintayo (2010) affirmed that job commitment leads to great production in the long run. Increased productivity is linked with the use of limited resources by the organisation to produce output. Improvement in productivity is vital for the success of the organisation in the long run.
- ix. **Corporate social responsibility:** This is the ability to access and initiate activities independently for the organisations' effects on the environment and the general social welfare. Costs are incurred for the purpose of promoting beneficial social and environmental change rather than for immediate financial gain.

## **2.2 The Nigerian Civil Service System**

The word 'Civil' comes from an old French phrase that means "related to the citizen," while the word "Service" comes from an old French word meaning "aids. Civil service in a civil capacity are workers of the President's Office, Vice President's Office, a Ministry or Department of the Government of the Federation tasked with responsibility for any business of the Federation, according to the Nigerian constitution (Civil Service Handbook, 2010). Other than the military and police, employees in the Nigerian Civil Service work in government ministries, departments, and agencies. Most workers are career civil servants, being promoted based on qualifications and seniority. Collectively, civil servants know how to formulate, implement government policies and command a pool of experiences. The Nigerian Civil Service is built on British ideals established during colonial administration. In October 1960, Nigeria obtained independence from the United Kingdom, with a constitution that established a parliamentary administration and a primitive form of self-government for the country's three regions. Other commissions have evaluated and made suggestions for civil service reform since then, including the Morgan Commission in 1963, the Adebo Commission in 1971, and the Udoji Commission in 1972-74. With the passage of the 1979 constitution, which was fashioned after the United States of America, a watershed moment occurred. The

1988 Civil Service Reorganisation edict issued by General Ibrahim Babangida had a profound impact on the reorganisation and operation of the civil service. The panel's later report included recommendations to shift the Nigeria Civil Service's orientation and return to the more cohesive civil service of the past (Office of the Head of Service of the Federation, 2009). Practically, the civil service is still believed to be lethargic and not yielding; the attempts made in the past by panels have had little impact (Daily Trust, 2009).

The Nigerian Civil Service is primarily made up of 'Federal Ministries,' 'Departments,' and 'Agencies,' each of which is led by a Minister chosen by Nigeria's President. At least one member from each of Nigeria's 36 states must be included in the bodies, which must be confirmed by the Nigerian Senate. A 'Permanent Secretary,' a senior civil official, is assigned to each ministry. Universities (education), the National Broadcasting Commission (information), and the Nigerian National Petroleum Corporation are among the parastatals (government-owned enterprises) that the ministries oversee. The office of the Presidency is also responsible for parastatals such as the Independent National Electoral Commission, the Economic and Financial Crime Commission, and the Federal Civil Service Commission. The service has six additional units which provide services to all departments in the civil service.

They are

1. Establishment and Record Office ( E & RO)
2. Career Management Office (CMO)
3. Manpower Development Office (MDO)
4. Management Services Office (MSO)
5. Common Services Office (CSO)
6. Bureau of Public Service Reforms (BPSR)

The civil service is the tool of the day, but neither the service nor its personnel are affiliated with any political party.

### **2.2.1 Vision of the Nigerian Civil Service**

The vision of the civil service is “a world-class service, implementing government policies and programs for rapid and sustainable development”

### **2.2.2 Mission of the Nigerian Civil Service**

The mission of the civil service is “to attain integrity and merit based civil service that is performance-driven, accountable and committed to continuous improvement in the conduct of government business”.

### **2.2.3 Core principles of the Nigerian Civil Service**

The core principles are stewardship, trust, engagement and professionalism.

### **2.2.4 The role and functions of the Nigerian Civil Service**

All government activities revolve around the civil service and the epitome of rationality. Ishaq (2014) depicted a number of aspects critical to the achievement of an ideal sort of bureaucracy, citing Max Weber, a renowned German sociologist: generally ordered by rules, where there is a law or administrative regulation that establishes fixed and official jurisdictional areas. Workers have official responsibilities, must stick to the timetable, and perform numerous tasks in accordance with the rules. Also, there is the principle level of graded authority and office hierarchy. There must be a strict chain of command or structure of authority where the higher offices supervise the lower offices. Written documents (files) are critical in the modern office's management, both the original and draft versions must be preserved. Recruitment, promotion, purchases, disengagement, and other activities, decisions, and actions must all be documented. A worker's capacity to perform the job is taken into account while hiring and promoting. Relationships must be impersonal and nepotism, avoided. The official's full operating capacity is a result of official action. Full-time administrative work requires a commitment on purpose. General rules or established procedures are to be followed by the management of the office intensively. An essential defense against subjective or arbitrary rule is the presence of all rational aspects in any service.

There are three major jobs in the civil service that can be identified. First, the major responsibility of the civil service is to translate political policies into tangible actions. The civil service is a powerful tool that the government can employ to influence all elements of a society's economy. All institutions must get various types of approvals, licenses, and



permissions from the civil service. In fact, at every stage of their existence and operation, all institutions must deal with the civil service. The performance of the civil service influences how much socioeconomic and political progress is made. Second, it plays a vital function in supporting civil servants in formulating policies. Third, regardless of government transition, the civil service must preserve continuity of government policies and programmes.

### **2.2.5 The functions of the civil service as contained in the Civil Service Handbook**

The civil service helps to turn the political/ruling class's ambitions and visions into reality by formulating long-term policies and programs and implementing faithfully, conscientiously, and successfully. The civil service maintains administrative continuity, serves as a federation-wide unifying factor that brings people together and offers skilled and necessary social services. The civil service advises the government on the full implications of the multiple policy options accessible to it, faithfully executes government policy, safeguards the public interest, and serves as the guardian of public conscience. The civil service properly and efficiently maintains government data and information systems in order to improve data availability for government decision-making; it operates an open, humane, and sensitive system that adheres to the rule of law. A personnel management system in existence in the civil service assures high levels of professionalism, specialisation, motivation, and morale. The body guarantees that a timely, effective, and satisfactory service delivery system operates smoothly.

### **2.2.6 The characteristics of the civil service**

Jinadu and Aminu (2015) identified the following features of the civil service:

To serve any government of the day, the civil service must remain nonpartisan. People with the technical and professional know-how to carry out government programs make up the system. It must be orderly, and it must also ensure that the administration of the country remains. The civil service is vital because it is tasked with ensuring that government services continue to perform regardless of changes in the country's administration. The civil service follows a set of norms that govern how it conducts itself. It operates a swarm of activity via it, split into ministries, departments, and agencies with specific functions and aims.

### **2.2.7 Role of the civil service in national development**

The civil service is an integral part of the government's machinery, and its role in ensuring governance stability is crucial. Because of its quality and ability to perform and push the bounds of national growth, it is a vital organ of government machinery. The civil service continues to be vital to the country's development and democratic stability (UK Essays, 2008). Since the military system and authoritarian leadership have lost ground in modern administration, it has become critical to restructure the civil and public services to reflect democratic norms. Any nation's development is aided by a well-functioning civil service structure. One of the biggest millstones cast around the necks of nations is inefficiency. As a result, the civil service must be effective in supporting the newly-found democratic project in order for the polity to remain stable and long-lived. The civil service is the mechanism through which public policy is developed and implemented. With its appealing values, democracy will improve the functioning of the public sector, redefining, reorienting, and repositioning it to be more effective, mobile, and a productive partner in the national construction agenda.

The civil service is still a major element in today's governance. From the highest-ranking government officials to the lowest-paid and most vulnerable citizens, it maintains a network of human contacts and associations. The civil service is concerned with how the society progresses and develops. The key to successful governance and national development is a robust and healthy civil service.

### **2.3 Job commitment in the Nigerian Civil Service: issues, perspectives and challenges**

The civil service in Nigeria was founded, according to Anazodo, Okoye, and Chukwuemeka (2012), under colonial rule. The structure and objectives assigned to the civil service by her Colonial master (Britain) were narrow. The system was designed to allow colonial rulers to extract the highly desired financial and material resources that the ruling metropolitan powers demanded. The Harragin Commission, which was the first to look at the issue of manpower in 1945, was one of the measures enacted by the colonial masters.

Nigerian nationals took over the administrative leadership after the country gained independence in 1960 and made no move to reorganise the civil service to meet citizens' developmental demands. The Nigerian bureaucrats who held positions of authority in the civil service acquired the colonial attitude of accumulating wealth for self-aggrandizement and

supremacy. In a "black man's skin," they were colonial masters. This led in poor civil service performance and, as a result, underdevelopment of the country. Following independence, the Nigerian government instituted reforms including as the Adebo Commission (1971), the Udoji Public Service Review Commission (1974), and the Dotun Philips Civil Service Reform (1988). However, Nigerians yelled for 'Nigerianisation policy' between 1960 and 1966. The introduction of this policy in the public service, which was intended to end the domination of expatriates in Nigeria's higher civil service, increased the problem of regionalisation of the Nigerian civil service. Northerners followed the 'Northernisation policy,' which gave priority to the northern region in terms of recruiting, whether qualified or not. This was equally true in the country's western and eastern areas. As a result, the Nigerian Civil Service became segregated and sectionalised, as all regions zealously adopted regionalisation. The military coups in Nigeria in 1966, 1979, and 1984 to 1999 were landmarks in the country's history, wreaking havoc on the civil service. Because of the elected representatives' lack of abilities in managing the country's economy and developing the nation, the legislative body was disbanded.

Anazodo, Okoye and Chukwuemeka (2012) citing Ogunna (1999), opined that despite the absence of elected legislators, policies were developed, executed, and laws were adopted and enforced. Former politicians, intellectuals, and top civil servants were appointed to ministerial positions by the military, giving them the authority to propose and implement economic, social, and political programs. This led to lack of credibility, the breakdown of accountability in managing public funds and lack of integrity in the civil service. Corruption was rampant among civil officials and political power holders during this time. Between 1988 and June 1994, approximately \$12.5 billion in government funds housed in "Special Accounts" could not be accounted for. Military control was marked by insecurity. Murtala Mohammed's dictatorship began and carried out the "purge" of the public service in 1975/76 (Ogunna, 1999)

The Buhari and Babangida governments were more forceful in their widespread retrenchment of civil personnel, terminating appointments and dismissal. These regimes instilled dread, insecurity, a dehumanising administrative culture, discontent and lack of working tools and equipment. An average civil servant lived in continual suffering and apathy as a result of skyrocketing inflation. Low morale, embezzlement, and corruption plagued the civil service, resulting in ineffectiveness and low production. Senior government workers abused their political power by abdicating their right to the people, exhibiting greed and sectional interests

within the civil service, and undermining discipline and goal achievement. The current situation of the civil service demonstrates that the problem persists. Bureaucrats and those looking to make money off of public resources have long been the main beneficiaries of civil service. Cultural, structural, institutional, and other management flaws greatly impeded the civil service's quality (Anazodo et al, 2012).

Ake and Olowojolu (2016) emphasised that the civil service reform is a never-ending process with no clear beginning or end. The ability to implement policies successfully and efficiently is determined by how well-disposed public officials are. The Obasanjo administration implemented the reform from 1999 to 2007, establishing the Bureau for Public Service Reform (BPSR) to, among others, simplify and define a minimum standard for the public sector. The Obasanjo administration began a reform process with the goal of combating payroll fraud, removing ghost workers, eliminating redundant positions, facilitating organisational restructuring, improving service delivery standards, and facilitating a pay reform process that will provide incentives for quality staff to enter and stay in service. Pension reform, monetisation policy, ministry reorganization and repositioning, downsizing, financial rules, anti-corruption policy, and service delivery were among the reform components. The 1999-2007 reform said, "to establish a civil service that is performance and result oriented, professional and technologically responsive, and committed to continuous improvement in the execution of government business and the advancement of national output."

Ajayi (2017) stated that the Federal Government's main goal was to reposition and re-professionalise the public sector in order to improve efficiency, effectiveness, accountability, transparency, and total productivity. The Nigerian Civil Service Reform was associated with various problems between 1999 and 2007, coming from numerous debates stemming from the system's adoption of the Max Weber Model (Western) of bureaucracy (Ake and Olowojolu, 2016). The ruling elite's lack of political will, along with the nature of Nigeria's economic system (capitalism), emphasises the elite's primitive and excessive wealth accumulation. All of these issues conspired to make previous attempts to restructure the civil service since Nigeria's independence.

Eme and Ogbochie (2013) submit, the then chairman of the Federal Civil Service Commission (FCSC), Alhaji Ahmed Al-Gazali, advised the Federal Government on the danger of retaining the subsisting structure, which features over 400 parastatals. He advised the government to

imbibe performance contract into the civil service. He explained that the massive drain pipes were parastatals through which Nigeria's riches were being drained in heavy torrents. The FCSC Chairman alleged that these were centres of inefficiency, corruption, duplication of mandates and functions of other government organs. 42 ministries and about 400 parastatals were under the administration of the Federal Government. The Chairman was concerned that the majority of these parastatals were unable to offer the timely and efficient services for which they were established.

The present President Buhari administration has made and is still making conscious efforts at 'fighting' corruption in Nigeria but has seemingly not taken enough strides in restoring hope to the civil service. The civil service has some of the most brilliant and brightest personnel that can speed up change in the economy but the economic misery in the country today makes it impossible to discern a meaningful change in the civil service (Subomi, 2017). In 2017, The Independent Corrupt Practices and Other Related Offences Commission (ICPC) revealed the illegal rake of millions of naira among junior civil servants. The Chairman of ICPC, Mr Ekpo Nta, while addressing participants of the National Institute for Policy and Strategic Studies said investigations had shown that junior civil servants, who go to work looking disheveled, sometimes made more money than their superiors. In a government establishment, the Chief Executive signed a letter containing the names of five officers who were to be sent abroad for training and the protocol officer added ten more names to the letter that was taken to the Ministry of Foreign Affairs for a note verbal. The Ministry submitted a verbal message to the embassy with 15 names on it, but visas were awarded to 15 people without an interview. For such, the protocol officer made N15 million accrued from the 10 extra people. The Chairman also revealed how some civil servants received multiple salaries from agencies worked at and being transferred to another. According to the Chairman, the introduction of Bank Verification Number (BVN) into the system has reduced ghost workers syndicates.

## **2.4 Organisational behaviour**

Organisational behaviour is the structured study and application of how people act within the organisation as a workplace. This involves the gross examination of individuals, groups and an organisation (Bauer and Erdogan, 2012). Organisations develop only when workers are developed. Organisational behaviour looks critically into the behaviour of individuals, groups and structure as it affects the organisation. This concept mainly describes, understands,

predicts and control human behaviour in a work environment (Bajumon, 2015). Organisational behaviour deals with work attitude, in terms of job performance, job satisfaction and organisational commitment, in response to customer service and counterproductive behaviour. Organisational performance is a function of the motivational levels of human resources and the capacity to effectively work towards achieving the organisational goals.

There are three level of analyses in organisational behaviour, namely, individual level of analysis (which examines individual personality), group level of personality (which examines how the personality at the managerial level affects the team) and organisational level of analysis (which examines how the organisational culture affects an individual's behaviour). People, environment, technology, and structure are the four pillars of organisational behaviour. The importance of organisational behaviour is glaring. Organisational behaviour helps individual to become a more profound organisational member and it helps in understanding and promoting human relations at work. It also reduces stress level and help in making effective decisions. Organisational behaviour builds team spirit. The characteristics of organisational behaviour include role clarity, information sharing and performance feedback. Therefore, organisational behaviour is the study of people in the organisation and how such people's behaviour affects the performance of the organisation (Prabha, 2014).

#### **2.4.1 Scope of organisational behaviour**

People, technology, and structure are three internal factors of organisational behaviour, with the social system as the fourth exterior element (Neenu, 2018).

##### **1. People**

The internal social system of any organisation is based on the people. The people are individuals and groups. Individuals are workers, who are in the organisation while groups are formed from coming together of these individuals. These groups can be multi-tasking, in order to be formed, changed and disbanded. Changes occur every day in every organisation. People are committed by living, thinking, feeling and working for the organisation. This is to be of service to the people and the people should be beneficial to the organisations. Organisations are made up of persons and groups.

## **2. Structure**

Structure deals with human relationship in an organisation. Individuals in an organisation have different work roles and interact at various levels with one another. No individual in an organisation is an island. There is division of labour among workers and each worker is expected to perform their individual duties in order to achieve the organisational goals. Every worker must have a work schedule, where there are chains of command to be obeyed in achieving these goals. Thus, structure relates to power and duties.

## **3. Technology**

Technology provides a conducive environment in which people work in terms of physical and economic conditions. Technology aids the production of goods and services. It gives relief to the people with the aid of tools and machines. The type of technology employed by an organisation largely depends on the availability of human and material resources. These influence the work and the working conditions in the organisation. Technology aids efficiency and effectiveness.

## **4. The Social System**

The external environment in which an organisation operates is referred to as the social system. The organisation is a part of a whole; it cannot exist alone. Organisations influence one another. These organisations have an impact on people's views, working conditions, and, most importantly, resource and power competition.

### **2.4.1.1 The importance of organisational behaviour**

Organisational behaviour is based on people-organisational relationship. It shows the impacts of individuals, group and structure behaviour in any organisation. Organisational behaviour shows how employees interact with one another (Neenu, 2018). Organisational behaviour creates a set of tool such as theories and concepts, in understanding, analysing, describing and managing attitudes and behaviour in organisations. Individuals, groups, and organisations benefit from studying organisational behaviour because it enhances and assists in achieving individual, group, and organisational goals. Organisational behaviour can be used at three levels of analyses: the individual, the group and the organisation as a whole. Studying at the three levels provide an avenue for full understanding and examination of behavioural factors. The duty of a superior is to use organisational behaviour tools to boost effectiveness and

employ organisational capacity to achieve the organisation's purpose. Management is the process of maximizing an organisation's effectiveness by planning, organising, directing, and controlling its human, financial, material, and other resources. As a superior at work, organisational behaviour can significantly increase workers' personal sensibilities and outlook in the following areas:

1. Working with people from diverse cultures:

A superior must be able to embrace different cultural, geographic and religious differences at work. The workforce must be comfortable with the managerial style of communication which must be straightforward and appealing.

2. Workforce diversity:

Every organisation is made of people who are not the same in terms of age, gender, sexual orientation, race and ethnicity. These disparities can no longer be ignored. These set of people are readily available to work and are responsible for the progress made in the organisations. Individual perception, cultural values and lifestyles must be put into consideration and accommodated by the superiors.

3. Customer Service: Customers are the life of many organisations as they ensure their relevance. The failure to satisfy customers automatically leads to the failure of such an organisation. Organisations need a superb relationship with their customers. Organisational behaviour provides a platform for building and maintaining this culture, where workers are ever friendly, knowledgeable, courteous, attentive, responsive and prompt in service delivery.

4. Ethics.

Every manager is expected an ethically-friendly environment for the workers. The work ethics make all workers to know the constitutional rights, reduces the level of uncertainty, helps to avoid maladaptive behaviour and to be productive. Organisational behaviour sheds light on workplace functionality.



### **2.4.1.2 Factors affecting organisational behaviour**

Organisational behaviour deals with deviant work place behaviour such as absenteeism, turnover and helps to increase productivity, organisational citizen behaviour and job satisfaction. It is made up of actions and attitudes of people in the organisation, which is heterogeneous mix in terms of age, gender, race and belief (Prabha, 2014).

The external environment affects organisations. There is the need for consistent monitoring and adjustment to the rapid environmental changes. These changes have been grouped under the following factors:

#### **1. Managerial Challenges**

Most managers experience different managerial challenge such as:

- a. **Workforce diversity:** The heterogeneous nature of organisations based on gender, race and ethnicity calls for intensive care by managers to treat workers well, having in mind the different ideologies of such workers. Discrimination at work should be avoided; this will increase employees' retention and increase productivity. Diversity should be properly managed in order to reduce employees' turnover, interpersonal conflicts and poor communication channels.

- b. **Changing demographics of workforce**

This actively involves pursuing professional careers, which can be referred to as dual career couples and helps in building skills.

- c. **Young workers**

Young employees are usually energetic. Young employees choose a life they want to live as against the pay check.

- d. **Gender**

Recently, both men and women are now found engaging in professions that were regarded dominated a particular sex.

#### **2. Organisational shortcomings**

Major shortcomings at the workplace include:

- a. Employee's privacy: Employees are entitled to their private space but some employees do not understand this and end up intruding into colleagues personal issues. This breeds resentment from the employees
- b. Employee's rights: These are rights of the employees while they are at work.
- c. Unionism: Most private organisations now enforce yellow dog contract on employees. Organisations now provide services which should be provided by the union. Employees must be treated fairly and organisations must create conducive environment for work at all times.
- d. Changed employee's expectations.  
Employees are expected to be given participative roles in decision-making in organisations.

### 3. Challenges

- a. Total Quality Management [TQM] and reengineering programme are essential.. These are necessary to improve quality and productivity. They will aid in the ongoing improvement of organizational procedures, which will help to assure customer satisfaction. Reengineering is the process of redesigning value chains for employees and customers.
- b. Managing technology and innovations  
Flexibility improves quality and productivity of organisations. This helps to outsmart competitors and encourages for innovation in products and services. Superiors are to stimulate creativity from their employees and welcome good suggestions.
- c. Coping with temporariness  
Employees must continuously update skills, knowledge to avert flux in job performance and to meet up with new job requirements. Continuous improvement has to do with constant change. The concept of continuous improvement means constant.
- d. Ethical behaviour  
The organisation needs to protect and contribute to the immediate environment where it functions. This is called social responsibility. There is also the need for an ethically healthy environment for workers.

## **2.4.2 Personality**

Is a psychological construct that describes a person's entire system's growth and development. This deals with the whole part of an individual. Personality originated from the Latin word, "persona" used to describe behaviour, character, or a private person. It's a description of a person's self-perception, which has a distinctive and dynamic influence on their behaviour. Learning and experience can help to change this behaviour (Darsana, 2014).

Personality refers to the dynamic organization of those psychophysical processes within an individual that govern his individual responses to his surroundings. How a person interacts with and reacts to others is determined by his or her personality. It is mostly defined in terms of a person's innate characteristics. Personality refers to a set of traits and habits that govern the features and distinctions in people's behaviour (thoughts, feelings, and actions) that remain over time and are difficult to explain just through social and biological factors. The personality of an individual includes:

1. Social stimulus values' external looks and behaviour
2. Internal awareness of one's own self as a constant guiding force
3. The pattern of quantifiable attributes' internal and exterior organisation.

### **2.4.2.1 Characteristics of Personality**

1. Each person's personality is distinct.

Internal and external characteristics make up a person's personality. These characteristics can be rather generic, but they are all unique to each person. It is difficult for one person to duplicate or copy the characteristics of another's personality.

2. Persistence is a quality of personality.

Every person has a sense of feeling and also other lasting characteristics and qualities. Personality is made up of innate attributes that can be expressed in the form of social behaviour that can be tailored to the circumstances.

3. Personality is an organism's knowledge of its surroundings.

Personality development is merely a learning process. It takes place in the natural world. Someone develops all of the personality qualities at the same time.

4. Social interactions have a big impact on people's personalities.

Personality is a result of social interaction rather than a personal trait. Other traits may be acquired and other attributes may be displayed as a result of interaction with other members of the community. These are the factors that shape one's personality.

5. Personality is a unique blend of an individual's characteristics.

In personality some qualities integrate into one another resulting from various experiences which may differ from man to man. A person behaves in a certain way to a particular individual while the same person behaves differently to another individual under a suitable environment.

#### **2.4.2.2 Personality determinants**

Personality deals with the psychological growth and development of an individual. There are four major factors as classification (Bajumon, 2015).

##### **I. Biological influences**

Biological elements have a substantial influence on an individual's personality. Physical characteristics, brain, and heredity are the three broad categories.

##### **(a) Physical characteristics**

The exterior look of a person has a significant impact on his or her personality. Individuals' physical characteristics determine their impact on others, which has an impact on their self-concept. Physical traits may be linked to a person's approach to the social environment, as well as others' expectations and reactions to him with impact on personality development as well.

##### **(b) Brain**

The structure of the human brain has been examined by physiologists and psychologists. The brain is split into two parts, the left and right hemispheres. The left hemisphere is located on the right side of the body, while the right hemisphere is located on the left. The structure of the brain influences how a person's personality develops. There are some genetic characteristics that have a role in predicting what people want to be when they grow up.

### **(c) Heredity**

Individuals' height, weight, and health, as well as whether they are easily irritable or patient, are all characteristics that may be linked to genetics in many circumstances. The factors that are determined during conception are referred to as heredity. They are passed down through each parent's chromosomes via genes. The influence of one's ancestors on one's personality is significant.

### **II. Cultural factors**

Individuals' personal values and inclinations are substantially influenced by cultural ideals. Individuals are born into various cultures and develop various personalities, all of which have a substantial impact on their behavior. Culture shapes attitudes toward issues such as independence, hostility, competition, and collaboration to a large extent. Every culture is further subdivided into units, each with its own set of values, cleanliness standards, clothing codes, and terms of success.

### **III. Family and social factors**

The family's socioeconomic status, the number of children, the birth order, history, and education of the parents and extended family members all play a part in the formation of an individual's personality. These elements have an effect on the process of socialisation and identity.

- a. The socialisation process: This is the process through which a person obtains an incredibly broad range of behavioural potentialities, beginning at birth with his or her mother and later with other family and social group members. An individual's personality is influenced by these people and groups.
- b. The identification process: This is another critical developmental stage in which parents play a critical role. A child strives to be like everyone he or she perceives to be a model family. The identification process can be viewed from three perspectives:
  1. Identification refers to a child's and a model's behaviour being comparable.
  2. Identification refers to the child's desire to imitate the model.
  3. Identification refers to the process by which the youngster adopts the model's characteristic.

c. Home environment: An individual's personality development is influenced by their home environment. The complete home environment produced by parents, as well as the parents' direct influence, can be extremely important in the development of a child's personality.

d. Family members: Another important component influencing personality development is family. The rich and the poor have different personalities.

e. Parental influence: Children's positive and negative personalities can be traced back to their parents' personalities.

f. Social groups: Age groups, school mates, and members of the working class all have an impact on a person's personality development.

#### IV. Situational factors

Situations have an impact on a person's growth. Various settings necessitate distinct components of a person's personality. In this environment, many arrogant and undisciplined workers have been forced to become modest and disciplined.

#### **2.4.2.3 Personality traits**

Personality traits deal with the traditional approach of understanding personality in terms of identification and description. Simply, personality is the process of finding and classifying traits that explain a person's behavior. Shyness, aggressiveness, submissiveness, sloth, ambition, loyalty, and timidity are some of the most prevalent characteristics or attributes. Personality traits are different features that appear in a range of situations. The more consistent a characteristic is and the more times it emerges in different circumstances, the more essential it is in describing a person.

#### **The big five personality traits**

These personality traits are used by human resource professionals for placement of employees. These characteristics are regarded to be the underlying traits that define a person's complete personality.

1. Openness: People are ready to learn new skills and have new experiences. People are curious, innovative, and creative, and they have a wide range of interests.

2. **Conscientiousness:** This refers to the number of objectives on which a person focuses. In their work schedules, those who focus on a few goals at a time are regarded to be more organised, systematic, meticulous, thorough, responsible, and self-disciplined. Individuals with a high level of conscientiousness are trustworthy and timely.
3. **Extroversion:** Extroverts are energised by social connection, whereas introverts produce energy from inside. Extroversion encompasses attributes such as energy, talkativeness, and assertiveness. In the workplace, extroverts outperform introverts and are more inclined to jobs that demand interpersonal contacts, such as sales and marketing.
4. **Agreeableness:** This personality attribute describes people who are sociable, cooperative, kind, affectionate, and sympathetic. Individuals who are agreeable find it easy to form positive relationships with coworkers, subordinates, and managers, whereas those who are disagreeable find it difficult to form or maintain positive working relationships.
5. **Neuroticism:** Neuroticism can be referred to as emotional instability. This can be expressed in terms of emotional instability and degree of negative emotions. Moodiness and tenseness are two characteristics.

#### **2.4.2.4 Major personality attributes influencing organisational behaviour**

According to Bajumon, 2015, behaviour in organisations can be influenced by several attributes such as:

##### **1. Locus of control**

This is the degree to which a person believes in his or her own fate. This group includes two categories of people:

- a. **Internals:** People who believe they are in control of their own destiny.
- c. **Externals:** Individuals who believe they are pawns in fate's hands.

Externalists are less satisfied with their jobs, have a greater absenteeism rate, are more estranged from their workplace, and are less engaged in their work than internalists. Internals attribute organisational outputs to personal activities in the same circumstances. Internals

think that good habits can help control one's health. There are opposing factors at work, there is no clear link between locus of control and turnover.

In general, Internals perform better on jobs with different schedules and tasks. Internals conduct extensive research before making decisions, are more goal-oriented, and make a larger effort to influence the surroundings. Internals are better suited to occupations that need initiative and action independence since they excel at complex tasks. Externals complain more and are more inclined to follow orders and work in occupations that are well-structured and monotonous, and where success is strongly dependent on following workplace directives.

## **2. Machiavellianism**

This is called after Niccolo Machiavelli, a sixteenth-century author who wrote about how to achieve and use power. Machiavellianism is characterised by a realistic emotional distance and the belief that the aim justifies the means. High Machs have more power, win more often, and are more difficult to persuade, but they also persuade others more effectively. Situational considerations regulate high Mach outcomes, which flourish when people connect directly with one another and when the situation has a limited number of rules and regulations, allowing for improvisation. High Machs are skillful negotiators who are rewarded handsomely when they succeed.

## **3. Self-esteem**

This is the rate at which individuals like or detest a person. Self-esteem is intricately tied to achievement expectations. It relates to how much people believe they are capable, successful, relevant, and deserving of respect on a constant basis. People who have poor self-esteem rely on positive input from others to make them feel better about themselves. Individuals with poor self-esteem in management roles are more preoccupied with pleasing others. Employees who have a strong sense of self-worth are happier at work than those who have a low sense of self-worth.

## **4. Self-monitoring**

This is a person's ability to alter his or her behavior in response to external/situational influences. Individuals with a high level of self-monitoring demonstrate a high level of adaptability.



## **5. Type A Personality and Type B Personality**

A. Type A personalities are always active and are irritated by the speed at which most events occur, frequently do two or more activities at once, and are unable to cope with leisure time. A person with a Type A mentality obsesses over numbers, measuring achievement in terms of how many or how much of whatever is gained.

B. Type B personalities do not have a sense of urgency or impatience, and they do not feel compelled to display or share their successes or accomplishments until the situation requires it. Type B people value fun and relaxation above everything else, and they can relax without feeling guilty.

Type A is stressed out, works under constant time constraints, is a rapid worker who prioritizes quantity over quality, works long hours, and is rarely innovative. Type A's behavior is more predictable than Type B's. Type A performs well in job interviews and possesses desired characteristics such as great drive, competence, and motivation for success.

## **6. Risk taking**

Managers' proclivity to absorb or do without risk has been demonstrated to influence decision-making and the quality of information needed to make a decision. Managers that take a lot of risks make judgments faster and with less knowledge. Large-company executives, in contrast to growth-oriented entrepreneurs, are generally risk averse. Risk-taking tendencies should be aligned with specific job objectives by such supervisors.

## **7. Work ethic orientation**

Some employees are very focused on their work, while others merely strive to accomplish the minimum in order to avoid being fired on the job. There should, however, be a healthy balance. Extreme work ethic values may lead to "workaholic" characteristics, in which work is the only primary motivation for living with few outside interests. Organisations can achieve their objectives with the help of dedicated members, but only members.

## **8. Introversion and Extroversion**

Introversion refers to a person's inward processing of feelings, thoughts, and ideas. The concept of extroversion implies a person's capability to look outward, seeking external stimuli with which to communicate with other people. Every person possesses some elements of both introversion and extroversion, but one is always dominant. Extroverts are most likely to

succeed in jobs that need them to contact with others face to face, such as sales, publicity, and personal interactions. Introverts are persons who prefer to interact with a limited group of people and are quiet, reflective, introspective and cerebral. Introverts are more likely to succeed when working on highly abstract ideas in a relatively calm environment, such as research and development (Bajumon, 2015).

### **2.4.3 Attitude**

An attitude is a somewhat steady emotional display that is used to respond to a certain object, circumstance, person, or group of people on a regular basis. In any attitude, there are three major components. The ABC model of attitudes is named after the letters A, B, and C, which stand for Affective, Behavioural, and Cognitive. The affective component indicates a person's emotional response to an object. Attitude is described as a learned tendency to respond to a given thing in a consistent positive or negative manner. This implies that attitudes have a different impact on behaviour than values.

Workplace development is a function of employee attitudes. Every employee has a responsibility to act in a moral manner. Employee motivation and job commitment are influenced by the organization's evaluation of their attitude. Employee behavior is a major aspect in determining a company's behavioural attitude (Othman and Suleiman, 2013).

#### **2.4.3.1 Features of attitude**

1. Attitudes are influenced by personal experience, information from others, and market-controlled sources, particularly exposure to mainstream media.
2. Attitudes are a type of predisposition. A proclivity for something is a predisposition; attitudes have motivating aspects.
3. There is a strong link between attitude and behavior.
4. Attitudes are consistent, but they aren't always permanent. Changes in attitudes are possible.
5. Attitudes are aimed at a given item for specific reasons.

### 2.4.3.2 Components of attitude

Attitude is made up of three main elements.

**(i) Emotional or affective:** Emotional or affective components involve a person's sentiments regarding a certain thing. This emotion can be pleasant, negative, or neutral. Each is made up of sensations, moods, and emotions that have gotten linked to previous or current experiences. When it comes to carrying out their responsibilities, various employees often express a variety of emotions. However, when doing administrative duties, public workers must maintain a neutral attitude.

**(ii) Informational or cognitive:** An attitude is made up of the individual's views and facts about an object, regardless of whether the information is right or erroneous. The size of an attitude is defined by the attitude's appraisal, whether it is positive or negative.

**(iii) Behavioural or intentional:** The individual's thoughts and facts about an object make up an attitude, regardless of whether the knowledge is right or wrong. The positive or negative judgment of an attitude determines its size.

### 2.4.3.3 Formation of attitude

Individuals' or groups' feelings and views are referred to as attitude. These attitudes can be acquired through a variety of sources, including:

#### 1. Personal experiences:

Directly based on experience, attitudes can be formed. Attitudes are formed as a result of personal experience or observation. In terms of remuneration, job evaluation, work design, and managerial abilities, employees form attitudes toward an organization. They remember all of this as previous experiences in a new organization, and this leads to the construction of an attitude.

#### 2. Social factors:

People's opinions are influenced by their social roles and standards. A person's social role refers to how they are expected to act in a certain situation or role. The principles that govern what behavior is acceptable in society are called social norms.

#### 3. Learning:

Attitudes can be acquired through a various methods. Advertisers utilise classical conditioning to sway viewers' opinions about certain products. Individuals form good associations with products that have attractive and enticing imagery.

#### **4. Family and peer groups:**

Values are instilled in children by their parents and learned from teachers and peers. Someone model their attitudes after people they are attracted to. People observe their family and friends' acts and adapt their attitudes and behaviors to fit in with their peers.

#### **5. Economic status and occupations:**

Personal attitude formation is also influenced by an individual's economic condition and work position. Individuals' current and future perspectives are influenced by their socioeconomic background. Unemployment has an impact on previous religious and economic convictions. Professionals' children have a guarded demeanor.

#### **6. Mass communication:**

When compared to attitudes, values are more stable. Advertisements have a tendency to change people's minds about certain products or services.

#### **2.4.3.4 Changing Attitude**

Attitude formation and change are intertwined. People adopt, modify, and renounce attitudes on a regular basis to meet the changing interests and needs. A communicator utilises multiple persuasive methods to persuade an audience to change the existing beliefs or values in the majority of attempts at attitude transformation. Persuasion strategies are employed to change people's minds. Written communication, such as posters or newsletters, or spoken communication, such as conferences or meetings, are examples of these strategies. The traditional approach to most organisational attitudes is change programs, which involve modifying beliefs and possibly values in order to change attitudes and behaviour. Attitudes can shift if:

1. New information is obtained from people or the media (cognitive change).
2. When a person comes into direct contact with an attitude item (affective change).
3. Forcing someone to act in a certain way (behavioural change).

#### **2.4.3.5 Values, attitudes and commitment**

Values are essential to the study of organisational behaviour because they are the cornerstone of human personality and a significant but unseen influence influencing human behaviour. Values are so deeply ingrained in people's personalities that they may be inferred from their actions and attitudes.

#### **2.4.3.6 Attitudes and values**

Although attitudes and values are not synonymous, they are inextricably linked. Attitudes, like values, are passed down from parents and learned from instructors and peers. Everyone is born with predispositions to certain diseases. People observe how their family and friends act, and their findings influence their attitudes and conduct. People also model their behavior after that of celebrities and others they adore and respect. Attitudes are extremely important in organizations because they influence job behavior. Workers frequently assume that superiors/management teams force them to work harder for the same or less pay; attitudes are established in response to actual job behaviour and may result in change (Bajumon, 2015).

#### **2.4.3.7 Types of work-related attitudes**

The study of organisational behaviour concentrates on a small number of job-related attitudes. Three attitudes have been to be:

##### **1. Job satisfaction**

An employee's feelings about his or her job are summed up in job satisfaction. High job satisfaction is linked to positive attitudes, and vice versa. It is common to use the phrases "attitudes" and "job satisfaction" interchangeably. Job satisfaction is to increase productivity, higher quality standards, lower absenteeism, and lower staff turnover. Employees' satisfaction is determined by organisational elements such as compensation, advancement, organisational policies and procedures, and working environment. Job satisfaction is affected by a number of other elements, including relationships with coworkers and bosses. Positive attitudes are more likely than negative attitudes to lead to job satisfaction. Job satisfaction is an important factor in determining how a person behaves in the workplace.

##### **2. Job involvement**

It relates to how much a person cognitively identifies with the profession. Absenteeism and resignation are discouraged by a high level of job commitment. More than absenteeism, job involvement is a predictor of turnover. It's the psychological empowerment of employees' views about how much their jobs affect them. Employees who are actively involved in their jobs are more likely to identify with and care about the many work schedule options accessible to them.

##### **3. Organisational commitment**

This state is defined as employees who identify with a specific organisation and its aims.

Commitment can be:

1. **Affective commitment**- belief in the organisation's principles and emotional loyalty to it
  2. **Continuance commitment**- when compared to other options, the value of staying with an organisation.
  3. **Normative commitment**- a moral or ethical commitment to continue with the organisation
- Bajumon (2015) stated that both absenteeism and turnover have a negative association with organisational commitment. The level of organisational commitment of an employee is a greater predictor of turnover than work happiness. Organisational commitment is a global and long-term response to the organisation whereas job satisfaction is a more localised and short-term response to the organisation as a whole.

#### **2.4.4 Group dynamics and intergroup relationships**

People work in organisations and form groups because of the nature of their occupations. They interact with one another in the same occupation rather than with people in other occupations. A group is made up of two or more people. Organisations are made up of numerous groups of people. A group can be referred to as the coming together of independent individuals who interact and become interdependent in achieving specific goals and objectives. It is a social phenomenon in which two or more people choose to associate because they share a shared ideology and see themselves as a group. Two or more people can form a group if they have social ties to one another.

##### **2.4.4.1 Features of a group**

1. In a social contact, two or more persons are involved.
2. Members can earn incentives.
3. It has a solid foundation.
4. Members have similar interests or aims.
5. Individuals consider themselves to be part of a group.

##### **2.4.4.2 Classification of a groups or teams**

Employees in an organisation are divided into various groups, which can be classified based on their purpose, level of structuring, formation method, and size of membership. There are three types of groups:

**1. Formal groups:** These are work groups that have been assigned by the organisation's structure. A formal group carries out work support in line with the organisation's goals. In

formal groups, engaging behaviour is stipulated and directed toward the organisational goals.

Formal groups can be sub divided into:

i) **Command group:** The head of the line of authority and the personnel who report to him form a command group. As a result, it is defined in terms of the hierarchy of the organisation. An employee is a part of the group is determined by their position on the organisational hierarchy.

ii) **Task group:** Is a group of personnel working together to complete a project or assignment. The obligations allocated to a worker establish his or her membership. A task group might be temporary and have a set duration, or it can be indefinite.

iii) **Committee:** Two or more people who have been appointed to complete a task. It looks into the issue, analyses it, debates it, and gives recommendations. A committee usually consists of a chairman, a secretary, and additional members. Recommendations are conveyed to the authority in charge of putting them into action.

### **Characteristics of formal groups**

1. They are instituted to perform certain tasks or to achieve a specific goal.
2. They have a well-defined organisation, as well as procedures and membership.
3. They are either long-term or short-term.
4. They have well defined jobs and responsibilities.
5. They have well-defined guidelines.
6. They have set goals and deadlines for themselves.

2. **Informal groups:** These are groups formed based on mutual interests or relationship to meet the needs of people by bringing people together. These groups respond to the need for social contact through natural formations in the work environment. Work proximity allows the basis to form friendship, sharing similar attitudes, personalities and economic value.

i) **Friendship groups:** These individuals have few characteristics in common. They can be formed as regarding same political view, age group and same work situation.

ii) **Interest groups:** These groups are concern and attain certain goals and objectives.

iii) **Reference groups:** Workers have reference groups inside or outside the organisations based on forming opinions or decision making.

iv) **Membership groups:** These are affiliated groups to which employees belong. They could be formal or informal.

v) **Cliques:** These are basically informal groups that involve friendship.

### **3. Work groups**

Is a group of people who get together to share information and help each other perform better as employees of different organisations.

#### **Features of work groups**

1. Comprise more than two persons.
2. These are tasks designed for members.
3. The members of the group, as well as the leader, are loyal and drawn to one other.
4. The head is responsible for the principles, the practices, the tone and the atmosphere of the group.
5. Members are encouraged to communicate effectively as this helps in achieving the goals of the group.
6. Tasks are interdependent.
7. The group develops the potentials of their members.

#### **Types of work groups**

1. Production groups: Supervisors and foremen are examples of core staff who are involved in the production of tangible things.
2. Service groups: They are transaction groups. Service groups relate with customers.
3. Managerial groups: These include middle and upper-level executives. Lower-level units are coordinated by these managers.
4. Project groups are formed to complete specified tasks or projects within a set time frame. These groups are usually dissolved after completion of projects.
5. Experts who participate in complex and timed assignments create action and performing groups. They are aircrews, surgical teams and military units.

#### **2.4.4.3 Why do employees join groups?**

For a variety of reasons including safety, status, self-esteem, affiliation, power, and achieving goals. Employees join functional groups because they are already members of the organisations. People accept employment to earn salaries and to practice different professions. The need to work in harmony is of importance (Bajumon, 2015).

### **2.5 Communication**

Communication is the exchange of information from one person to another. The sending and receiving of information is referred to as the communication process. The interchange of thinking and emotion between individuals / groups is referred to as communication.



Communication is a vital key in putting equilibrium between individuals and the objects of the organisation. There is always an area of communicative commonality among parties involved, where feedback is critical to its effectiveness. Communication is both upward and downward process involving the exchange of ideas (Agarwal and Garg, 2012).

### **The Elements of Communication process**

#### **1. Source or sender**

Every message or communication passes through a communication channel, which is provided by a sender to one or more receivers. The sender converts the message (the transmitted data) into a format that is compatible with the communication channel.

#### **2. Message**

This is the essence for the communication process. The sender sends a piece of information to a receiver. The message might be either verbal (written or spoken symbols), nonverbal (unspoken symbols), or a combination of both. The composition of a message is important as well as the content and the interpretation.

#### **3. Encoding**

The act of transforming conversations into communication symbols, in which certain symbols are used, is known as encoding such as letters, images, and motions are used to convey information. To avoid misunderstandings, messages must be properly encoded.

#### **4. Channel**

Communication channels are the means through which one person communicates with another. There are various communication channels available like one-on -one conversations, mobile calls, text messages, email, the Internet such as social media (Facebook, Twitter, radio and television) newsletters, brochures and reports among others.

#### **5. Receiver**

The individual who receives the communication is known as the Receiver. The reader, listener, or decoder is usually the recipient of the message. The individual who consumes and processes the communication is presumed to be the receiver. The recipient of the communication is usually the reader, listener, or decoder. The receiver is assumed to be the person who consumes and processes the communication.

#### **6. Decoding**

Decoding is an important talent to have. Each and every communication must be decrypted. Communication barriers, the message's context, their psychological state, the time and place of receipt, and a number of other factors all influence how people decode and understand messages.

## **7. Feedback**

Feedback is usually based on how well receivers understand messages through their verbal and non-verbal reactions. The cycle of communication is complete with feedback.

### **2.5.1 Nature and characteristics of communication**

1. At least two people are involved in communication: the sender and the receiver. The communicator is the person who sends the message. The message is received by the receiver, who is the communicatee.

2. Communication is a two way concept:

It requires a lot more than just sending and receiving messages. It isn't complete until the recipient comprehends the message and responds in some way.

3. Purpose of communication:

Communication's primary goal is to facilitate comprehension. The recipient should be able to comprehend the message and respond appropriately.

4. Forms of communication:

Orders, instructions, reports, and enquiries are all examples of communication. It could be expressed verbally or in writing. It could be formal or informal.

5. Scope of communication:

Communication is the foundation of all human interactions. It is required at all levels of management in all types of enterprises.

6. Communication is a dynamic process:

The senders and receiver's moods and states of mind influence communication. The way a message is transmitted and received is determined by the sender's and receiver's active sense organs at the time of communication.

7. There's a lot more to communication than just words:

Communication entails not just the expression of facts in words, the expression of thoughts and feelings. Signs, symbols, and gestures are also employed as part of the communication process.

8. Communication is a procedure that has a certain objective in mind:

Communication is goal-oriented, and it is only effective when the sender's and receiver's goals are aligned.

9. Communication is conversational:

Communication connects facts and ideas, allowing the communicator and the communicated to progress in a rational manner. Communication establishes a link between facts and ideas, allowing the communicator and the communicated to develop in a logical manner.

10. Communication is a multidisciplinary field of study:

Communication involves knowledge from several disciplines.

### **2.5.2 Significance of communication**

Organisations rely solely on communication, which is the exchange of ideas, messages, or information through spoken, nonverbal, or written means. Organisations are unable to function without effective communication. If communication is hindered, the entire organisation suffers.

The organisation becomes lively and effective in their responsibilities when communication is thorough, accurate, and timely. For four reasons, communication is essential to the management process:

- a. Management communication is a process that connects people. Communication is the means through which managers carry out their planning, organizing, staffing, directing, and controlling responsibilities. All organizations are built on the foundation of communication.
- b. The quality and quantity of information available regularly influence decisions. The judgment is likely to be incorrect if the information utilised to make it is faulty or insufficient.
- c. It takes time, but it is necessary. Seventy to ninety percent of the time, managers communicate with employees, other internal and external clients.
- d. In organisations, information and communication signify power. Without a work schedule, a time frame for the task, and the involvement of other employees, an employee is unable to conduct any useful tasks. Members who have access to this information become power custodians. A fundamental managerial talent and a basis of good leadership is the capacity to communicate effectively, both orally and in writing. Communication allows people to exchange and share information as well as affects one another's attitudes, behaviors, and understandings. Communication helps in understanding the interaction between management-employees' relations, which promotes the increased performance of the members of the organisation. Communication is essential in mobilising and directing the workforce towards

achieving the organisational objectives. Communication promotes effective team performance by coordinating all factors of production (Nebo, Nwankwo and Okonkwo, 2015).

### **2.5.3 Functions of communication**

i) It keeps people informed:

The most basic requirement for adapting and adjusting to a new environment is information. There must be some understanding of what is happening in the environment.

ii) To instruct and coordinate:

Superiors in the family, society, or organisation frequently establish a communication process, either to inform or to control their subordinates. In formal organisations, communication functions are more visible than in informal organisations.

iii) Influence or persuasive function:

This involves inducing people to modify their current thoughts, discard or accept new ideas. This function ensures a change in a particular direction.

iv) Integrative function:

A major role of communication is integration, or the constant balancing of any breakdown at the interpersonal or organisational level. Individual, societal, and organisational identity and stability are all aided by this.

v) Co-ordination and regulation of production activities

This communication function has evolved over time. Workers must communicate in a dynamic, reciprocal, and lateral manner during production tasks. Workers and managers must communicate in a two-way, vertical fashion in order for an organisation to succeed. Communication is crucial, complex, and difficult as a tool of coordination and regulation.

vi) Socialisation

In the part of organisations' human interactions, the socialisation process of communication is emphasised. It argues that capturing the hearts and minds of organisational members is essential for effectively coordinating organisational activities toward shared organisational goals. Members of an organisation are socialised through communication that focuses on conveying and reinforcing organisational principles and aligning individual goals with organisational objectives.

vii) Innovation

Effective communication fosters the development of new ideas.

#### **2.5.4 Barriers to effective communication**

Communication difficulties make the task more difficult. Anything that obstructs communication is referred to as a communication barrier. It's anything that obstructs a clear comprehension of the message. These barriers are unavoidable at times. These barriers must be minimized by both the transmitter and the recipient.

The major barriers are:

##### **1. Language barrier**

Communication might be hampered by a lack of understanding of the language. Someone who is inexperienced with the terms is more likely to misunderstand a communication that is dense with jargon. Abbreviations and colloquialisms can be misunderstood and even offensive.

##### **2. Psychological barriers**

The psychological condition of those involved in the communication process will have an effect on how the message is sent, received, and understood. When people are stressed, they are more likely to be focused with personal matters and less receptive to signals than when they are not. Another psychological obstacle to communication is anger. When someone is upset, it is simple to say things that they will later regret. This person misinterprets what others say.

##### **3. Physiological barriers**

Physiological barriers may be created by the receiver's physical condition. It is difficult for a receiver with hearing loss to receive all of the pieces of a message. The fact that there is a lot of background noise could exacerbate this.

##### **4. Physical barriers**

Geographic distance between transmitter and receiver is an obstacle to communication.

##### **5. Systematic barriers**

Inefficient or inadequate information systems and communication channels, also a lack of understanding of communication roles and responsibilities are barriers.

##### **6. Attitudinal barriers**

These are beliefs or behaviour that prevents people from communicating effectively. Effective receivers of communications must overcome attitudinal barriers to enable effective communication.

##### **7. Listener barriers**

The mindsets of the listeners are at the root of these obstacles. Communication is accomplished when the receiver understands the sender's intended meaning. Listening is a

waste of time in communication since the audience is either not paying attention or daydreaming.

#### 8. Sender-message barriers

These stumbling blocks are caused by the sender's communication style and content. Assuming the listener has enough information to interpret the message is one of the sender obstacles.

#### 9. Status barriers

The status of individuals in a communication process can sometimes act as an obstacle to effective communication. The importance others in the organisation place on an individual or his position is referred to as status. People of similar rank have the best communication skills.

#### 10. Use of jargon

Specialists may use specialty vocabulary to interact with non-specialists. In technical lingo that most network users are unfamiliar with, an information technology technician, for example, may explain how users of a network should log on to a network.

#### 11. Conflict

Information is often overlooked or misunderstood when the communicator and the recipient are at odds.

### **2.5.5 Interpersonal communication**

Is the transmission of information, feelings, and meaning among people using both spoken and nonverbal means. It's not only about what's said when it comes to interpersonal communication (the language used). It's also about the tone of voice, facial expressions, gestures, and body language used to convey nonverbal messages.

#### **2.5.5.1 Functions of interpersonal communication**

1. Gaining information: One of the reasons for engaging in interpersonal contact is to learn more about the other person. People can learn about others through frequent contact.
2. Creating an understanding context: This aids in better understanding what someone says in a specific situation. Depending on the context and how the words are used, they might mean different things.
3. Relationships aid in the formation of identity, as do relationship roles and the face entity.
4. To meet interpersonal requirements: Inclusion, control, and affection are the three types of needs.
  - a. The need to have a sense of belonging in a group is known as inclusion.

- b. Control is a need for demonstrating one's leadership and ability. Groups are formed to meet the demand.
- c. Affection fuels the desire to form bonds with people. Groups are a fantastic way to meet new people and form lasting bonds.

### **2.5.5.2 Principles of interpersonal communication**

The workings of interpersonal communication are based on these concepts. Communication is based on these ideas.

#### **1. Interpersonal communication is inescapable**

Even attempting to avoid communication sends a signal. Words, voice tone, gesture, posture, facial expression, and even silence can all be employed to convey information.

Communication is a regular occurrence.

#### **2. Interpersonal communication is irreversible**

- a. Once something has been said, it is impossible to take it back. The consequence is unavoidable.
- b. There is no such thing as a plain communication method. Even for simple requests, the number of variables involved is highly complex.
- c. Words and symbols have no inherent meaning. They can be used in many different ways.
- d. The greater the amount of communication, the more difficult it is to communicate effectively.

### **2.6 Behavioural therapy: concept and perspective**

Behavioral therapy focuses on the present rather than the past, observable behaviours rather than unconscious forces, and short-term treatment, explicit goals, and rapid adjustments. Behavioural therapy dates back to the early 1900s and gained popularity as a psychological treatment in the 1950s and 1960s. It was initially met with a lot of opposition from the Psychoanalysis school of thought (Austrialian Institute of Professional Counsellors, 2008). Ivan Pavlon (1849 - 1936), John B. Watson (1878 - 1958), B. F Skinner (1904 - 1958), John Dollard (1900 - 1980) & Neal Miller (1909 - 2002), Joseph Wolpe (1915 - 1977), and Albert Bandura (1925) were among those who contributed to the creation of behavioural therapy. The traditional behavioural approach is no longer as popular as it was previously. With cognitive therapy, there is a more applicable approach and a more collaborative treatment.

Individuals are born with three essential building blocks of personality: core drives, specialised reflexes, and intrinsic responses to certain stimuli (Seligman, 2006).

Individuals' basic drives are related to things like food and warmth. Specific reflexes include actions like sucking and blinking, whereas innate responses include actions like reacting to discomfort. Personality is shaped by learning and unlearning throughout one's life, according to behavioral scientists. They also feel that a child's upbringing has an influence on his or her personality. Through seen through the eyes of a behaviorist, personality develops as self-efficacy. Self-efficacy is frequently the outcome of parents' responsiveness, non-punitive approaches, and a friendly home environment (Weiten, 2007).

### **2.6.1 Behavioural rehearsal**

This is a long-term process of sculpting. It entails systematically learning a number of social interaction component abilities. Providing individuals with insight into the origins of problems, achieving relief by staging real-life situations in sessions, assisting individuals in learning new ways of responding to specific life situations, teaching new behavior response patterns (interpersonal skills, assertive behavior) through reinforcements (praise), punishment (critics), suggestions, and feedback are all part of behavioural rehearsal (Australian Institute of Professional Counselors, 2014).

### **2.6.2 Implementation of behavioural rehearsal**

According to the Centre for Medical Psychology Counseling and De-Addiction, 2017, the implementation of behavioural rehearsal involves the preparation of the individual: There is need to help the individual recognise the importance of learning new behavioural pattern (this is the behavioural interpretation of the individual's difficulties/problems). This approach entails persuading the client that proper behavioural practice would be beneficial in overcoming obstacles such as social skills. The next step is to persuade the person that it's appropriate to feel timid, artificial, or awkward while role playing new behaviors. The final step is problems/behavioral interpretation (a gap between how one behaves and how one intends to react). The hierarchical list of anxiety-provoking scenarios established during the systematic desensitisation technique is analogous to the target behaviour selection. The therapist inquires, investigates, and discusses with the individual, resulting in a good, precise, concrete, and representative sample of scenarios in which the client is likely to exhibit



behavioural impairments. The therapist ranks the items according to the degree of difficulty of the requisite behavioural skills (interpersonal skills of individuals).

The behavioural rehearsal proper: Starting at the bottom of the pre-built hierarchy, each circumstance is role-played. The therapist provides feedback or remarks on the role-playing of the individual. It is more therapeutic to monitor oneself. If the client's role playing is inadequate or ineffective, the therapist may provide modeling (reversing roles as assistant/aide), coaching (teaching the individual what, how, when, and where to say), or allowing the client to listen to taped role playing. The therapist then talks about the individual's performance, as well as the performances of others, and what could have been done differently. Behavioural rehearsal is concerned with putting newly learnt role behaviors into practice in real-life circumstances. An individual masters a specific social behavior pattern and puts it into practice in real-life situations (give homework). The person will keep a log of his actions in the circumstance (progress) and discuss the repercussions of his new behaviors.

### **2.6.3 Behavioural rehearsal and job commitment**

Behavioural rehearsal is based on the systematic application of the principles of learning. Treatment goals are clear and measurable, focusing on the current challenges of civil servants in order to help them shift maladaptive to adaptive behaviors and improve their dedication to their jobs. The therapy is largely educational, teaching civil servants skills of self-management.

#### **2.6.3.1 Characteristics of behavioural rehearsal**

Behavioural rehearsal is based on principles and procedures and it is scientific. It deals with civil servants' current issues (as opposed to analysis of historical factors influencing them and factors that can be used to modify job commitment). Civil servants are expected to take an active role in solving problems by taking specified actions.

Behavioural rehearsal focuses on educating civil servants, self-management abilities, with the idea that government officials will apply what they learn at the office to their daily life. Assessment of overt and covert behaviour, direct identification of problems, and evaluation of modifications are all part of behavioral rehearsal. Civil servants acquire self-management skills through behavioural rehearsal, which emphasises a self-control approach.

Interventions are geared to individual problems, such as "What treatment is most effective for government servants with that specific problem and under what conditions?" Who is it that is doing this? The foundation of behavioural rehearsal is a collaborative relationship between therapists and civil servants. Behavioural rehearsal focuses on practical application, with interventions applied to all aspects of daily life in order to reduce maladaptive behaviors and increase adaptive behaviours. The therapists aim to create culture-specific methods and gain the participation and adherence of civil servants. Increasing personal choice and providing novel learning settings are two of the most important goals of behavioral rehearsal. At the start of the procedure, civil servants create precise goals with the help of the therapist. After the goals have been agreed upon, the process of defining them begins. The therapist and the civil servants discuss the nature of the goals, as well as the goals' linked objectives and the conditions surrounding their accomplishment.

### **2.6.3.2 Principles of behavioural rehearsal**

Behavioural rehearsal techniques for enhancing job commitment of civil servants include:

- 1. Vicarious reinforcement:** This is the process where an individual watches another model. This model behaves in a certain way and the observer perceives the behaviour as desirable and emulates such behaviour. This technique is used to shape the behaviour of individuals (Malouff and Rooke, 2018). Vicarious learning is simply the process of observation and imitation, initiated by formal organisational knowledge transfer conduits (Myers, 2015).

Vicarious learning is an important aspect of organisational studies because workers often learn by observing others (informal) than through formal means, such as job description. Vicarious learning at the workplace is a cognitive process of interpreting and imitating behavioural scripts, suggesting the importance for training and other organisational behaviours. Learning through behaviour is a daily occurrence at work (Myers, 2015). Vicarious learning is a one-way process of observation and imitation, facilitated by formal organisational structures and conduits. It emphasises interpersonal learning interactions among workers which is more of coactive vicarious learning.

- 2. Behaviour modeling:** This is a training technique that was developed in 1970 for developing an individual's skills in solving difficult interpersonal situations. It is a system of skill training which helps to preserve individuals' self-esteem. This is an

efficient method to develop managerial skills. It is the learning of a new behaviour which will lead to change in attitudes and the understanding of intellectual basis for the new behaviour (Iyer, 2018).

According to Ingram, (2019), behaviour modeling in the world of work is a major key of Social learning theory (SLT). This is the process of showing workers how to do something and guiding the workers through the process of imitating the modeled behaviour. Behaviour modeling is basically applied at work by sitting with workers and physically showing the appropriate ways to perform job descriptions. The workers can also be paired with experienced workers to learn. This helps such workers to ask questions and gain insights into the work roles.

Workers model the behaviour of superiors such as punctuality at work, closing late, execution of task and discipline. Behavioural model strategically influence the work culture and atmosphere. This technique is a system of mentoring and discipline which mainly deals with workplace behaviour and performance. Behaviour modeling is a psychological training intervention; trainees are shown good management practices in a film before being allowed to play roles in a simulated circumstance and receiving comments from their supervisor. This is a very powerful technique, especially for workers with severe skills deficit.

**3. Role-play:** This is an interactive process where individuals assume specific responsibilities (roles) and perform specific tasks. Role-play has positive effect on the learning process. It is both an interactive and a reflective process which promotes changes in behaviour. Role-play aims to equip individuals with skills and to change attitudes as well as behaviour at the workplace. This can be conducted as a paper based version where documents are handed to individuals or acted in a computer based environment (Leyer, Hirzel and Moormann, 2015).

Role-play can be of two types at work: either a worker is asked to take a role that is normally performed by the person or the worker plays a role in an unusual setting that is introduced and this usually occurs in the context of behavioural change. Role-play is synonymous with dramatisation, where individuals act in role or unfamiliar environment which might lead to a change in behaviour.

**4. Self-management programmes:** Knowledge is shared, that civil servants can increasingly lead self-directed lives to deal with problems. The basic steps of self-management programs are (1) setting realistic goals, (2) translating goals into target

behavior, (3) self-monitoring, (4) designing a change plan, and (5) reviewing an action plan.

### **2.6.3.3 Behavioural rehearsal at the workplace**

Behavioral rehearsal is an opportunity to practice skills in a safe and encouraging atmosphere while employing realistic scenarios. Role play is a type of behavioral rehearsal in which the emphasis is on skill rehearsal rather than emotional enactment or being 'in character.' Role play implies that employees are required to put on uncomfortably exposing emotional presentations. Workers practice skills with coworkers who act as stand-ins for other team members in real or made-up scenes. Worker pairs, worker with an observer, or a worker practicing in front of a group are all options for behavioral rehearsals. This allows workers to exercise individual abilities as well as teamwork. Superiors lead planned group learning sessions with behavioural rehearsals to assist workers build information and skills that can be transferred from practice to real-life situations. All of these contribute to worker harmony within a unit, department, or program, as well as to workers' professional development. The platform for behavioral rehearsal, on the other hand, is not a tool for making clinical judgments.

### **Roles of behavioural rehearsal at the workplace**

Behavioral rehearsal enables superiors to:

1. To share experiences and expertise, foster group collaboration.
2. create a pleasant working environment.
3. create an atmosphere for best work practices among workers.

### **Outcomes of behavioural rehearsal**

Persistent and impactful behavioural rehearsal should lead to:

1. The workers' self-assurance has dwindled.
2. Lowered employee performance anxiety
3. enhanced consistency of practice at all levels of the workforce
4. frequency

Superiors should encourage behavioral rehearsal learning sessions on a regular basis at work. At least, every month there should be recommendations to ensure skillfulness, efficiency and comfort in engaging in behavioural rehearsal, at least once per month. Behavioural rehearsal is not only for special occasions but also for regular trainings and group superior meetings.

### **Preparation of behavioural rehearsal at work**

There is a collaborative work between the superiors and the subordinates/ workers for the behavioral rehearsal, create a situation or use a clinical case study. Workers might be chosen based on their previous work performance and field observations. Typically, the scenes chosen are simple or difficult, requiring workers to respond in various ways, ranging from predetermined responses to lengthy sequences of conversation. It's best to start with simple situations and work your way up to more difficult ones. A scene must be educative to workers. Over time, the scenes used should become more advanced and technical in learning workplace rules/ scenarios.

### **Conducting a behavioral rehearsal**

Workers are provided with practice case scenes.

The rehearsal should have a time frame and workers must keep to the time usually 10 to 15 minutes to give room for impactful practice. The rehearsal must be within the specified scenes.

There must be a timekeeper.

Observers must be appointed to watch, listen attentively and make recommendations. They are, however, not allowed to interfere in the process of the rehearsals.

### **Process of a behavioural rehearsal at work**

1. Workers are asked questions about their workplaces? The coordinator, who receives the feedback, reflects on workers' experiences first. The following questions are asked

- a. What is your experience? How do you feel about it?
- b. What did you enjoy about what you did?
- c. What will you do differently if you have the opportunity to do it again?
- d. How will you use this, going forward?

2. There is the need for the coordinator(s) to provide feedback apart from the observers.

There is a reflection on:

- a. What stood out to you about the encounter?
- b. What aspects of the practitioner's work do you admire?
- c. Is there anything you think they should do differently?

3. The observers will also give feedback according to the notes, after the workers in the behavioural rehearsal have reflected on experiences.

### **Providing feedback**

The objective of providing feedback is to help workers continue to build the workplace knowledge and skills. The productivity of the behavioural rehearsal is based on the tone, style, and content of the feedback, all of which are key elements. The roles of the observers must be direct, realistic and concrete. This must be presented in a simple language, properly written, comments must be in the focus area (within scope) of what the workers have done. This must not be sentimental or judgmental. Professionalism must be displayed with insightful focus which will help workers to improve on knowledge, skill acquisitions and different abilities. There must be no ranking or rating the practice, particularly evaluative feedback must be avoided.

### **Timely**

Comments must be timed properly. Feedback must be timed to be effective. If the worker is physically and emotionally in a position to take feedback, an assessment must be conducted.

### **Individualised**

Treat each person's work separately and avoid comparing it to the work of others. Allow the person to seek clarification if necessary in order to fully comprehend the feedback.

### **Receiving feedback**

It's critical to anticipate and respond to feedback. Concentrate on the individual providing comments as well as the facts presented. Determine what type of feedback will be most beneficial. Other people's criticism is beneficial, and defining the demands will lead to more concrete and effective initiatives. Pay attention to what is being stated. Concentrate on what the other person is trying to say. Take notes on the feedback so you can refer back to it later. Keep an eye on the reactions as the feedback is given. Push past any negative sentiments or thoughts and focus on the specifics of what is being offered. Maintain an open mind to viewpoints that differ from your own.

## **2.7 Gender and job commitment**

Job commitment is thought to be influenced by a number of factors, including demography, training opportunities, and management perceptions (Chen, 2013). Existing studies on gender and job commitment has not reached a consensus on the nature that exists between the variables (Ajayi, 2017). According to several studies, women are more committed to their

organizations than males. Through men may appear to be stronger. Some men are less task-oriented. Some researchers claimed that men were more devoted than women, especially in organisations with a masculine work culture. While others observed, for women being mothers, is more important than working, then quitting their employment.

According to Cogaltay (2015), each gender may have various levels of job commitment. In terms of social roles, men and women's professional behavior is influenced by their gender roles.

## **2.8 Reward, incentives and job commitment**

Reward is a valuable thing as perceived by worker in an organisation. Every organisation must motivate, engage and retain workers where the key components of rewards are pay, benefits, learning and development, and working environments. A reward system's main purpose is to maximise the positive effects on motivation, job engagement, organisational commitment, and job satisfaction. Reward and incentive packages are necessities in developing and translating capacities into greater motivation and engagements. Well engaged and committed workers give organisations chronic competitive advantages such as higher productivity and lower employee turnover. Every organisation improves employees' productivity by paying a wage premium to employees, which is usually a wage higher than the wage paid by competing organisation. In order to improve nutrition, increase morale, increase job commitment and attract high quality employees (Kimutai and Sakata, 2015).

The job commitment of workers is influenced by rewards and recognition given by the organisation. An organisation that has reward and recognition programmes outperforms others that do not. Motivated employees will promote the efficiency of the organisation. The success of an organisation is a function of motivated workers. Rewards are directly related to motivation. Workers place a great value on rewards. In working environment, financial and non-financial compensations are the key factors of all motivational programmes. A change in the magnitude of monetary and non-financial rewards, the level of motivation and commitment change. A reward system must be cleared stating the obvious communication offer, methodologies, targets and applied measures. Overtime, Job Commitment comes with attitudinal, behavioural and motivational dimensions. Worker's motivation is fueled by rewards that extend their working lives and objectives of diligence. (Saqib et al, 2015).

Reward structure is one of the most important parts of human resource management. Employers now have moved away from the traditional reward system, due to global

competition and environmental uncertainty. Performance, skills, knowledge and competency have become the focus in the reward systems of many organisations. As a result such organisations attract and retain talented employees. Effective implementation results in increased employee satisfaction, teamwork, motivation and performance of workers. Incentives and rewards have positive effect on job commitment. Employees become a part of their organisations, because of the benefits derived or the cost of leaving. It is of great importance for the organisation to establish relationship with workers loyalty. Rewards and financial incentives as promotion, profit sharing and bonus must be well-developed for the continuity of committed workers. Every employee wants to be appreciated for a job well done in return for rewards and benefit packages (kimutai and Sakata, 2015).

Omilani and Akintolu (2017) citing Maslow (1954) postulated the hierarchy of needs as represented below:

- a. Physiological needs: Food, shelter, clothing
- b. Security needs: Protection
- c. Social needs: Affection, friendship, sense of belonging
- d. Self-esteem needs: Self-worth, self-confidence.
- e. Self actualisation: Developing fully and realising workers' capacities and potentials to the fullest.

Employees satisfy one need to desire another. Employees move up the ladder as each lower-level necessity is met. Every organisation must create possibilities to meet these demands by providing a physical and conceptual work environment, as well as incentives and rewards, in order for employees to feel motivated and devoted to their professions. Motivation keeps workers at work, where salary acts as a stimulus in order to continually get the best from workers. There is the need for incentive packages. Without all these, the quality of work will deteriorate. Incentives are really important to achieve the goals of any organisation (Mamdani and Minhaj, 2016).

Reward management is of paramount importance in today's fast-paced and competitive market. It helps organisations in the recruitment processes and enhances employees' commitment. Organisations will always need effective, efficient and committed employees; this will help them to achieve the objectives. Korir and Kipkebut (2016), when rewards are well-coordinated, intended commitment is reached effectively and efficiently, and employees feel a feeling of mutual advantage.



### **2.8.1 Monetary and non-monetary incentives**

Incentives are those things that increase the job commitment and performance of employees. To some scholars, incentives can be tangible (in terms of money, bonuses and promotions) and intangible (admiration, respect, autonomy and presents to enhance the esteem of workers).

Monetary incentive is literally a money-based reward given to employees who meet up with or exceed expectations. This is categorised as direct remuneration, which includes salaries, commissions, and bonuses. Insurance, profit sharing, retirement plans, overtime pay, travel expenses, and subsidized housing are examples of indirect remuneration. Piecework is the most popular and the oldest employee incentive plan. This is a means where an employee is paid a sum (piece rate) for each unit of output produced.

Merit pay: This is an increment in salary based on employees' performance. It becomes part of the employees' base salary.

Bonus: This is one time payment induced by employees' performance.

Non-monetary incentives and recognition based awards: These are non-financial incentives that satisfy the image and self actualisation needs of workers. These are not measured in form of money. Organisations often use these to improve and increase efficiency and performance of workers in achieving goals and increase productivity. These incentives are job security, pension plans, medical and life insurance, praises, training, promotion opportunities, job enrichment, holidays and vacations, leaves (medical, prenatal, annual), flexible timing, retirement benefits, among others. The most used rewards are employee appreciation, gift certificates, special events, monetary incentives, training programs, work-life advantages, group vacation, and sweepstakes (McShane and Ghinow, 2010)

Non-monetary incentive tends to be offered in terms of opportunities. This can be classified as Tangible: Free meal, beverages, coffee break, picnic, birthday treats, awards (plaques/trophies, certificates, letter of appreciation) are all examples of special treats.

Social rewards: are informal recognition, verbal recognition, office get-togethers, and use of company facilities are all examples of intangible rewards with more responsibilities, meaningful work, job rotation, special assignments, training and development are all task-related rewards.

### **2.8.2 Importance of incentives**

The following are reasons why incentives are important.

- a. Enhance productivity
- b. Increase a stimulus work
- c. Promote job commitment in work performance
- d. Satisfy an employee psychologically and this aids job satisfaction and reduces turnover
- f. Shape the behaviour of subordinates and this increase work efficiency.
- g. Encourage enthusiasm and zeal towards work
- h. Ensure maximum exploitation and utilisation of employees' capacities in achieving individual and organisational goals.

### **2.9 Review of empirical studies**

A number of empirical research have demonstrated the importance and required improvements in government officials' job commitment. Oladosu and Adeniji (2015) examined the impact of gender on job satisfaction and commitment among colleges of education lecturers.. The sample size was 60, 30 males and 30 females. The data was analysed using t-test. There was a difference in the job satisfaction of college of education lecturers based on gender. It was, however, discussed that gender had no significant difference on job commitment among the lecturers. Chaiyaset (2018) explored the gender differences in organisational commitment. The data was gathered from 143 employees of a selected public bank using the questionnaire, while t-test was used to analyse the result. There was no difference between male and female employees of the bank in affective and normative commitment. With continuance commitment, there was a significant difference between males and females. Male employees had a higher continuance commitment than the female employees. Ambad, Rimin and Harbi (2017) examined the determinant of organisational commitment among women employees in Malaysia. The study used a sample size of 202 women working in private and government sectors. The result revealed that women who had strong moral support from their family, friends and supervisors were committed to their organisations.

Saleem (2011) investigated the impact of financial rewards and other on employees' commitment. The findings revealed that monetary incentive has a significant relationship with employees' commitment and loyalty, both of which increase the employees' performance and

reduce labour turnover. Mamdani and Mimhaj (2016) conducted a study on the effects of motivational incentives on employees' performance. The study used 15 different banks as target population, with a sample size of 154. Chi square and p-value were used to analyse the data. The results of the findings showed that motivational incentives had impact on employees' performance, though; employees were not loyal to their organisations and were willing to switch their jobs if better opportunities came their way.

Saqib, Abrar, Sabir, Bashir and Baig (2015) explored the relationship between rewards (tangible and intangible) and organisational commitment. 250 copies of questionnaire were distributed. Collectivism was found to be negatively connected with tangible and intangible benefits and favorably correlated with organisational commitment, according to the findings. In addition, both financial and intangible rewards have an impact on organisational commitment. Korir and Kipkebut (2016) examined the effect of financial and non-financial rewards on organisational commitment of employees in Universities in Nakuru country. A total of 224 full-time lecturers from ten universities around the country were included in the study. The questionnaire was used to collect data, which was then processed using statistical software for social sciences and analyzed using descriptive and inferential statistics. The findings showed that financial rewards and affective commitment had a significant positive association. Financial rewards and normative commitment had a weak but substantial positive association. The methods of financial reward management have a considerable impact on organisational commitment.

Kester (2008) in a study of ethnic among federal civil servants showed that decision-making is mainly dependent on the civil servant who is loyal to the person in authority and a major problem of "man-know-man" syndrome. The result also revealed a strong link between ethnic politics and employee performance in multi-ethnic government agencies. Ethnic considerations override competence and give rise to inefficiency, wastages and affect the growth and development of these establishments and the overall Gross Domestic Product (GDP) of the country. The findings of the study carried out by Amire (2009) in another study confirmed that gender constraints to training methods of presentation, numbers of subordinates, course duration, marital status, facilities, performance of resource persons, course content, age, perception of training, salary, grade, years in public service, years in management and education had significant contributions to capacity building programme.

Kester, Olajide and Ogidan (2010), in their own study, discussed that training significantly correlate with job satisfaction and commitment of the respondents. It was evident that training had impacts on the entire three-component model proposed by Meyer and Allen. However, training had greater impact on affective commitment which deals with the psychological attachments of the respondents to the organisations. The respondents' felt obligation to stay with the organization (normative commitment) was followed by their perception of the cost of leaving their organisations which is known as continuance commitment, had the least. The results established a strong link between training and employees' affective and normative commitment which have positive implications on citizenship behaviour and organisational performance.

Laidi (2014) submitted that a pattern of compliancy and absenteeism was discovered in the civil service job performance profile. The study used a survey research design, and 1867 civil servants were chosen using simple random selection and had a favorable significant forecast on job performance in Oyo State. Also, the work environment was thought to be too rigid to allow for innovation. Individual coping skills, abilities, personalities, and attributes were not considered while assigning assignments.

In Southwestern Nigeria, Oni (2014) investigated the predisposing influences of traits in personality and gender influences on public management employees' communication preferences. Purposive sampling was used to create a descriptive survey study design where factors had beneficial impact.

Adedire (2014) adopted the use of secondary data in re-inventing the Nigerian Civil Service for effective service delivery in the 21<sup>st</sup> Century. The descriptive statistics and qualitative technique were used. The findings revealed that the Nigerian Civil Service is one of the significant legacies of the colonial masters, which is a functional tool on the nation's path of recovery.

Kester, Akintayo and Sijuade (2015) concluded that there was a significant prediction of training on the exhibition of organisational citizen behaviour among the staff of National Commission for Mass Education (NMEC) and the State Agency for Mass Education (SAME) in Oyo State, Nigeria. Training attendees of the study exhibited stronger feelings of devotion to the organisation. Participants perceived that training develops a positive mood and being positive with co-workers. The study also revealed that effective training programmes could help workers to exhibit a high level of altruism which helps to solve work related problems.

The employees, after training, becoming will be willing to engage and actively participate in various activities in the organisation, which in turn help them to be valued team members. The study added that training helps workers to take risks under the notion of innovation and creativity. It helps employees to develop a positive mindset.

Falola, Ibidunni and Olokundun (2014) submitted that employers of labour, in a highly dynamic organisation, primarily use incentives to ensure that the best hands are in the organisation. The findings of the study indicated that the majority of government employees believed that pay, bonuses, and benefits encouraged them to have a positive attitude regarding work. They also affirmed that well paid employees perform better on the jobs. Employee incentive packages and productivity have a considerable association. Cogaltay (2015) in his study stated that the effect of gender on the perception of the organisational commitment is insignificant and a teacher's marital status on the organisational commitment had no effect. The results showed that female teachers on the average exhibited a higher organisational commitment than male colleagues. The result was found to be significantly different from zero. Oyewobi, Suleiman and Muhammad-Jubril (2012) adopted survey method to explore the opinions of some quantity surveyors in the Nigerian Civil Service with respect to job satisfaction and commitment. The results showed that if quantity surveyors were given enough recognition and greater opportunity to improve their careers, they were more likely to be satisfied and motivated with their jobs. It was determined that the quantity surveyors' motivation for job satisfaction was intrinsic, as they believed that work should be enjoyable regardless of income or reward. Furthermore, the correlation study revealed that the variables of job satisfaction and job commitment evaluated had a positive link. Quantity surveyors in the federal civil service revealed a strong link between recognition opportunities and feelings of accomplishment. Quantity surveyors were more committed to their jobs when they had prospects for growth and achievement that was recognised.

The study of Adeoti (2010) was based on measuring reward system, organisational performance and employee welfare. The findings showed a significant link between reward and performance, with respondents associating privatization with a better reward system. The reward system impacted positively on the post-privitisation organisational performance. It was established that privitisation had positive consequences on the economic performance of the organisations such as turnover/revenue, higher investment, and increased patronage, more profits and improved staff welfare. Individual performance level differs in two organisations as a contributing factor to the overall organisational performance. It was established that

improvement in the reward system, privatisation and increased capital injection were the key success factors for performance improvement in the organisations.

Ayoola (2016) used a quasi-experimental design of 3x2x2 factorial matrix on two activity based institutional methods on Adult Learners. The study showed that activity based methods was effective on the adult learners which were role-playing and small group discussion instructional methods. Tanimola (2017) worked on human capital development and its effects on employees' performance. Purposive sampling technique was employed for the study, using a Yermene's sample size formula. The study identified that bureaucratic bottlenecks, policy implementation inconsistencies, political interference and favouritism in the nomination of workers for human capital development and inadequate funding were challenges to successful programmes.

Adebimpe and Ademuson (2019) described the realities of female gender experiences in Oyo State Civil Service. The study used a triangulation combination of both quantitative and qualitative methods. The study discovered a gender difference of 1,980 in favour of males. Workforce strength was 11,998, where males were 6,989 and females 5,009. The study revealed the patriarchal leadership effectiveness. It also established the vacancy for career advancement, grade level appraisal outcome, leadership roles and effectiveness was gender neutral.

## **2.10 Theoretical framework**

Theories are a set of statements or ideas devised to analyse evidence and evaluate a phenomenon, particularly one that has been tested several times or is commonly accepted. The environment is a major driver in development, according to learning theories. Scholars categorised learning theories as Behaviourism, Social learning theory and social cognitive learning theory. Social cognitive learning theory and Incentive theory of motivation are adopted because they are relevant to the study.

### **2.10.1 Social cognitive learning theory**

Social cognitive learning theory is a learning theory that was expanded from the Social learning theory of 1977 and was postulated by Albert Bandura. It is based on the idea that people learn by watching what others do and that human thought processes are central to understanding personality. Bandura's studies and analysis tended to give a more thorough

overview of human cognition in the setting of social learning by the mid-1980s. This theory provides a framework for understanding, predicting and changing human behaviour (Bandura, 1999).

Social cognitive learning theory is primarily concerned with cognitive ideas. It also examines how children and adults interpret social situations cognitively, as well as how this influences their behavior and development. According to Bandura, individuals can learn both behavioral and cognitive methods by witnessing others' behavior, and these acquisitions can be learnt without being explicitly encouraged..

Mccormick and Matinko (2004) introduced some key assumptions of behavioural social cognitive learning theory. They are highlighted below:

1. People can learn by observing others.
2. Learning is an internal process that may or may not result in a behavioural change
3. Learning may occur without a change in behaviour (observation without imitation)
4. Behaviour is directed towards particular goals
5. Behaviour eventually become self-regulated
6. Cognition plays a role in learning.

Some researchers argue that rather than having direct effects on learning and behaviour, reinforcement and punishment have indirect effects.

#### **2.10.1.1 Cognitive features on social cognitive learning theory**

The following are cognitive features that can influence behaviour in social cognitive learning theory

1. Predictions of future outcomes and behaviors based on current circumstances
2. The effects of other people's vicarious experiences
3. Predictions regarding future outcomes influence cognitive processing of new information.
4. Expectations have an impact on how people act.
5. Non-occurrence of expected consequences have effects

#### **2.10.1.2 Phenomena of social cognitive learning theory**

The four features for social cognitive learning theory

1. Observational learning effect  
Modeling new behaviour

2. Response facilitation effect

After the model is reinforced for the same conduct, there is an increase in the frequency of learnt behavior.

3. Response inhibition effect

Within this broad objective, social cognition theory attempts to explain socialisation broadly, including processes by which individuals acquire society's standards of thought and conduct.

4. Response disinhibition effect

Watching the model behave in an unfavorable way, the suppressed response returns.

### **2.10.1.3 Internal principle of social cognitive learning theory**

People are merely a portion of the environment's overall product. They are, however, involved in the creation of the environment before they execute control over it. Individuals can shape who they become by carefully selecting their settings. Individuals' decisions are influenced by both their ideas and their ability. Bandura proposes only one internal principle, which consists of three interacting parts. Triadic reciprocity is characterised as a three-dimensional, dynamic, and reciprocal interplay between personal factors, behavior, and the environment.

**Relevance of the theory to the study:** Social cognitive learning theory is pertinent to the research as it explains that learning is an active process through which civil servants learn by watching others. Learning can be through observation or imitation before it is internalised. Civil servants must exhibit behaviour that is goal-oriented.

### **2.10.2 Incentive theory of motivation**

The theory was propounded by behavioural psychologists and the most distinguished among the psychologists was B. F Skinner. These psychologists believed that people are motivated to act based on the internal desires and wishes. At other times, behaviour is driven by desires for external rewards. The psychologists believe that a person perform an action that is positively received while the person avoid an action that is negatively received (negative reinforcement). People are often attracted towards a behaviour that offers positive incentives and repel by a behaviour associated with negative incentives. Behaviour differs among individuals/situations



based on incentives available and the value placed on those the incentives by the individuals as at the time.

The theory believes that additional benefits motivate workers to accomplish greater job performance. Non-monetary incentives such as job promotion, pride of accomplishment and job satisfaction have always motivated workers to do more. The theory believes that behaviour is motivated by the 'pull' of external goals, such as rewards, money or recognition. Social, cognitive and psychological factors can be vital in the role of incentives for motivation. Workers go to work for the reward of payback. Rewards have to be obtainable in order to be motivating. Incentive motivation will always provide social rewards for commitment and performance which will help to achieve tremendous progress towards organisational goals (Sincero, 2012). However, it should be listed that incentives are of various types and may, sometimes, be inadequate to motivate a worker.

**Relevance of the incentive theory of motivation:** The theory is considered relevant to the study; it shows that civil servants will be more committed to work with higher incentives. This theory implies that the more the incentives, the higher the job commitment of civil servants. There will also be reward for job commitment of civil servants.

## **2.11 Framework for the study**

Behavioural rehearsal provides the means through which civil servants can enhance job commitment. This helps to modify maladaptive behaviour to adaptive behaviour among civil servants. The adapted model describes the attributes of behavioural rehearsal (independent variable) as a stimulus interacting with the moderating variables (gender and incentives) as the organism and with job commitment (dependent variable) as a response. This brings about meaningful outcomes with great impacts on the civil service system with the injection of the theories.

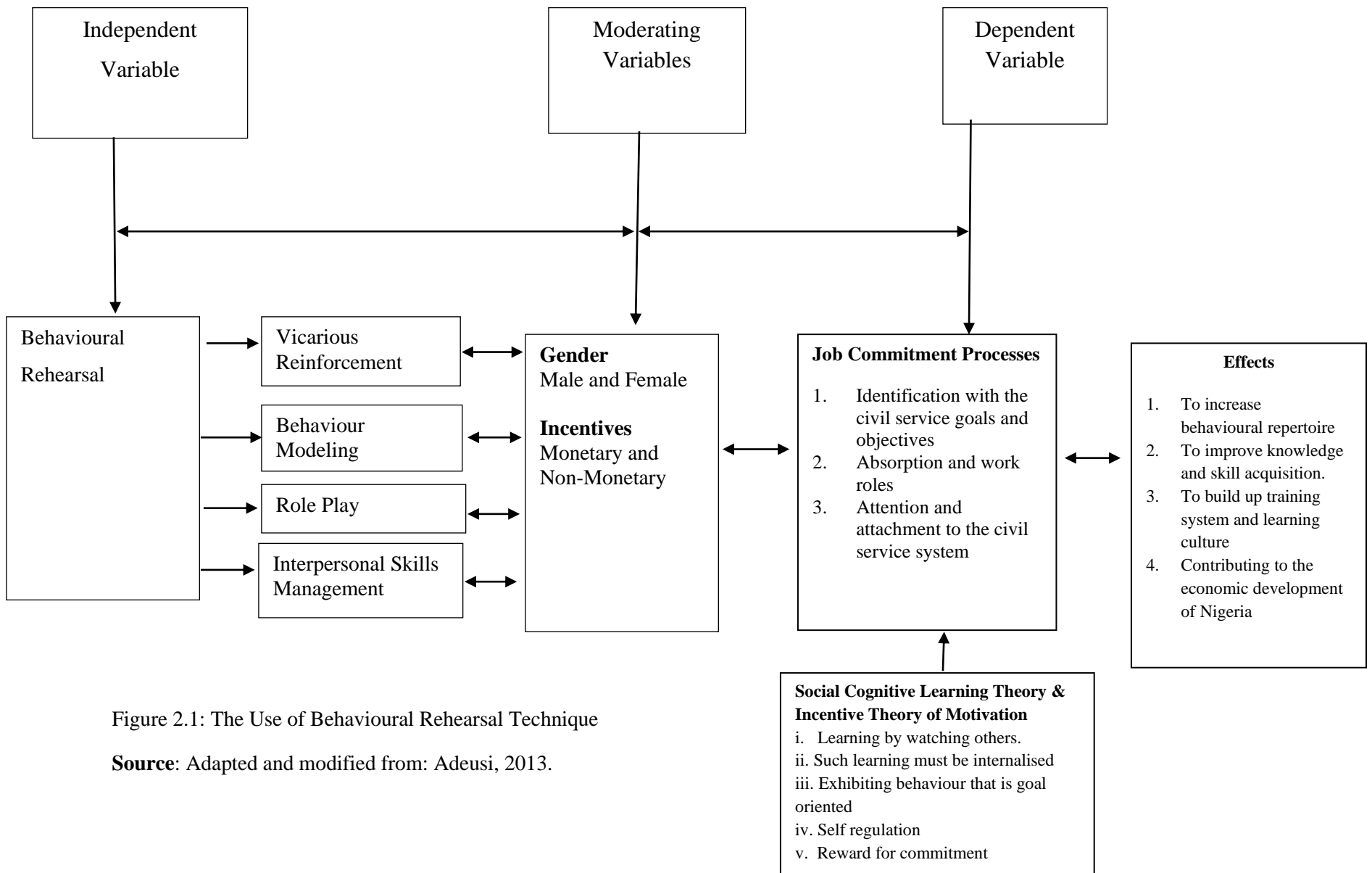


Figure 2.1: The Use of Behavioural Rehearsal Technique

Source: Adapted and modified from: Adeusi, 2013.

**Framework for the use of behavioural rehearsal on job commitment among junior civil servants**

## **CHAPTER THREE METHODOLOGY**

### **3.1 Research design**

The study utilised the pretest post-test, control group, quasi experimental design in determining the effects of behavioural rehearsal on job commitment of junior civil servants in Oyo and Ogun States. The survey design was adopted to collect information on level of commitment to the job of the junior civil servants as well as the factors predisposing such commitment. The quasi-experimental design used a 2x2x2 factorial matrix which allowed knowing the effects of the moderating variables alongside the treatment. The variables used were properly matched using this factorial matrix. It also made it possible to determine the treatment's primary effects (behavioral rehearsal) separately as well as the interplay effects of gender and incentives on junior civil servants' job commitment in Oyo and Ogun states.

The participants were divided into two groups namely A1 and A2, where group A1 was treated and the group A2 served as control. The participants' gender (male and female) made up the columns B1 and B2. The incentives of participants (monetary and non-monetary) constituted the column C1 and C2. The experimental group had the treatment (Behavioural Rehearsal), while on the job, the modified traditional training method was presented to the control group.

**Table 3.1 2x2x2 Factorial matrix of the design**

The table below shows the factorial matrix of the design for the study.

<b>Groups</b>	<b>Gender (B)</b>			
	<b>Male (B<sub>1</sub>)</b>		<b>Female (B<sub>2</sub>)</b>	
	<b>Monetary Incentives (C<sub>1</sub>)</b>	<b>Non-Monetary Incentives (C<sub>2</sub>)</b>	<b>Monetary Incentives (C<sub>1</sub>)</b>	<b>Non-Monetary Incentives (C<sub>2</sub>)</b>
Behavioural Rehearsal (A <sub>1</sub> )	A <sub>1</sub> + B <sub>1</sub> + C <sub>1</sub>	A <sub>1</sub> + B <sub>1</sub> + C <sub>2</sub>	A <sub>1</sub> + B <sub>2</sub> + C <sub>1</sub>	A <sub>1</sub> + B <sub>2</sub> + C <sub>2</sub>
Control (A <sub>2</sub> )	A <sub>2</sub> + B <sub>1</sub> + C <sub>1</sub>	A <sub>2</sub> + B <sub>1</sub> + C <sub>2</sub>	A <sub>2</sub> + B <sub>2</sub> + C <sub>1</sub>	A <sub>2</sub> + B <sub>2</sub> + C <sub>2</sub>

**Key:**

**A<sub>1</sub>** - Treatment- Behavioural Rehearsal

**A<sub>2</sub>** - Control group

**B<sub>1</sub>** - Male

**B<sub>2</sub>** - Female

**C<sub>1</sub>** - Monetary Incentives

**C<sub>2</sub>** - Non Monetary Incentives

Variables are as follow in the study

1. Independent variables are
  - i. Behavioural rehearsal
  - ii. Conventional training method
  
2. Moderating variables are
  - i. Gender
    - (a) Male
    - (b) Female
  - ii. Incentives
    - (a) Monetary
    - (b) Non- monetary
  
3. Dependent Variable: the dependent variable is the job commitment of junior civil servants

### **3.2 Study Area and Population**

The locations for this study are Oyo and Ogun states civil services. Oyo state civil service has the largest employees which makes it the largest in Nigeria. Oyo state civil service is situated in Ibadan which is an ancient city in the country and referred to as the Pace Setter

State. The Oyo State civil service is in Ibadan North Local Government. Ibadan encapsulates different occupations and dominant with civil servants both at the federal and state levels.

Ogun State Civil Service is in Abeokuta, the state capital and is one of the oldest civil service in the old western region, South Western Nigeria. It is a highly populated city too. The state is referred to as the “Gateway”. The state has many industries because of its nearness to Lagos state. Both states emanated from old western region and have very long history in civil service. Both states speak Yoruba and predominant religious are Christianity, Islam and traditional.

The study used the Office of the Head of Service, Oyo State which attends to all service matters including recruitment, staffing, and promotion of staff. The Ministry of Finance deals with government financing while the Ministry of Education, Science and technology deals with education related issues and innovative projects in the states.

### **Study population**

The total population was all junior civil servants between grade level one and six in Oyo and Ogun states. The target population of this study was estimated to be three hundred and forty-two (342) junior civil servants.

**Table 3.2.1: Oyo State junior civil servants population/ministries and average monthly salary**

Ministries	Office of the Head of Service			Finance			Edu., Sci. & Tech.			Grand Total	Average Monthly Salary
	Gender			Gender			Gender				
Grade Level	Male	Female	Total	Male	Female	Total	Male	Female	Total		
01	-	-	-	1	-	1	1	-	1	2	20,008.40
02	-	-	-	-	-	-	2	-	2	2	25,609.42
03	2	-	2	4	-	4	5	3	8	14	29,598.37
04	9	2	11	8	-	8	11	2	13	32	34,051.20
05	1	3	4	-	-	-	3	4	7	11	34,210.02
06	7	6	13	2	1	3	8	8	16	32	37,592.13
<b>Total</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>15</b>	<b>1</b>	<b>16</b>	<b>30</b>	<b>19</b>	<b>47</b>	<b>93</b>	-

**Source: Office of the Head of Service, 2018: Oyo State Civil Service**

**Table 3.2.2: Ogun State junior civil servants population/ministries.**

Ministries	Office of the Head of Service		Total	Finance		Total	Edu., Sci. & Tech.		Total	Grand Total
	Male	Female		Male	Female		Male	Female		
01	-	-	-	-	-	-	-	1	1	1
02	-	3	3	-	-	-	-	2	2	5
03	3	6	9	3	-	3	6	12	18	30
04	1	2	3	16	9	25	27	11	38	66
05	2	3	5	21	23	44	27	39	66	115
06	7	6	13	7	5	12	3	4	7	32
<b>Total</b>	<b>13</b>	<b>20</b>	<b>33</b>	<b>47</b>	<b>37</b>	<b>84</b>	<b>63</b>	<b>69</b>	<b>132</b>	<b>249</b>

**Source: Staff List, 2015: Ogun State Civil Service**



### **3.3 Sample size and sampling technique**

A sample size of 79 junior civil servants was chosen using the convenience sampling method; Oyo State was 47, while Ogun State had 32 junior civil servants with records or antecedent of low job commitment, based on:

- i. The selection of Oyo and Ogun State Civil Services in South Western, Nigeria.
- ii. Two Ministries; Finance (32) and Education, Science and Technology (32) Oyo and Ogun states; and Office of the Head of Service (15) in Oyo were selected because they are core and essential ministries that relate with the public.
- iii. The screening of the junior civil servants by the researcher to identify those with records of low commitment, that scored below the criteria norm of 50% of an average score level of 100% was regarded as having low job commitment and met the inclusion criteria
- iv. Randomisation of junior civil servants into experimental and control groups. For the purpose of this study, Oyo State was used as the experimental group while Ogun State was used as the control group.

### **3.4 Inclusion criteria**

The inclusion criteria for the study were as follows

1. The participants were junior civil servants, between grade level one and six
2. They were from office of the Head of Service, Finance and, Education, Science & Technology:.
3. They willingly participated in the study without any coercion.
4. The participants have a record/cases relating to low commitment.
5. They scored below the norm of 50% in the screening conducted by the researcher.
6. The participants attended and participated actively in at least 75% of the study activities.
7. All participants filled the consent forms willingly.

### **3.5 Instrumentation**

Three major assessment scales were used for the study.

- A. Job Commitment Screening

- B. Civil Service Job Commitment Questionnaire and
- C. Civil Service Behavioural Rehearsal Guide

### **3.5.1 Job commitment screening**

The screening guide was drawn to determine the baseline knowledge of civil servants towards the job roles and the level of job commitment. It consisted of multiple choice questions on job commitment and was tagged Job Commitment Screening (JCS). The screening consisted of questions based on affective commitment, continuance commitment and normative commitment, using the test of norm of criteria below 50%. This indicates that any civil servant that scored below 50% had traits relating to low commitment towards their job and were thus selected for the study while those who scored 50% and above were exempted.

### **3.5.2 Civil service job commitment questionnaire**

This questionnaire was used to elicit information from participants and was conducted using the five point Likert rating scale with responses. The instrument consisted of two parts: Section A consisted of questions on demographic information of participants like sex, age, marital status, grade level and years of service. Section B consisted of multiple choice questions to cover affective commitment 1-6, continuance commitment 7-16, normative commitment 17-19, monetary incentives 20-22 and non-monetary incentives 23-24. Which were designed to find out the participants actual knowledge of job commitment before and after the use of the treatment packages on BR guide. The questionnaire was modified and adapted from organisational commitment questionnaire by Meyer and Allen (1997) and Mowday, Steers and Porter (1979).

### **3.5.3 Civil service behavioural rehearsal guide**

This Civil service behavioural guide (CSBG) was adopted by the researcher. It is included eight week teaching module for participants, where experts are invited to give lectures and to conduct practical sessions on Behavioural Rehearsal. For the experimental group, the guide covered general orientation for the participants, administration of the pre-test questions to the participants, introduction of Behavioural Rehearsal, developing

Interpersonal Skills, training on Role Play, Behaviour Modeling and Self-Management, Work Behaviour, Reliability, Integrity and receiving Feedback, conclusion and post-test administration. For the control group, the conventional training method was used for the general orientation of the participants, administration of pre-test questions, Civil Service, Principles of the Nigerian Civil Service, Civil Servants and the Management, Policy Achievement, conclusion and post-test administration

### **3.6 The validity of instrument**

Experts' opinions in the field from the faculty determined the face and content validity of the instrument. The researcher's supervisor critically scrutinised the different items contained in the instrument, suggestions and amendments were made.

### **3.7 Reliability of instrument**

The questionnaire was pilot tested among 20 Federal Civil Servants at Federal Secretariat, Ikolaba, Oyo State. This was to ensure that the questionnaire was explicit and free of ambiguity. Afterwards, the questionnaire was subjected to Cronbach alpha, and results were obtained. Numbers of items for job commitment was 19 and the Cronbach alpha was 0.819 while the number of items for incentives was 5 with a Cronbach alpha of 0.773.

### **3.8 Method of data analysis**

The demographic information was examined using descriptive statistics, including frequency and percentage counts. Analysis of Covariance at 0.05 level of significance was used for the main data.

### **3.9 Ethical approval**

Ethical approval letter was obtained from the Social Sciences and Humanities Ethical Consideration Committee before proceeding to the field work for the study. In addition, the researcher observed the following issues in the course of the study:

### **3.9.1 Respect for persons**

The data collected from participants in the study was treated with confidentiality. Data collected was used for academic purposes only. Participation was voluntary and participants were allowed to withdraw from the study at any time.

### **3.9.2 Benefits to participants**

The participants were informed that there was no direct and immediate benefit for participation in the study to avoid undue influence. It was stressed that taking part in the study would help contribute to knowledge of the participants and the researcher.

### **3.9.3 Non –malfeasance of participants**

Willing participants' identities were protected and emotional feelings, respected during and after the conclusion of the study.

### **3.9.4 Justice**

Participants were treated equally and justly during the course of the data collection, irrespective of grade or age.

### **3.9.5 Privacy**

The participants enjoyed their privacy without any cohesion

### **3.9.6 Informed Consent**

The researcher administered the form to participants which was duly read and signed.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION OF FINDINGS**

This chapter represents the demographic information and the results discussed in line with the objectives of this study.

#### **4.1 Respondents' Demographic Information**

The qualities of the respondents are vital in knowing certain basic issues of the effects of behavioural rehearsal on Job Commitment of Civil Servants in Oyo and Ogun states, Nigeria. Despite the approval of the Head of Service, Ogun State, office staff did not participate, therefore, the sample analysed was seventy nine.

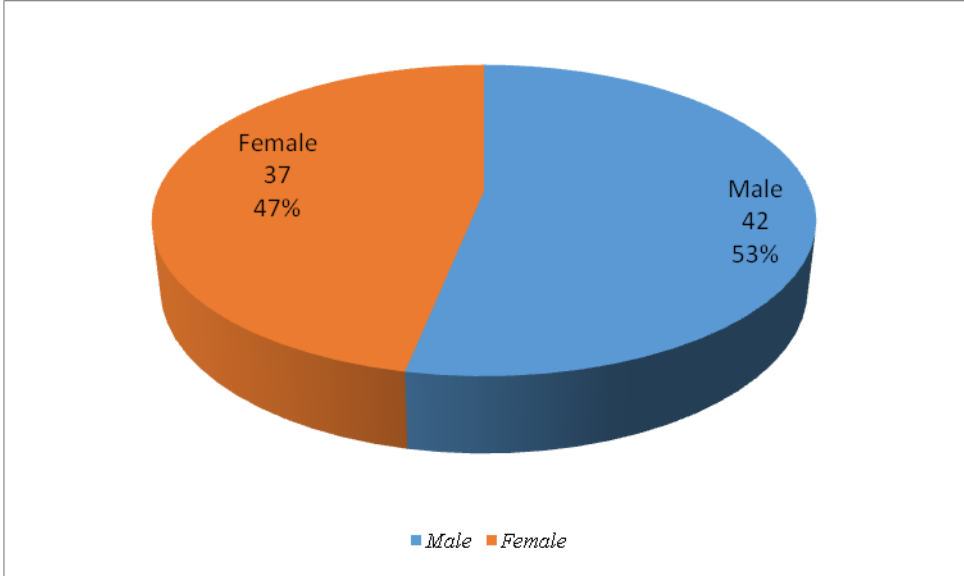
Figure 4.1a shows that 53 percent were males, while their females were 47 percent. This shows that the civil servants who exhibited low job commitment included both sexes.

Figure 4.1b indicates that about eight percent of the respondents were within 20-24 years, 12.7% were within 25-29 years, 24.1% were within 30-34 years, 21.5% were within 35-39 years, 17.7% were within 40-44 years, 8.9% were within 45-49 years and 7.6% were 50 years and above. This shows that junior civil servants could exhibit low job commitment regardless of age

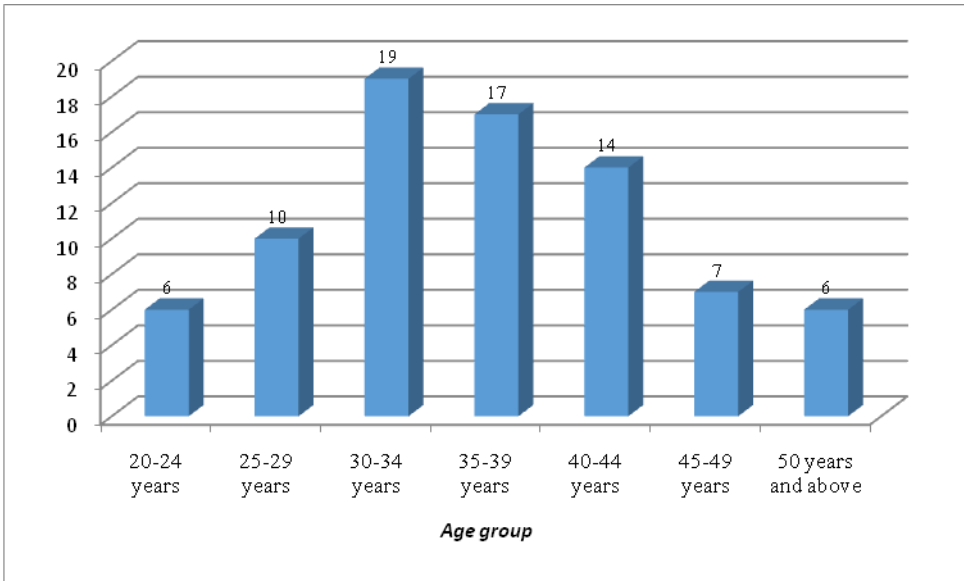
Figure 4.1c shows that twenty four percent of the respondents were single and 75.9% were married. This shows that the respondents cut across both married and single employees.

Figure 4.1d indicates that one percent of the respondents were Grade 1 staff, 16.5% of the respondents were Grade 2 staff, 1.3% of the respondents were Grade 3, 24.1% of the respondents were in Grade 4, 11.4% of the respondents were Grade 5 and 45.6% of the respondents were Grade 6. This shows that the participants for the study include junior employees ranging from grade 1 to 6.

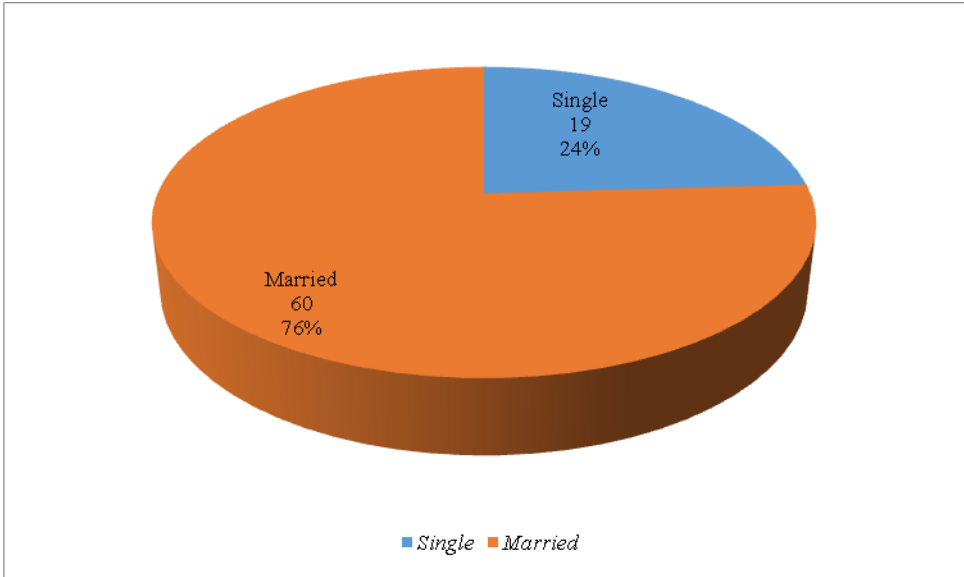
Figure 4.1e shows that ten percent of the respondents had 5 or below years of work experience, 55.7% respondents had between 6-10 years of service, 12.7% had between 11-15 years, 6.3% had between 16-20 years, 7.6% had between 21-25 years and 7.6% had 26-30 years of work experience.



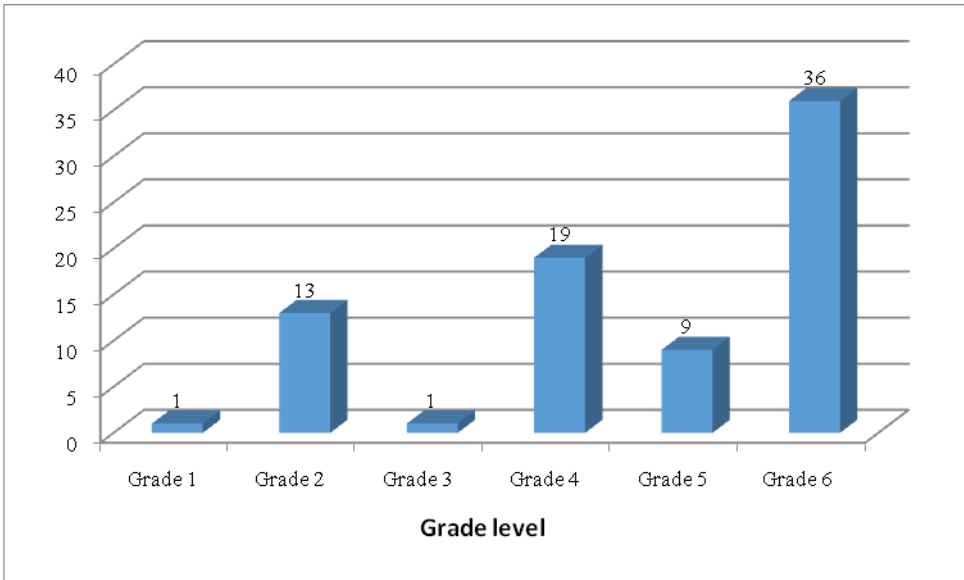
**Figure 4.1a: Pie Chart showing the distribution of respondents by gender**



**Figure 4.1b: Bar chart showing the distribution of respondents by age group**

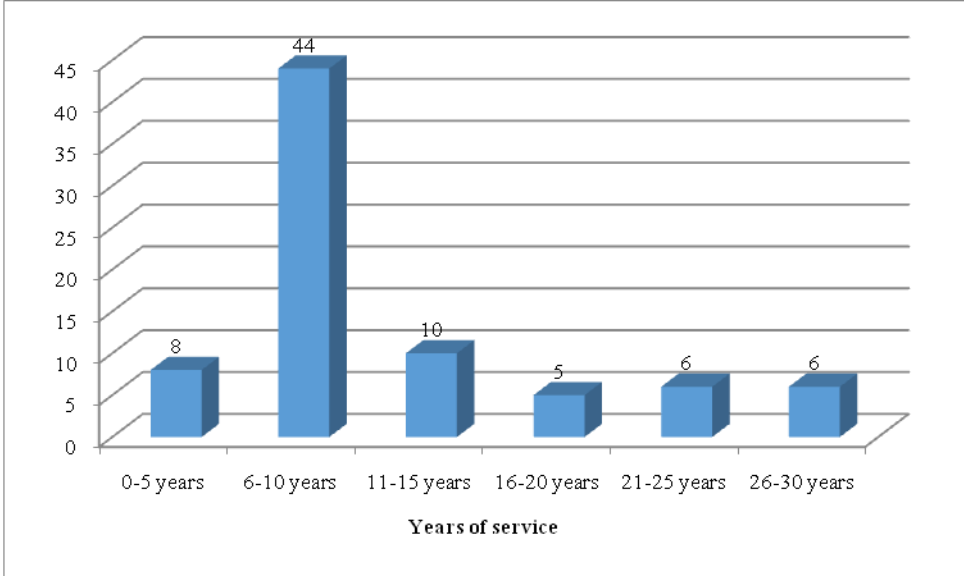


**Figure 4.1c: Pie chart showing the distribution of respondents by marital status**



**Figure 4.1d: Bar chart showing the distribution of respondents by grade level**





**Figure 4.1e: Bar chart showing the distribution of respondents by years of service**

## 4.2 Level of Job Commitment

Research Question: What is the level of job commitment among junior civil servants?

**Tables 4.2a&b: Test of norm and dimensions of Job commitment, monetary incentives, and non-monetary incentives showing job commitment level of the junior civil servants**

Type of commitment	Interval	Mean index	Level of job commitment	Frequency	Percentage
Affective commitment	1-5		High	2	2.5
	6-10	<b>8.98</b>	Low	77	97.5
Continuance commitment	1-5		High	3	3.8
	6-10	<b>8.36</b>	Low	76	96.2
Normative commitment	1-5		High	4	5.1
	6-10	<b>7.68</b>	Low	75	94.9

Source: Field survey, 2019

	Items on questionnaire	SD	D	U	A	SA	$\bar{x}$	S.D
<b>Affective commitment</b>	1-6	14	31	13	12	9	3.39	1.23
		17.7%	39.2%	16.5%	15.2%	11.4%		
<b>Continuance commitment</b>	7-16	12	17	16	21	13	2.91	1.31
		15.2%	21.5%	20.3%	26.6%	16.5%		
<b>Normative commitment</b>	17-19	18	26	10	15%	10	3.32	1.35
		22.8%	32.9%	12.7%	19.0%	12.7%		
<b>Monetary incentives</b>	20-22	20	23	8	11	17	3.22	1.50
		25.3%	28.1%	10.1%	13.9%	21.5%		
<b>Non-monetary incentives</b>	23-24	21	24	10	13	11	3.37	1.38
		26.6%	30.4%	12.7%	16.5%	13.9%		

## **Interpretation and discussion**

Table 4.2a shows the percentage of job commitment of the junior civil servants using the Job Commitment Screening (JCS).

**Affective commitment:** The figure 2.5% (n=2) had high level of job commitment and 97.5% (n=77) had low level of job commitment. This shows that most of the junior civil servants do not put much effort to work, have little loyalty to the system and have different values from that of the civil service. Therefore, it could be deduced that there is a low level of job commitment of junior civil servants in the study.

**Continuance commitment:** The figure 3.8% (n=3) had high level of job commitment and 96.2% (n=76) had low level of Job commitment. A high number of these employees are not proud to tell people that they are civil servants; the civil service does not inspire the best in them and will leave for any other available job. Therefore, it could be deduced that there is a low level of job commitment of junior civil servants in the study.

**Normative commitment:** The figure 5.1% (n=4) had high level of job commitment and 94.9% (n=75) had low level of job commitment. This category of civil servants does not care about the fate of the civil service, find it a bit difficult to agree to the policies and they do not believe that the system is the best organisation to work in. Therefore, it could be deduced that there is a low job commitment of junior civil servants in the study.

There is the need to expand the test of norm in order to incorporate other intervening variables to show the level of job commitment. These variables include monetary and non-monetary incentives as in table 4.2b

**Affective commitment:** The result on items 1-6 affirms low affective commitment. This could be in support of Othman and Suleiman (2010) based on attitude to work, personal experiences, peer / family pressures and economic status of the country. According to Bajumon, 2015, personality traits could also be responsible for this.

**Continuance commitment:** Results from items 7-16, buttressed that the junior civil servants have low continuance commitment. This does not align with Aydin, et al (2011) that employees must believe in the norms of the organisation and must have maximum

input at work. They stay on the job because there is no better alternative and can leave anytime there are better offers. Most junior civil servants stay on the job for survival and having a means of income no matter how little compared to being jobless.

**Normative commitment:** Results from items 17-19, the findings indicated that junior civil servants have low normative commitment to their jobs because of their dispositions and experiences at work. They have a little affection for their duties and poor work attitudes. Some of these junior civil servants work because of the social norms of leaving home and having somewhere to go. Other colleagues believed that they could only perform better, if incentive strategies were injected and executed in the system. This supports Meyer and Allen (1997) employees will always be on the job because of obedience, formality, cautiousness and the societal norm of people who work are responsible.

#### **Monetary incentives**

The findings on items 20-22 indicated that monetary incentives available to junior civil servants such as salary, bonus, leave allowance, health insurance and pension scheme are poor and not paid at the right time. Kimutai et al (2015) submitted that a good pay system will help every employee to perform well and increase work productivity. Also, according to Mandani et al (2016), a good reward system with high incentives will improve and increase the work quality, thereby giving the employees and organisation mutual advantages.

#### **Non- monetary incentives**

The results on items 23-24 deduced that junior civil servants are not often appreciated on the job, are not given regular awards and do not go on training and development programmes. There is the need to appreciate employees through gifts, training programmes, vacations, free meals among others as stated by McShane and Ghinow (2010). Letters of appreciation, office celebrations, coffee and lunch break, job rotation and inter departmental transfer could be helpful.

The understanding of junior civil servants on job commitment was poor before treatment. The prior understanding by these civil servants was that the civil service system was

mainly controlled by the government and that individual's job schedule had little impact on the system because of poor orientation and lack training at the point of job entry. Several of these junior civil servants do not put much effort into the system, they are not proud to talk about the civil service system to friends. In addition, many of them do not have aligned personal values with that of the system because they got job through political influence without entry examination or interview into the civil service. This agrees with the opinion of Laidi (2014) who believes that poor organisational behaviour is a factor responsible for poor performance and failure of agencies in the public sector which is undoubtedly unproductive, stagnant and inefficient. Results from Kester (2008) showed a significant relationship between ethnic politics and civil servants commitment in government organisations, where, working attitude is based on factors like religious beliefs, urbanisation, intermarriages, familiarities and friendship. In fact, these junior civil servants believed that the civil service does not really bring out the best in them and it is not the best organisations to work for.

Sanya (2016) observed that timely, consistent appearance in the workplace, teamwork, involvement at work, excitement for the job, sense of duty and internal observations were low in civil service establishments. However, the findings of this study attest to the need for convenient techniques for the training of junior civil servants on job commitment. It could be deduced that there was the need for participants to become knowledgeable about behavioural rehearsal technique in improving and boosting the job commitment at work.

### 4.3 Effect of Behavioural Rehearsal on Job Commitment

**Hypothesis one:** There is no significant main effect of treatment (Behavioural Rehearsal) on job commitment of junior civil servants in Oyo and Ogun states.

The pretest and post test scores of all participants in both treatment and control groups are as shown:

**Tables 4.3.1a & b: ANCOVA summary and estimated marginal means of Behavioural Rehearsal on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	2490.448	2	1245.224	11.307	.000	.229
Intercept	7344.801	1	7344.801	66.694	.000	.467
Pretest Job Commitment	551.309	1	551.309	5.006	.028	.062
Treatment	1883.989	1	1883.989	17.107	.000	.184
Error	8369.704	76	110.128			
Corrected Total	10860.152	78				

R Squared= .229 (Adjusted R Squared = .209)

Treatment Groups	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental (Oyo)	67.736	1.515	64.719	70.753
Control (Ogun)	57.731	1.885	53.977	61.486

## **Interpretation and discussion**

There is a significant main effect of treatment on job commitment of junior civil servants in Oyo and Ogun states ( $F = 17.107$ ,  $p < .05$ ,  $\eta^2 = .184$ ). Therefore, the hypothesis is rejected; this implies that treatment had a significant effect on job commitment of junior civil servants used in the study.

Table 4.3.1b shows the estimated marginal means of treatment on job commitment of junior civil servants in Oyo and Ogun states. It was revealed that after controlling effect of treatment on job commitment, respondents in the control group (Ogun State) had a lower (mean = 57.731), followed by those in the experimental group (Oyo State) (mean = 67.736). This implies that the experimental group was more potent in the treatment and has effect on civil servants job commitment in the study.

The table 4.3.1b indicates a significant difference between treatment and control groups. This posits that the treatment carried out particularly in the experimental group yielded good result and the general training conducted in the control group also produced positive result.

There was low job commitment among junior cadre of government workers. According to Adedire (2014), in spite of the reforms, the civil service is faced with challenges such as obsolescence of method, frequent postings and reshufflings of top management staff, inadequate and inappropriate office accommodation and passive attitude of workers. However, the above results indicate that behavioural rehearsal techniques brought about increase in the job commitment of participating junior civil servants. This shows that job commitment among junior civil servants was effectively enhanced using behavioural rehearsal. The outcome of this research stands in conformity with the outcomes of other studies such as Leyers, Hirzel and Moorman (2015) that role-play has a positive effect on learning process and promotes changes in behaviour. Malouff and Rooke (2018) revealed that vicarious reinforcement is a technique used to shape individual behaviour. Adeusi (2013) emphasised the effectiveness of behavioural rehearsal on conduct disorder of adolescents. Behavioural rehearsal had significant impact in reducing maladaptive behaviour of respondents through training on reflective thoughts which was more organised. Oni (2014) affirmed that among other factors, personality traits (interpersonal

skills) had positive impact on management staff communication style in public organisations.

The effectiveness of behavioural techniques was astonishing. The role-play method had a positive effect on how a worker perceived and participated in the real-world situation, learn and adjust from past learning. Observation helped workers to learn more about individual differences at work and how best to work in harmony. The interpersonal skill management helped the civil servants in to relate well with one another and learn how best to handle difficult situations with colleagues and superiors at work. The group participation motivated worker's self-esteem, work attitude and, also, gave a total sense of belonging to the system. This supports the finding of Ayoola (2016) that role-playing and small-group discussions have a substantial impact on the knowledge and attitude of adult learners toward social studies. This implies that activity based instructional methods such as role-play and small group discussion enhanced the advanced knowledge and attitude to learning. Role playing was more effective in the study.

Tanimola (2017) said majority of the permanent members of staff of Oyo State Civil Service were aware of the various human capital development programmes which included workshops, seminars, conferences and overseas training. The dominant form of training was on-the-job. More than half of the respondents perceived that this was put in place to develop obsolete skills, learn new technologies. The perceived effects included acquisition of knowledge, improvement in employees' management and job satisfaction.

Also, Nwokolo, Ayamene, Nnanemere and Akuezuilo (2018) affirmed that behavioural rehearsal was very effective in reducing the test anxiety of the secondary school students and recommended that the technique should be employed to help the students. This is in line with the findings of Anyamene and Chinyere (2019) that behavioural rehearsal helped in controlling high aggressive behaviour among students.

The fact that the treatment group's participants fared better on the post-test demonstrated the effectiveness of the treatment programs used and the way in which the group's members applied what they had learned. The control group scored low because behavioural rehearsal was not given to the members. All these develop better ideas towards enhancing the job commitment of junior civil servants.



#### 4.4 Effects of Gender and Incentives on Job Commitment of Junior Civil Servants

**Hypothesis two:** There is no significant main effect of gender on job commitment of junior civil servants

The analysis of covariance is presented in Table 4.2.3a while Table 4.2.3b captures the estimated marginal mean scores of the male and female participants.

**Tables 4.4.1a & b: ANCOVA summary and estimated marginal means indicating the main effect of gender on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	682.557	2	341.279	2.548	.085	.063
Intercept	7527.158	1	7527.158	56.208	.000	.425
Pretest Job Commitment	517.536	1	517.536	3.865	.053	.048
Sex	76.098	1	76.098	.568	.453	.007
Error	10177.594	76	133.916			
Corrected Total	10860.152	78				

R Squared= .063 (Adjusted R Squared = .038)

Gender	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	64.745	1.798	61.163	68.327
Female	62.748	1.918	58.929	66.568

### **Interpretation and discussion**

There is no significant main effect of gender on job commitment of junior civil servants in Oyo and Ogun states ( $F = .568, p > .05, \eta^2 = .007$ ). The hypothesis is accepted with a contributing effect size of 0.7%

Table 4.4.1b shows the estimated marginal means of gender on job commitment of junior civil servants. The pretest and post-test scores of both males and females show a slight difference, male civil servants were more committed than their female counterparts in the study. Job commitment can increase based on gender. Sex differences in workplace have been viewed differently by scholars. Some believe that females are more committed to their jobs since they sustain their job status. However, Aydin, Sarier and Uysal (2011) argue that males have a higher level of job commitment than females. Some scholars believe male workers have a stronger job commitment because work is their first choice. Female workers on the other hand, think that the source of commitment and identity is their family roles. Also, Promsri (2018) reported that male employees have higher level of continuance commitment than female employees. The study concluded that male bankers had a stronger feeling and desire to work in banks compared to females who had economic and social costs for leaving. Male bankers were usually attracted with high salaries and occupational positions in banks. These bankers feel more responsible for their families and have desires to stay at work to earn compensations and benefits for their families unlike the female bankers. The findings of Tanimola (2017) that male respondents outnumbered the female, which implies the prevalence of men over women in the formal organisation. However, the sex imbalance has nothing to do with employees' performance in Oyo State. Adenugba and Ademuson (2019) established that the female and male in Oyo State Civil Service have equal opportunities for selection for leadership position, promotion and various growths in the system. The study affirmed gender neutrality for appraisal at different grade levels, career growth and development, leadership effectiveness and roles. Demands for effective leadership were based on contextual expectation for performance, not on gender.

However, Oni (2014) revealed that organisational characteristics, gender, and personality traits all together predicted communication styles, nevertheless; this was not solely a

gender issue. Amire (2009) supported that gender among other factors had significant contributions to capacity building of public servants, while Sanya (2016) believed that gender policy had significant correlation with involvement on the job in Oyo State Civil Service establishments.

In the study of Adebayo, Fapojuwo, Omole, Mohammed, Joshua and Chikezie (2020), it is established that the level of job satisfaction between male and female workers was insignificant while age, education, household size, income, workers' experience, motivation and level of job satisfaction significantly differs between male and female workers. Female workers were slightly younger with a smaller household size and less income than the males in organisation. These female workers were more motivated by extrinsic factors, having cordial relationships, reasonable workload, trust superiors and leaders, conducive work environment, work with clear organisational goals and objectives. However, some of these could be traced to the fact that the female workers enjoy more job satisfaction compared to the male workers.

Sivaji and Mala (2020) stated that gender had no impact on job commitment among school teachers. Teaching is a noble profession and the commitment of teachers play a vital role in the lives of students and builds a better society.

Gender had no significant main effect in this study because the knowledge of both male and female participants was rooted in the fact that both were exposed to the same treatment and there was no bias. The results reveal that the equal benefits were gained by both the male and female respondents.

**Hypothesis three:** There is no significant main effect of incentives on job commitment of junior civil servants

**Tables 4.4.2a & b: ANCOVA summary and estimated marginal means indicating the main effect of incentives on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	1394.086	2	697.043	5.596	.005	.128
Intercept	7853.788	1	7853.788	63.056	.000	.453
Pretest Job Commitment	472.912	1	472.912	3.797	.055	.048
Incentives	787.626	1	787.626	6.324	.014	.077
Error	9466.066	76	124.554			
Corrected Total	10860.152	78				

R Squared= .128 (Adjusted R Squared = .105)

Incentives	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
			Lower bound	Upper bound
Non-monetary	60.514	1.815	56.899	64.129
Monetary	66.865	1.747	63.385	70.344

## **Interpretation and discussion**

There is a significant main effect of incentives on job commitment of junior civil servants in Oyo and Ogun States ( $F = 6.324$ ,  $p < .05$ ,  $\eta^2 = .077$ ). Therefore, the hypothesis is rejected; this implies that Incentives had a significant effect on job commitment of junior civil servants used in the study. There is a contributing effect size of 7.7%.

Table 4.4.2b shows the estimated marginal means of incentives on job commitment of junior civil servants. Hence, junior civil servants with access to monetary incentives had a better job commitment compared to their counterparts with access to non-monetary incentives in the study.

These results show that incentives have an effect on job commitment of junior civil servants. Incentives are key issues and of paramount importance in any organisation. Workers can only be loyal and committed when their wants and desires are met. The workers believed that when monetary incentives such as salaries, bonuses, and leave allowances are paid as and when due, they become motivated to work better. Other benefits such as accessibility to health insurance and pension fund will always make them be at their best. Also, when there is increment in salary regularly, workers are highly motivated for optimal commitment and performance. Non-monetary incentives such as letters of appreciation, awards, training and development programmes also enhance their job commitment. This finding agrees with Saleem (2011) who established a significant positive relationship between financial incentives and employee commitment. It established that an increase in financial incentives such as bonuses, promotion enhances the job commitment of employees. This increases the performance of employees and reduces labour turnover. The study also showed a strong association between employees' loyalty and financial incentives, where promotion and bonuses were proved to loyalty. Employees can be more loyal when the management satisfies their desires. More importantly, cash based rewards; promotion, profit sharing and recognition are key instruments for a smooth employer and employee relationship.

Another study by Falola, Ibidun and Oladokun (2014) reveals that many civil servants in Ogun State believe that incentives motivate them. Salaries, bonus, allowances, fringe

benefits, profit sharing and prompt payment positively influence workers' committed attitude. The study established a significant relationship between employees' incentives and productivity. The study affirms that good working conditions are bound to improve commitment. Training and development positively influence job performance with job security. Adequate awards and recognition also boost efforts and commitment of workers.

Adebayo, Fapojuwo, Omole, Mohammed, Joshua and Chikezie (2020) revealed that low level of income among the management and the remuneration of Forestry Research Institute of Nigeria employees were below the demands of the job. Low remuneration has negative effect on job commitment of these employees.

It is of vital importance that government takes into consideration, the factors that make workers satisfied in order to improve and increase their commitment in building a peaceful work environment and promote harmony at work. Government workers can be more committed if various packages are given to them. Most especially, the survival of any organisation is largely dependent on the ability to attract and retain committed workers.

**Hypothesis four:** There is no significant interaction effect between treatment and gender on job commitment of junior civil servants in Oyo and Ogun states.

**Tables 4.4.3a &b: ANCOVA summary and estimated marginal means indicating the interaction effect of treatment and gender on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	2823.909	4	705.977	6.501	.000	.260
Intercept	7242.161	1	7242.161	66.688	.000	.474
Pretest Job Commitment	502.739	1	502.739	4.629	.035	.059
Treatment	1788.646	1	1788.646	16.470	.000	.182
Sex	16.617	1	16.617	.153	.697	.002
<u>2-way interactions</u>						
Treatment x sex	272.259	1	272.259	2.507	.118	.033
Error	8036.243	74	108.598			
Corrected Total	10860.152	78				

R Squared= .260 (Adjusted R Square

Treatment	Gender	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Experimental group	Male	69.923	2.052	65.835	74.010
	Female	65.155	2.227	60.717	69.593
Control group	Male	56.347	2.614	51.138	61.556
	Female	59.203	2.709	53.806	64.600

## **Interpretation and discussion**

The interaction effect of treatment and gender on job commitment of junior civil servants in Oyo and Ogun States was insignificant ( $F = .568, p > .05, \eta^2 = .007$ ). Therefore, the hypothesis is accepted; this implies that treatment and gender had no significant effect on job commitment of junior civil servants used in the study with a contributing effect size of 3.3%.

Gender did not significantly influence the treatment's ability in increasing the job commitment of junior civil servants to work. The acquisition of behaviour rehearsal technique such as observation, behaviour modeling, role-play and interpersonal skill management by both male and female do not affect the benefits of the treatment. The treatment was observed to be helpful to the participants, irrespective of their gender. This however, supports the findings of hypothesis 2. The results show that the participants' dedication to their jobs was not hampered by the interplay between gender and behavioral rehearsal. The participants can equally utilise and benefit from treatment package based on neutrality of gender. The findings support the submission of Oladosu and Adeniji (2015) that female lecturers have job satisfaction than male, as males prefer jobs with a higher income. In terms of commitment, there was no change based on lecturers' gender. Gender disparity had no effect on job commitment of these lecturers; both male and female lecturers had same level of commitment to their jobs.

Though, Cogaltay (2015) affirmed that the role of gender in teachers' organisational ecommitment is minimal. The results indicated that female teachers exhibited higher organisational commitment than males. The inconsistent results were combined within a meta-analysis framework and it was discovered that there was no significant impact of gender on organisational commitment.

According to Ayoola (2016), gender did not interact with activity based methods of knowledge, which were role-play and small group discussion methods. The result showed that role-play and small group discussion were effective methods in enhancing knowledge among advanced adult learners in Oyo State. Ajayi (2017) contributed to the growing knowledge of gender and job commitment in South West Civil Service system. The result of the findings indicated that gender had no significant influence on workers'



commitment. This implied that job commitment is not influenced by the gender of an average Nigerian civil servants; both male and female civil servants exhibit similar level of commitment at work.

**Hypothesis five:** There is no significant interaction effect between treatment and incentives on job commitment of junior civil servants

**Tables 4.4.4a & b: ANCOVA summary and estimated marginal means indicating the interaction effect of treatment and incentives on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	2835.863	4	708.966	6.538	.000	.261
Intercept	7501.399	1	7501.399	69.178	.000	.483
Pretest Job Commitment	498.055	1	498.055	4.593	.035	.058
Treatment	1343.542	1	1343.542	12.390	.001	.143
Incentives	336.658	1	336.658	3.105	.082	.040
<u>2-way interactions</u>						
Treatment x incentives	47.356	1	47.356	0.437	.511	.006
Error	8024.289	74	108.436			
Corrected Total	10860.152	78				

R Squared= .261 (Adjusted R Squared = .221)

Treatment	Incentives	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
				Lower bound	Upper bound
Experimental group	Non-monetary	66.019	2.466	61.105	70.933
	Monetary	68.770	1.910	64.964	72.576
Control group	Non-monetary	55.575	2.329	50.936	60.215
	Monetary	61.642	3.141	55.383	67.900

### **Interpretation and discussion**

Based on the results, there was no significant interaction effect of treatment and incentives on job commitment of junior civil servants in Oyo and Ogun States ( $F = .437, p > .05, \eta^2 = .007$ ). Therefore, the hypothesis is accepted; this implies that the interaction of treatment and incentives had no significant effect on job commitment of junior civil servants used in the study. The contributing effect size was 0.6%.

Table 4.4.4b shows the estimated marginal means of treatment and incentives on job commitment of junior civil servants. The findings of Mamdani and Minhaj (2016) showed that incentives have impact on employees' performance. However, employees were not loyal to their organisations and were willing to change jobs if better jobs came their way. The study believed that only monetary incentives are not enough but capacity building programmes should be initiated as they would help to make work challenging and promote work commitment as well. Every worker has needs and wants. The major reason for working is to meet these needs and wants. Motivating their workers should be a concern for organisations. Every worker must be satisfied and fulfilled in terms of salary, allowances, bonuses, job security, leave, working environment, recognition and other benefits.

Thus, in this study, In terms of boosting treatment effectiveness, incentives had no discernible impact on the job commitment of junior civil servants. The result showed that the behaviour rehearsal technique was effective in boosting the job commitment of junior civil servants irrespective of the incentives enjoyed or received by participants. The interaction between incentives and treatment could not hinder the impact of treatment on the participants.

**Hypothesis six:** There is no significant interaction effect of incentives and gender on job commitment of junior civil servant in Oyo and Ogun States

**Tables 4.4.5a & b: Summary of ANCOVA and Estimated marginal means indicating the interaction effect of incentives and gender on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	2216.122	4	554.031	4.743	.002	.204
Intercept	8449.553	1	8449.553	72.335	.000	.494
Pretest Job Commitment	272.229	1	272.229	2.331	.131	.031
Incentives	792.575	1	792.575	6.785	.011	.084
Sex	154.286	1	154.286	1.321	.254	.018
<u>2-way interactions</u>						
Incentives x gender	641.007	1	641.007	5.488	.022	.069
Error	8644.030	74	116.811			
Corrected Total	10860.152	78				

R Squared= .204 (Adjusted R Squared = .161)

Incentives	Gender	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
				Lower bound	Upper bound
Non-monetary	Male	59.307	2.254	54.816	63.798
	Female	62.223	2.804	56.635	67.810
Monetary	Male	71.576	2.526	66.542	76.610
	Female	62.893	2.313	58.285	67.501

### **Interpretation and discussion**

The results from the table above shows that there is a significant interaction effect of incentives and gender on job commitment of junior civil servants in Oyo and Ogun States ( $F = 5.488$ ,  $p < .05$ ,  $\eta^2 = .069$ ). Therefore, the hypothesis is rejected; this implies that the interaction of incentives and gender had a significant effect on job commitment of junior civil servants with the contributing effect size of 6.9%.

Table 4.4.5b shows the estimated marginal means of incentives and gender on job commitment of junior civil servants. Employees' commitment is determined by employees' happiness and well-being. The well-being of an employee whether male or female is sustained and improved based on incentives. The study affirmed that males with more incentives were significant. The benefits and resources provided by the government also enhance the socio-emotional status of workers. The physical, emotional and cognitive resources available to employees determine the level of their job commitment. All these will help to perform and achieve organisational standards and objectives.

The study of Kimutai and Sakataka (2015) attested to the fact that promotion opportunities, health benefits, job training and interpersonal relationship among workers are the contributing factors to workers' engagement and commitment. The effects of these factors vary in strength and impact on workers. Igba et al (2013) established a significant positive relationship between incentives and employees' commitment. Incentives are important tools for improving commitment at work. Higher work motivation can only be achievable with good incentive packages which will enhance increase in job commitment. The male and female participants of this study did, significantly, interact with the incentives. This implies that incentives received influence the knowledge of behavioural rehearsal techniques for both male and female. The benefit of incentives on the post-test scores of the respondents on the knowledge of behavioural rehearsal was influenced by their gender. Gender boosted the significance of incentives on job commitment of participants. Both male and female perform the responsibilities that are meant for each other and both utilised the benefits of incentives at work.

#### 4.5 Interaction Effect of Behavioural Rehearsal, Incentives and Gender on Job

##### Commitment of Junior Civil Servants

**Hypothesis seven:** There is no significant interaction effect of treatment, incentives and gender on job Commitment of junior civil servants

**Tables 4.5.1a & b: ANCOVA summary and estimated marginal means indicating the main and interaction effect of treatment, incentives and gender on job commitment of junior civil servants in Oyo and Ogun States**

Source	Sum of Squares	DF	Mean Square	F	Sig.	Eta. Sq
Corrected Model	4311.772	8	538.972	5.761	.000	.397
Intercept	7990.909	1	7990.909	85.420	.000	.550
Pretest Job Commitment	317.663	1	317.663	3.396	.070	.046
<u>Main effect:</u>						
Treatment	786.201	1	786.201	8.404	.005	.107
Incentives	463.004	1	463.004	4.949	.029	.066
Gender	249.672	1	249.672	2.669	.107	.037
<u>2-way Interactions:</u>						
Treatment x Incentives	54.204	1	54.204	.579	.449	.008
Treatment x Gender	28.733	1	28.733	.307	.581	.004
Incentives x Gender	706.456	1	706.456	7.552	.008	.097
<u>3-way interactions:</u>						
Treatment x Incentives x Gender	715.553	1	715.553	7.649	.007	.099
Error	6548.380	70	93.548			
Corrected Total	10860.152	78				

R Squared= .397 (Adjusted R Squared = .328)

Treatment	Incentives	Gender	Mean ( $\bar{x}$ )	Std.Error	95% Confidence Interval	
					Lower bound	Upper bound
Experimental group	Non-monetary	Male	67.981	2.922	62.152	73.809
		Female	62.692	3.668	55.377	70.007
	Monetary	Male	71.475	2.534	66.421	76.529
		Female	66.210	2.499	61.227	71.193
Control group	Non-monetary	Male	51.364	2.795	45.791	56.938
		Female	61.880	3.426	55.048	68.713
	Monetary	Male	71.653	4.858	61.964	81.341
		Female	55.867	3.677	48.534	63.200

## **Interpretation and discussion**

Table 4.5.1a revealed that there is a significant interaction effect of treatment, incentives and gender on job commitment of junior civil servants ( $F = 7.649$ ,  $p < .05$ ,  $\eta^2 = .099$ ). Therefore the hypothesis is rejected; this implies that there was interaction effect of treatment, incentives and gender on job commitment of junior civil servants study; the table also shows the contributing effect size of 9.9%.

It can be referred from the results that the impact of treatment, incentives and gender in enhancing job commitment among junior civil servants was significant. The interaction among the treatment, incentives and gender boosted the potency of treatment on job commitment of junior civil servants in favour of males with more incentives. The researcher did not find any study where these three components were used to enhance job commitment. This could be a reason for the significant interaction among treatment, incentive and gender.

As noted by Kester, Olajide and Ogidan (2010), training significantly correlates with job satisfaction and commitment of the respondents. Training had a greater impact on affective commitment which deals with the psychological attachments of the respondents to their workplace. This was followed by the respondent's perceived obligation to remain with the local government. The results established a solid link between training and employees' commitment which have positive implications on citizenship behaviour and organisational performance. Adedire (2014) suggested digital service redesigning, organising in service training for junior workers, restoring confidence and morale among workers for effective and efficient service delivery of the Civil Service. Tanimola (2017) observed that human capital development enhanced competence, opportunity to acquire new skills, knowledge and right attitudes.

Amire (2009) noted that capacity building is an important tool that could be used to improve performance and productivity in the public service. Government and other stakeholders could invest in capacity building programmes and send more members of staff for training. Omori (2016) indicated a significant joint impact of training variables on using recognition, teamwork, and communication to improve employee performance.

Also, identification needs, training design, plan and evaluation had significant positive impact on workers' performance.

Sanya (2016) affirmed that gender policy, career orientation, social interaction, environmental variability, educational attainment, emotional intelligence, training opportunities and communication system had significant relative contributions with job involvement in the establishments. In Adebayo, Fapojuwo, Omole, Mohammed, Joshua and Chikezie (2020), the study revealed that workers' good relationship with colleagues was the most identified hygienic factor.

In all, it is evident from this study that behavioural rehearsal technique enhanced job commitment by 18%. Vicarious reinforcement, behaviour modeling, role-play and interpersonal skill management are essential elements in determining the role and effect of behavioural rehearsal on job commitment. Evidences are bound from the results of the study that positive attitudes and disposition at work are also important in enhancing job commitment while behaviour modeling will help in internalising exhibited behaviour, role-play helps in exhibiting behaviour that is goal oriented and interpersonal skills management aids self-regulation at work. These skills and renewed knowledge will help junior civil servants perform optimally by fulfilling their job descriptions, roles and having a sense of attachment to the system.

The moderating effects of gender and incentives have also been proven, because they interact with behavioural rehearsal technique to impact job commitment. The results showed that all male respondents with mean score of (64.75) have a higher moderating effect than the females (62.75) because it is assumed that males have more responsibilities than females, while the monetary incentives also have a higher effect with (66.87) than the non-monetary incentives with (60.87). This shows prompt salary payment, bonuses, leave allowances and benefits will motivate civil servants more than ordinary letters of appreciation, awards, job rotation and training. Bosses should delegate to every junior civil servant, this will allow them to experience growth by taking up delegated responsibilities. Besides, there should be role-playing intermittent which will create room for reshaping and remodeling of their work behaviour. Also, they must acquire



interpersonal skills. Therefore, the social cognitive learning theory and incentive theory of motivation are validated in the study.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The main objective of this study is to examine the effects of behavioural rehearsal technique on job commitment of junior civil servants in Oyo and Ogun States, Nigeria. The study used the university sequential format and is presented in five chapters. This started with the introduction, where the background of the study was discussed and variables were clearly stated. Other sections are the statement of the problem, where the gaps were highlighted, the objectives, significance of the study, scope and the terms used.

A comprehensive study of relevant literature was presented in chapter two. A theoretical review of social cognitive learning theory and incentive theory of motivation was carried out to develop the conceptual framework. One research question and seven hypotheses were postulated. These served as guide for analysis and discussions.

The study employed the questionnaire and a 2x2x2 factorial matrix. A total sample size of 79 (seventy-nine) junior civil servants from three ministries: Office of the Head; Finance and Education, Science and Technology in Oyo and Ogun States was used for the study. Three main instruments were used for data collection from junior civil servants that participated in the study.

The pretest treatment, training of junior civil servants using behavioural rehearsal technique and post-test lasted for eight weeks. Also, the researcher gave a brief description of the procedure and the method of data analysis was simple percentage, frequency counts and ANCOVA. Seven hypotheses were postulated and tested at 0.05 level of significance. The findings are:

- i. The level of job commitment of junior civil servants in Oyo and Ogun states was low.
- ii. There was a significant main effect of treatment on job commitment of junior civil servants in Oyo and Ogun states
- iii. There was no significant main effect of gender on job commitment of junior civil servants
- iv. There was a significant main effect of incentives on job commitment of junior civil servant
- v. There was no significant interaction effect of treatment and gender; treatment and incentives on job commitment of junior civil servants
- vi. There was a significant interaction effect of incentives and gender; treatment, incentives and gender on job commitment of junior civil servants

## **5.2 Conclusion**

Over time, there is still an array of problems facing the civil service system in Nigeria, despite the efforts of the government to rekindle and improve the job commitment of civil servants. An average civil servant is yet to be fully committed to his/her job. However, the findings of the study have been able to show that behavioural rehearsal technique using observation, vicarious reinforcement, behaviour modeling, role-play and interpersonal skills were efficient in enhancing the job commitment of junior civil servants in Oyo and Ogun States, Nigeria. Both male and female performed better with incentives on the job. Hence, this made gender and incentives to have positive influence on job commitment of junior civil servants. The use of behavioural rehearsal, gender and incentives increased the job commitment of these civil servants. Therefore, the potency of using behavioural rehearsal technique in enhancing job commitment of these junior civil servants has been established.

### **5.3 Recommendations**

1. Behavioural rehearsal is effective in training the junior civil servants in improving job commitment. Junior civil servants can increase behavioural repertoire through improved knowledge and skill acquisition.
2. It is imperative for the government to develop and sustain a high level of job commitment by promoting learning culture among junior civil servants.
3. Government should organise regular training programmes for junior civil servants in order to build up their capacity and competence. Active participation of junior civil servants in training and development programmes must be mandatory to increase their job commitment.
4. Additional benefits such as bonuses, subsidised housing scheme, awards, among others will motivate junior civil servants to accomplish greater job tasks. Government should increase their incentives from time to time.

### **5.4 Contributions to knowledge**

This study has contributed to knowledge in the following ways.

1. The study showed that behavioural rehearsal technique is very essential in improving and boosting the job commitment of junior civil servants.
2. Observation at work, behaviour modeling, role-play and interpersonal skill management could be used to enhance the job commitment of junior civil servants.
3. Incentives such as prompt salary payment, overtime payment, letter of appreciation, low budget housing schemes, awards, job rotation and training could be used to positively change the attitudes and dispositions of junior civil servants towards work.

### **5.5 Limitation to the study**

This study is not without its limitations. Some of the challenges encountered include:

The lateness for training which was fixed in the morning for 10am-12noon, made the time inadequate and was extended for about extra thirty minutes to properly interact with the junior civil servants, in the process of conducting the research.

The Office of Head of Service, Ogun State refused to be trained due to bureaucracy. Ogun State Head of Service approved the training but the Permanent Secretary rejected it. The researcher made phone calls to the Directors of Administration and Supplies of each ministry and visited a day before training to mobilise participants to be present in the sessions. All of the observed issues, however, had no detrimental impact on the study's findings.

#### **5.6 Suggestions for further Studies**

This study has not covered the senior category of civil servants and other ministries. There is the need for further studies in areas yet not explored. The study was carried out in the state civil service among junior civil servants. It could be replicated in other states at both federal and state levels.

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## APPENDIX I

### JOB COMMITMENT SCREENING (JCS)

Dear Respondents,

This scale has been designed for research purpose. All pieces of information that will be supplied by you will be treated in confidence. Please read carefully and tick (√) where applicable. Thank you.

Please read carefully and tick (√) YES or NO.

S/N		YES 1	NO 2
	<b>AFFECTIVE COMMITMENT</b>		
1.	Have you been putting a great deal of effort in order to help civil service become successful?		
2.	Do you talk about civil service to your friends as a great organisation to work for?		
3.	Do you feel very little loyalty to the civil service?		
4.	Will you accept almost any type of job assignment in order to keep working for the civil service?		
5.	Are your values and values of the civil service similar?		
	<b>CONTINUANCE COMMITMENT</b>		
6.	Are you proud to tell others that you are part of the civil service?		
7.	Can you work for a different organisation as long as the type of work is similar to that of the civil service?		
8.	Does civil service really inspire the best in you in the way of job performance?		
9.	Will it take little change in your present circumstances to leave the civil service?		
10.	Are you extremely glad that you chose the civil service to work for over others as at the time you joined?		
	<b>NORMATIVE COMMITMENT</b>		
11.	Is there much to gain by sticking to the civil service indefinitely?		
12.	Do you find it difficult to agree with the policies of the civil service relating to its employees?		
13.	Do you really care about the fate of the civil service?		
14.	Is civil service the best of all possible organisations for you to work for?		
15.	Is working for the civil service a definite mistake on your part?		



## APPENDIX II

### CIVIL SERVICE JOB COMMITMENT QUESTIONNAIRE (CSJCQ)

Dear Respondents,

This questionnaire has been designed for research purpose. All pieces of information supplied by you will be treated in confidence. Please read carefully and tick (✓) where applicable. Thank you.

#### SECTION A

S/N	Question	Response categories	Coding
1.	Sex	Male Female	1 2
2.	Age	20 - 24 years 25 - 29 years 30 - 34 years 35 - 39 years 40 - 44 years 45 - 49 years 50 years and above	1 2 3 4 5 6 7
3.	Marital Status	Single Married Separated Divorced Widowed	1 2 3 4 5
4.	Grade level	1 2 3 4 5 6	1 2 3 4 5 6
5.	Years of Service	0 - 5 years 6 - 10 years 11 - 15 years 16 - 20 years 21 - 25 years 26 - 30 years	1 2 3 4 5 6

## SECTION B

Please read carefully and tick (√) one of the five points that best applies to you.

(1) Strongly Disagree (2) Disagree (3) Undecided (4) Agree (5) Strongly Agree

S/N	JOB COMMITMENT	1	2	3	4	5
1.	Will you be happy to spend the rest of your career with the civil service?					
2.	Do you enjoy discussing the civil service system with people outside ?					
3.	Do you feel as if the civil service problems are your own?					
4.	Do you feel like you are part of the civil service system?					
5.	Do you feel emotionally attached to the civil service system?					
6.	Do you share a sense of belonging with the civil service system?					
7.	Are you afraid of what might happen if you quit your job without another one in waiting?					
8.	Will it be very hard to leave civil service if you want to?					
9.	Will things be too much disrupted in your life if you decide to leave the civil service?					
10.	Will it be too costly for you to leave the civil service now?					
11.	Is your staying with the civil service a matter of necessity?					
12.	Do you have few options to consider leaving the civil service?					
13.	Is lack of available alternative one of reasons for staying in the civil service?					
14.	Is leaving the civil service a considerable sacrifice for another organisation which does not give same benefits?					
15.	Do you think moving from one organisation to another is the best?					
16.	Do you think moving from one organisation to another is unethical?					

17.	If you get an offer for a better job, will you leave the civil service?					
18.	Is loyalty an important reason for you to stay in the civil service system?					
19.	Were you trained to believe in the value of remaining loyal to the civil service system?					
	<b>MONETARY INCENTIVES</b>					
20.	Is your salary, bonus, leave allowance, and other benefits paid as and when due?					
21.	Is health insurance and pension fund available and accessible to you?					
22.	Do you benefit from increment in salary regularly?					
	<b>NON-MONETARY INCENTIVES</b>					
23.	Do you receive letters of appreciation and awards often?					
24.	Do you go on training and development programmes regularly?					

**APPENDIX III**  
**CIVIL SERVICE BEHAVIOURAL REHEARSAL GUIDE**

WEEKS	TOPIC	LEARNING CONTENTS	LEARNING OBJECTIVES	MONITORING EVALUATION	TOPIC	LEARNING CONTENTS	LEARNING OBJECTIVES	MONITORING EVALUATION	
<b>EXPERIMENTAL GROUP</b>					<b>CONTROL GROUP</b>				
1	General orientation for participants (Junior Civil Servants)				General orientation for participants (Junior Civil Servants)				
2	Administration of Pretest questions to the participants				Administration of Pretest questions to the participants				
3	Introduction of behavioural Rehearsal	- Its importance - Qualities - Characteristics	To know the importance, qualities and characteristics of behavioural rehearsal		Civil service	Vision and mission of civil service	To integrate civil servants into civil service vision, mission and objectives		
4	How to develop interpersonal skills	- Qualities of personal skills	To build up training and learning culture		Civil service and its management	Objectives of civil service system	To be deeply-rooted in the civil service		
5	Training on role playing, modeling and self management	- The act of role playing, modeling and self management at work. (Teaching new behaviour- Job attitude)	To enhance the components of behavioural rehearsal.		Civil service and civil servants	Core principles and professionalism	To enhance self and organizational development		
6	Work Behaviour	-Productive behaviours -Counterproductive behaviours	To increase behavioural repertoire		Policy Achievement	Importance of policies and programmes of government	To achieve set goals of civil service		
7	Reliability Integrity Receiving Feedback	Transparency in decision making	To build a highly skilled civil service system		General discussion	Review	To enhance participation		
8	Conclusion and post-test administration				Conclusion and post- test administration				

## **APPENDIX IV**

### **INFORMED CONSENT FORM**

#### **BEHAVIOURAL REHEARSAL AND JOB COMMITMENT OF JUNIOR CIVIL SERVANTS IN OYO AND OGUN STATES, NIGERIA**

**Sponsor of research:**

This study is sponsored by Mofoluke A. OMILANI

**Purpose of research:** The purpose of this research is to examine the effect of behavioural rehearsal on job commitment of junior civil servants in Oyo and Ogun States, Nigeria

**Procedure of the research:** The methods that will be used to meet this purpose include:

- Questionnaire
- Intervention

You are encouraged to ask questions or raise concerns about the nature of the study or the methods I am using.

Our discussion will be audio taped to help me accurately capture your insights in your own words. The tapes will only be heard by me for the purpose of this research. If you feel uncomfortable with the recorder, you may ask that it be turned off at any time.

**Expected duration of research and participant involvement:**

In total, I expect you to be involved in this research one session a week for eight weeks.

Benefits:

1. To better understand junior civil servants' job roles.
2. To enhance the job commitment of junior civil servants.

**Confidentiality:**

All pieces of information you provide (including audio tape recording) will be kept secret. Information gathered from you and other participants will be used in writing a qualitative research. Your name will not be linked to the reports or publication from this research.

**Voluntariness**

Your participation is voluntary and you are free to withdraw at any time without giving any reason. In addition, if you do not wish to answer any question or questions, you are free to decline.

**Alternatives to participation:**

If you choose not to participate in this research, this will not in any way affect your work.

**Due inducement:**

Your participation is voluntary and you will not be paid any fees for participating in the research.

**Consequence of participation decision to withdraw from research and procedure for orderly termination of participant:**

You have the right to withdraw from the research at any time.

**What happens to research participant and communities when research is over?**

The researcher will inform you of the outcome of the research through the thesis.

**Statement about sharing of benefits**

If this research leads to commercial products, the researcher will own it. There is no plan to contact any participant now or in future about such benefits.

Full information for informed decision is given to.....

NAME .....

SIGNATURE .....

DATE .....

## APPENDIX V

### Reliability

#### Scale: Job Commitment

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	19

### Reliability

#### Scale: Incentives

Reliability Statistics	
Cronbach's Alpha	N of Items
.773	5

## APPENDIX VI

### Brief Description of the Sessions

Experimental Group 1: Behavioural Rehearsal

#### **Week 1- General orientation**

**Objectives:** The participants were briefed on: the study (Behavioural Rehearsal) and the benefits to be derived from it.

6. Encouraged full participation and cooperation with the researcher

**Step I:** The researcher introduced herself and the assistants.

**Step II:** The researcher explained the need for the package to the Junior Civil Servants to motivate them towards work and to also to enjoy the training.

**Step III:** The researcher explained the steps involved in behavioural rehearsal as behaviour modification at work.

Behavioural rehearsal is a therapy used in correcting inappropriate behaviour at the workplace. It is necessary to change behavior that does not support the expansion and development of the civil service. Such behaviour include insubordination, gross misconduct, sabotage, lateness to work, absenteeism, bribery, corruption, alienation, inefficiency.

**Week 2-** A pre-test was administered to the participants to collect the baseline data on the junior civil servants' disposition towards job commitment.

#### **Week 3- Introduction to behavioural rehearsal**

**Objectives:** To know the importance, qualities and principles of behavioural rehearsal.

**Step I:** To teach that behavioural rehearsal is a principle of behavioural modification.

This is the acting out of a new behaviour in order to learn, refine a skill and change negative old behaviour. This can be done through:



**Observation:** Observing other colleagues at work, particularly those who are efficient and prompt in the job schedules and roles.

**Role play:** For civil servants to work effectively and illustrate work activities that need to be done to other workers.

**Behaviour Modelling:** Civil servants need to exhibit positive behaviour worth emulating at work. This helps in the achievement of smooth work processes, cooperation, goals and objectives of the civil service.

**Step II:** The importance of behavioural rehearsal

- i. Helps to correct old behaviour at work as it does not aid positive job performance.
- ii. It promotes positive behavioural changes that will help the civil service grow
- iii. It improves social skills at work

**Step III:** The qualities of behavioural rehearsal include

Problem solving at work becomes easy with positive behaviour. Workers tend to work in cooperation and harmony.

Positive attitudinal change will enables workers to learn from one another without any reservation.

Refining a skill to learn: Acquisition of skills becomes easier, when a civil servant can walk up to another colleague or superior to learn on the job. Workers are able to embrace correction with ease.

**Step IV:** The principles include

- i. **Vicarious reinforcement:** The influence of a desirable behaviour at work. The act of repeating and duplicating behaviour for which other civil servants are being rewarded at work. The process whereby a civil servant has been recognised and rewarded for desirable behaviour with the hope that such behaviour continues, other civil servants are highly motivated and will replicate such behaviour.
- ii. **Behaviour modelling:** The researcher with the research assistants acted out a scene at work the junior civil servants watched.

- iii. **Role play:** This requires the junior civil servants imagining stressful situation at work, acting out different scenes at work worth emulating.

#### **Week 4- Developing interpersonal skills**

**Interpersonal skills:** The abilities everyone is born with, natural talents and things which can be developed through deliberate practices and experiences at work.

These include:

- i. **Communication Skills:** These include the ability to listen to co-workers well, exhibit mutual respect for everybody at work and the use of body language, eye contact, hand gestures and the tone of voice that befit an official setting.
- ii. **Friendliness:** This is very paramount in building a healthy work environment.
- iii. **Clarity and concision:** Unnecessary and vague words should be avoided at work.
- iv. **Confidence:** Civil servants must have self confidence in job roles, exhibiting this brings an all-round happiness.
- v. **Empathy:** This is about recognising the emotions of others and understanding other persons' views on issues.
- vi. **Open-mindedness:** this is about being tolerant, fair minded, receptive (in alternating work assignments based on skills and talents), expressing positive attitudes, actions, open to new ideas and expressing a degree of flexibility.
- vii. **Honesty:** Every civil servant must be trustworthy by working in line with the rules and regulations of the system.
- viii. **Technical competency:** Every civil servant must have a full knowledge of job roles. The 'know-how' of work schedules, roles and assignments must be inherent in everyone.
- ix. **Work ethics:** These are sets of values of the civil service such as stewardship, trust, engagement and professionalism centred on the importance of work and the desire to work hard.

- x. **Flexibility:** This is the ability and the willingness to respond to changing circumstances and expectations at work such as transfer from one ministry to another.
- xi. **Determination:** This is the dogged will to work hard to achieving the set goals and objectives of the civil service.
- xii. **Persistence:** This is working tirelessly towards the goals of the civil service. It also describes work and adds to ones the knowledge base/skills.
- xiii. **Promoting work harmony:** This is the building a peaceful civil service environment.

#### **Week 5- Training on role play, behaviour modeling and self-management skills**

**Role play:** Junior civil servants acted work scenes as though the scenes were real.

**Behaviour modeling:** The research assistants performed a workplace playlet to enhance the job commitment of junior civil servants in order to promote discipline, positive behavior and harmony at the place of work and relationship.

**Self-management:** To ensure a well managed civil service system, where junior civil servants will complete the tasks and jobs within the time frame and reporting to superiors promptly. This is the ability to learn individual differences and resolve problems at work.

#### **Week 6: Work behaviour**

**Productive behaviour:** These are work behaviours that contribute meaningfully to the aims and purposes of the civil service system. They include:

**High job commitment:** This is a high level of enthusiasm that a civil servant has towards the assigned job or task. It describes full dedication at work.

**Job performance:** This describes how work-related activities of junior civil servants are executed.

**Organisational citizenship behaviour:** Is an extra-role which is outside work roles. This is often offered to help others at work. This is a voluntary commitment at work.

**Counterproductive behaviour:** This is behaviour that hinders the growth and development in civil service.

**Lateness to work:** This describes the habit of not resuming work at 8am as written in the code of conduct of the civil service.

**Absenteeism:** This concept describes habits like staying away from work without good reason, taking regular sick leave, leaving early or taking excuses from work.

**Sabotage:** This describes bullying at work and having frustrating experiences from colleagues.

**Bribery and corruption:** These include dishonesty, illegal acts at work and fraudulent activities to gain undue advantage over others, demanding and taking inappropriate gifts at work.

#### **Week 7: Reliability, integrity and feedback**

- i. To ensure transparency in work schedules
- ii. Giving feedback on work activities is the clearest and quickest way of changing work behaviour. Feedback to co-workers and superiors helps to give constructive suggestions and helpful insight at work.

#### **Week 8: Revision on previous sessions and the post-test administration**

#### **The Control (Group 2)**

##### **Week 1: General orientation**

Objectives: The researcher introduced herself and assistants to the group

- i. Welcomed the junior civil servants
- ii. Prepared the participants for the pre-test.

**Week 2:** The researcher administered **the pretest** to the group.

##### **Week 3: Civil service**

The Civil service is the administrative workforce of the government, saddled with the major responsibilities of formulating and implementing government's policies and programmes. The Civil service is the bedrock of any government in achieving the

objectives of the nation. It is a unique body of people employed and paid by the government to execute plans, programmes and policies that will impact the lives of each citizen.

The Civil service, which is also an institution by itself, is centre of all governmental activities. Is a major tool in the hands of the government in improving and enhancing the economy. It is the strongest channel to the strategic goals of the government and the economic growth of the nation.

#### **Week 4: The principles of the Nigerian civil service**

1. **Stewardship:** This is the act of responsibility to use and develop the civil service resources, co-workers, properties and financial assets. Civil servants must identify, and articulate shared values and principles of the system. Every civil servant must uphold the ethics, and values of the nation. Every one of them is also expected to help in having a sense of ownership and be accountable in every task.
2. **Trust:** A team of trusted civil servants will create a positive work culture and will produce results.
3. **Engagement:** This is the nature of relationship between civil servants and the job roles. It is the process where civil servants can express physical and cognitive emotions at work. Positive state of mind and behaviour will lead to positive work outcomes. Civil servants with a high level of work engagement are energetic and dedicated to the job roles.
4. **Professionalism:** This is the way a civil servant displays and conducts himself or herself at work. Every civil servant must show respect for policies, colleagues, treat properties with care, be organised, be dependable, stay positive, dress modestly, avoid office politics and gossip, be honest and excel at communication.

#### **Week 5: Civil servants and its management**

Civil servants are individuals who are employed on merit, professional or competitive examination, to work for the executive arm of the government. They are career officials recruited in a civil capacity to serve the country. They are expected to be transparent in decision making and have accountable manner in the delivery of service.

Civil Servants must be well-trained, knowledgeable and command a pool of experience, public spirited, incorruptible, elite corps, faithful in service and agents of transformation capable of transforming government policies into reality.

The government is expected to make work the environment conducive for all civil servants at all levels by providing appropriate tools to make work easy, fast and effective. There must be full introduction and application of modern technology which will help to achieve greater results.

### **Week 6: Policy achievement**

The success of any government is largely dependent on the willingness of civil servants to execute policies, programmes and laws. The execution is always good on paper but the workability, implementation and achievement are very important and largely dependent on civil servants' disposition. The general condition of the economy can only be improved through the achievement of policies. This can be done by initiating and pursuing policies that will improve the standard of living and socio-economic status of the country. The positive attitude of civil servants towards policy achievement is bound to move the nation's economy by improving the position.

Week 7: General revision on previous sessions

Week 8: Administered the post-test measures

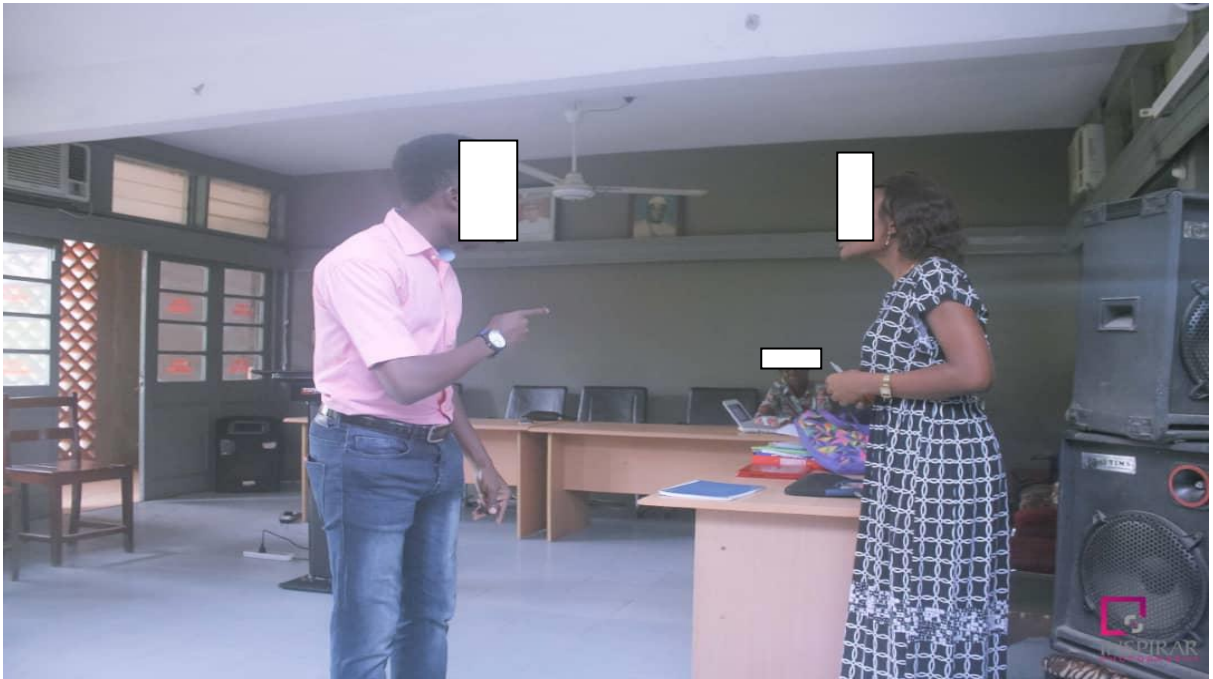
## **APPENDIX VII**

### **Research Procedure**

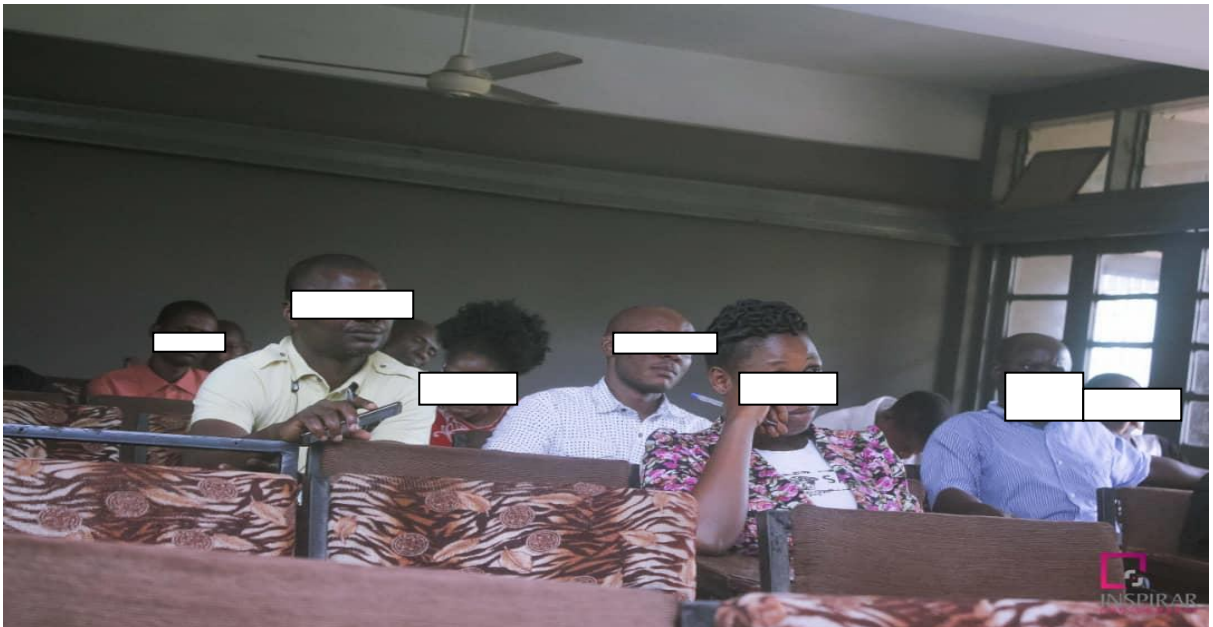
A letter of introduction was obtained from Department to the Offices of the Heads of Service/Ministries in Oyo and Ogun States. This was to give the researcher access to the selected junior civil servants. Two research assistants were trained by the researcher. The researcher visited the selected ministries with the aim of introducing herself and the research assistants to the civil servants. The study was scheduled and done for eight weeks. The researcher and the participants interacted, and the interaction was broken down into the following four (4) phases:

1. Recruitment stage: The researcher submitted letters of request to the Office of the Heads of Service of the two states and selected ministries. The researcher talked about how the training program was beneficial.
2. Pre-test stage: The pre-test was carried out by the researcher with assistance from the other two.
3. Treatment stage: The experimental group (A1) used Behavioural Rehearsal. The control group (A2) had conventional method of training. These groups were trained for eight (8) weeks.
4. Post treatment stage: To know the impact of the packages on the participants.

## APPENDIX VIII



**Role playing at the training session**



**Training session for junior civil servant**





**Role playing at the training session**



**Facilitator handing out questionnaire to the respondents**



**Ongoing training session**



**Behaviour modeling**



**Respondents filling in questionnaires**



**Active training session**



**Training session ongoing**



**Interpersonal skill session**