

Influence of Participatory Management on Staff Commitment in Auchi Polytechnics, Auchi, Edo State

¹DR. OGBANEME Solomon Omokhudu, ²ATOGBU Louisa Adaeze

¹Department of Human Resource Management, Auchi Polytechnic, Auchi, Edo State

¹08036288972, ²08066468831

¹Soltech64@gmail.com, ²Louisaadaeze893@gmail.com

Abstract:

This study examined the influence of participatory management on staff commitment in Auchi Polytechnic, Edo State. A descriptive survey research design was adopted and it was anchored on the Human Relations Theory. The population comprised academic staff of Auchi Polytechnic, while a sample size of 84 academic staff was selected. Data were collected using a structured questionnaire designed on a four-point Likert scale and analyzed using frequency counts, percentages, mean scores, standard deviation, and ranking. The findings revealed among others that participatory management is practiced to a considerable extent in Auchi Polytechnic, with a grand mean of 2.99. The study further showed that staff commitment is relatively high, with a grand mean of 3.01. The study concluded that participatory management is an effective management strategy for improving staff commitment in Auchi Polytechnic. It recommended among others that management should institutionalize participatory decision-making processes.

Keywords: Participatory Management, Staff Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, Human Relations Theory, Auchi Polytechnic.

INTRODUCTION

The achievement of organizational goals in contemporary institutions depends largely on the quality, commitment, and active involvement of employees in organizational activities. Human resources remain the most valuable asset of any organization because employees contribute not only their skills and knowledge but also their dedication and loyalty toward organizational success. Consequently, management practices that promote employee involvement in decision-making have become increasingly important in enhancing organizational effectiveness and staff commitment. Participatory management is a management approach that encourages employees to take part in decision-making processes, policy formulation, problem-solving, and other organizational activities that affect their work and welfare. It emphasizes collaboration, consultation, communication, and shared responsibility between management and employees. Through participatory management, employees are given opportunities to express their opinions, contribute ideas, and influence decisions

that affect organizational operations. According to Jimoh and Adeoye (2024), participatory management promotes employee involvement and fosters positive attitudes toward work, resulting in increased organizational commitment and improved performance.

In higher educational institutions such as polytechnics, staff commitment is essential for achieving academic excellence, administrative efficiency, and institutional sustainability. Staff commitment refers to the psychological attachment, loyalty, and willingness of employees to remain with and contribute meaningfully to their organization. Employees who are highly committed tend to demonstrate greater job satisfaction, productivity, and organizational citizenship behavior while exhibiting lower tendencies toward absenteeism and turnover. Meyer and Allen's organizational commitment model identifies affective commitment, continuance commitment, and normative commitment as the major dimensions of employee commitment.

The increasing demand for quality education, accountability, and effective service delivery in Nigerian tertiary institutions has heightened the need for management practices capable of motivating employees and strengthening their commitment. However, many institutions continue to experience challenges such as low morale, industrial disputes, staff dissatisfaction, and declining commitment among employees. These challenges have often been linked to inadequate employee involvement in institutional decision-making processes and perceived exclusion from matters affecting their welfare and professional responsibilities.

Research has shown that participatory management contributes significantly to employee commitment by creating a sense of belonging, trust, ownership, and responsibility among workers. Employees who participate in organizational decisions are more likely to identify with organizational goals and demonstrate loyalty toward their institutions. Studies conducted in Nigerian tertiary institutions revealed that participatory management significantly influences affective, normative, and continuance commitment among workers (Jimoh & Adeoye, 2024).

Auchi Polytechnic, as one of Nigeria's foremost polytechnics, depends greatly on the commitment and dedication of its workforce for effective service delivery and achievement of institutional objectives. Given the strategic role of employees in institutional development, it becomes necessary to examine whether participatory management influences staff commitment within the institution. This necessity forms the basis of the present study.

Against this background, this study seeks to examine the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State.

STATEMENT OF THE PROBLEM

Employee commitment remains one of the major determinants of organizational effectiveness, productivity, and sustainability. In tertiary institutions, committed employees contribute significantly toward achieving academic excellence, administrative efficiency, and institutional development. However, many Nigerian tertiary

institutions continue to experience challenges such as declining staff morale, reduced productivity, industrial conflicts, absenteeism, and employee dissatisfaction.

One of the factors frequently associated with these challenges is the limited involvement of employees in organizational decision-making processes. In many institutions, important decisions affecting employees are often made without adequate consultation or participation of staff members. Such exclusion may create feelings of alienation, dissatisfaction, and lack of ownership among employees, thereby weakening their commitment toward organizational goals.

Although participatory management has been identified as an effective management strategy for improving employee commitment, many institutions still operate highly centralized administrative structures that limit staff participation. Existing studies have established a positive relationship between participatory management and organizational commitment in various organizations and tertiary institutions. For instance, Jimoh and Adeoye (2024) found that participatory management significantly influences affective, normative, and continuance commitment among workers in public polytechnics.

Despite these findings, there is limited empirical evidence specifically addressing the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State. This creates a knowledge gap that requires scholarly investigation. Therefore, this study seeks to examine the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State.

OBJECTIVES OF THE STUDY

The main objective of this study is to examine the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State. The specific objectives are to:

1. Examine the extent of staff participation in management decision-making in Auchi Polytechnic.
2. Determine the level of staff commitment in Auchi Polytechnic.

3. Assess the influence of participatory management on affective commitment among staff in Auchi Polytechnic.
4. Examine the influence of participatory management on continuance commitment among staff in Auchi Polytechnic.
5. Determine the influence of participatory management on normative commitment among staff in Auchi Polytechnic.

RESEARCH QUESTIONS

The following research questions will guide the study:

1. To what extent do staff participate in management decision-making processes in Auchi Polytechnic?
2. What is the level of staff commitment in Auchi Polytechnic?
3. What influence does participatory management have on affective commitment among staff in Auchi Polytechnic?
4. What influence does participatory management have on continuance commitment among staff in Auchi Polytechnic?
5. What influence does participatory management have on normative commitment among staff in Auchi Polytechnic?

RESEARCH HYPOTHESES

The following null hypotheses will be tested:

H₀₁:

Participatory management has no significant influence on affective commitment among staff in Auchi Polytechnic.

H₀₂:

Participatory management has no significant influence on continuance commitment among staff in Auchi Polytechnic.

H₀₃:

Participatory management has no significant influence on normative commitment among staff in Auchi Polytechnic.

SCOPE OF THE STUDY

This study focuses on the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State. The study covers only academic staff of the institution.

Methodology

This study adopted a descriptive survey design. The total population is the total number of academic staff in the polytechnic, which is 836 (Haruna, Momoh, Ismail, 2023). However, 10% which is Eighty four (84) of the total population was used in this study. Purposive sampling technique was adopted for this study. The researchers used the questionnaire as instrument for data collection. The collected data were analyzed using statistical package for the social sciences (SPSS) to determine the frequency, percentage, mean score and standard deviation.

CONCEPTUAL AND LITERATURE REVIEW

Participatory Management

Participatory management is a managerial approach that allows employees to be actively involved in organizational decision-making processes. It emphasizes consultation, collaboration, communication, delegation of authority, and shared responsibility between management and employees. The philosophy behind participatory management is that employees perform better and become more committed when they are given opportunities to contribute to decisions affecting their work and organizational goals. According to Jimoh and Adeoye (2024), participatory management is a management approach that involves workers in organizational decision-making with the aim of fostering commitment, cooperation, and dedication toward institutional goals. The approach enables employees to express opinions, contribute ideas, and participate in solving organizational problems, thereby creating a sense of belonging and ownership within the organization.

In educational institutions, participatory management involves the inclusion of academic and non-academic staff in policy formulation, committee assignments, planning, implementation of institutional programmes, and administrative decisions. Through participation, employees develop

trust in management, improve their morale, and become more committed to organizational objectives.

Staff Commitment

Staff commitment refers to the degree of loyalty, attachment, and dedication employees have toward their organization. It reflects employees' willingness to remain with the organization and contribute positively toward achieving organizational goals. According to Abasilim, Gberevbie, and Osibanjo (2019), employee commitment refers to an employee's psychological attachment to an organization and the willingness to exert effort toward achieving organizational objectives. Committed employees identify with organizational values, demonstrate loyalty, and are willing to remain members of the organization. Organizational commitment is considered one of the most important predictors of employee performance, job satisfaction, productivity, and retention. Employees with high commitment levels tend to exhibit positive work attitudes and are less likely to engage in absenteeism or turnover intentions. The most widely accepted framework for organizational commitment was developed by Meyer and Allen (1991), who identified three dimensions of commitment:

Relationship Between Participatory Management and Staff Commitment

Participatory management and staff commitment are closely related concepts in organizational studies. When employees are involved in decision-making processes, they develop a stronger sense of ownership and attachment to the organization. Participatory management improves employee morale by making workers feel valued and respected. Employees who perceive that their opinions matter are more likely to support organizational goals and remain loyal to the institution. Jimoh and Adeoye (2024) investigated the influence of participative management practices on organizational commitment among workers in selected public polytechnics in Ogun State, Nigeria. The study employed a survey research design and selected 300 senior staff members from various

workers' unions. Regression analysis revealed that participatory management had a significant positive influence on affective commitment, continuance commitment, and normative commitment among workers. The study concluded that involving employees in decision-making promotes positive work attitudes and strengthens organizational commitment.

Bakare and Ojeleye (2022) examined the effect of participative leadership style on employee commitment in the Federal College of Education (Technical), Gusau. Using a quantitative research design, the study found that participative leadership significantly improved employee commitment. The researchers concluded that organizational leaders should encourage employee participation in decision-making to enhance commitment and productivity. Elnar (2014) examined participative management, organizational procedures, and organizational commitment in higher education institutions. The study found that institutions with higher levels of participative management recorded higher levels of organizational commitment and employee performance. The findings revealed that employee involvement and fairness in organizational processes significantly contribute to workers' commitment and institutional effectiveness.

Abimbola, Oyatoye, and Oyenuga (2020) investigated employee commitment and organizational competitiveness in Nigerian tertiary institutions using the University of Lagos as a case study. The study revealed that employee commitment significantly influences organizational effectiveness and competitive advantage. The researchers recommended management practices that enhance employee involvement and commitment in tertiary institutions. Abasilim, Gberevbie, and Osibanjo (2019) examined the relationship between leadership styles and employee commitment in the Lagos State Civil Service Commission. The findings indicated that leadership style significantly influences employee commitment and organizational loyalty. The study emphasized that management approaches promoting employee participation enhance commitment and organizational effectiveness.

Rahayuningsih, Wibowo, and Khairunas (2025) conducted a systematic literature review on participative leadership in educational institutions. Their findings showed that participative leadership positively influences employee performance, innovation, and organizational commitment. The review concluded that participatory management remains an effective strategy for improving staff commitment within educational institutions. Rai, Koodamara, and Vidyavathi (2025) conducted a systematic review of organizational commitment literature and found that leadership style, trust, employee involvement, and organizational support are among the major antecedents of organizational commitment. The study established that management practices promoting employee participation significantly contribute to stronger organizational commitment.

From the reviewed studies, limited empirical evidence exists specifically on the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State. This gap justifies the need for the present study.

THEORETICAL FRAMEWORK

This study adopts Human Relations Theory as its theoretical framework, the theory was developed from the Hawthorne Studies conducted by Elton Mayo and his associates (1924–1932). The theory remains highly relevant in contemporary organizational studies, especially in explaining participatory management and employee commitment in institutions such as polytechnics. The theory emphasizes that employees are not merely economic beings motivated only by salary, but also social beings who desire recognition, involvement, communication, and a sense of belonging within the organization. According to this perspective, productivity and commitment are enhanced when employees feel valued, respected, and included in decision-making processes.

Core Assumptions of the Theory

1. Employees are motivated by social and psychological needs, not only financial rewards.
2. Informal relationships and communication within the workplace strongly influence employee behavior.
3. Employee participation in decision-making improves morale and productivity.
4. Workers perform better when they feel part of the organization rather than being controlled by strict authoritarian structures.

Participatory management is strongly grounded in the principles of the Human Relations Theory. The theory supports the idea that involving employees in decision-making processes enhances their sense of belonging and motivation. In the context of Auchi Polytechnic, participatory management practices such as consultation, inclusion in committees, and involvement in policy formulation align with the theory's assumption that employees are more committed when they are actively engaged in organizational processes. This directly reflects the Human Relations Theory's emphasis on human-centered management practices that enhance productivity through participation and motivation. The theory also explains staff commitment by linking employee satisfaction and involvement to emotional attachment and loyalty. Thus, participatory management increases employees' psychological connection to the organization, leading to higher commitment levels. This theory is directly applicable to the present study because it explains how participatory management influences staff commitment in Auchi Polytechnic through:

- Employee involvement in decision-making processes
- Improved communication between management and staff
- Increased sense of belonging and recognition
- Enhanced morale and job satisfaction

Therefore, the Human Relations Theory provides a strong explanatory foundation for understanding how participatory management enhances staff commitment in higher educational institutions.

DATA PRESENTATION AND ANALYSIS

TABLE 1: Demographic Characteristics of Respondents (N = 84)

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	52	61.9	61.9	61.9
	Female	32	38.1	38.1	100.0
	Total	84	100.0	100.0	
Age	20–29 years	8	9.5	9.5	9.5
	30–39 years	24	28.6	28.6	38.1
	40–49 years	29	34.5	34.5	72.6
	50–59 years	18	21.4	21.4	94.0
	60 years & above	5	6.0	6.0	100.0
	Total	84	100.0	100.0	
Marital Status	Single	18	21.4	21.4	21.4
	Married	60	71.4	71.4	92.8
	Divorced	3	3.6	3.6	96.4
	Widowed	3	3.6	3.6	100.0
	Total	84	100.0	100.0	
Qualification	Bachelor's Degree	10	11.9	11.9	11.9
	Master's Degree	39	46.4	46.4	58.3
	Ph.D	33	39.3	39.3	97.6
	Others	2	2.4	2.4	100.0
	Total	84	100.0	100.0	
Academic Rank	Assistant Lecturer	8	9.5	9.5	9.5
	Lecturer III	12	14.3	14.3	23.8
	Lecturer II	20	23.8	23.8	47.6
	Lecturer I	17	20.2	20.2	67.8
	Senior Lecturer	14	16.7	16.7	84.5
	Principal Lecturer	8	9.5	9.5	94.0
	Chief Lecturer	5	6.0	6.0	100.0
	Total	84	100.0	100.0	
Years of Experience	< 5 years	12	14.3	14.3	14.3
	5–10 years	22	26.2	26.2	40.5
	11–15 years	25	29.8	29.8	70.3
	16–20 years	15	17.9	17.9	88.2
	Above 20 years	10	11.8	11.8	100.0
	Total	84	100.0	100.0	
Faculty/School	Applied Sciences	16	19.0	19.0	19.0
	Engineering	18	21.4	21.4	40.4
	Environmental Studies	11	13.1	13.1	53.5
	ICT	10	11.9	11.9	65.4
	Business Studies	15	17.9	17.9	83.3
	Arts & Industrial Design	8	9.5	9.5	92.8
	Others	6	7.2	7.2	100.0

	Total	84	100.0	100.0	
Union Membership	ASUP	58	69.0	69.0	69.0
	SSANIP	10	11.9	11.9	80.9
	NASU	8	9.5	9.5	90.4
	Others	8	9.6	9.6	100.0
	Total	84	100.0	100.0	
Committee Service	Yes	37	44.0	44.0	44.0
	No	47	56.0	56.0	100.0
	Total	84	100.0	100.0	

Source: Field Survey, 2026.

The table 1 shows that 52 respondents (61.9%) were male, while 32 respondents (38.1%) were female. This indicates a male-dominated academic workforce in the institution. The implication is that male academic staff constitute a larger proportion of respondents and may have a stronger influence in institutional decision-making structures. However, the presence of a substantial female representation suggests that views expressed in the study are fairly balanced across gender groups.

The age distribution reveals that the highest proportion of respondents, 29 (34.5%), fall within the 40–49 years age bracket, followed by 24 respondents (28.6%) within 30–39 years. Those aged 50–59 years constitute 18 respondents (21.4%), while 20–29 years and 60 years and above represent 9.5% and 6.0% respectively. This implies that most of the academic staff are in their productive and mid-career stages, particularly between 30 and 49 years. This age distribution suggests that respondents are mature, experienced, and likely to have sufficient exposure to institutional governance and participatory management practices. Such a composition strengthens the reliability of their responses on issues of management participation and staff commitment.

The table also indicates that a significant majority of respondents, 60 (71.4%), are married, while 18 (21.4%) are single. A small proportion are divorced and widowed, each accounting for 3 respondents (3.6%). This suggests that most academic staff have family responsibilities, which may influence their perception of job security, stability, and commitment to the institution. Married employees are often more inclined toward job stability and organizational

commitment due to family obligations, which may positively influence their responses regarding continuance and normative commitment. The table shows that 39 respondents (46.4%) possess a Master's degree, while 33 respondents (39.3%) hold a Ph.D. Only 10 respondents (11.9%) have a Bachelor's degree, and 2 respondents (2.4%) fall under other qualifications. This indicates that the academic staff are highly qualified, with the majority holding postgraduate degrees. This high level of educational attainment suggests that respondents are well-informed and intellectually capable of understanding institutional management practices, particularly participatory management and its implications on organizational commitment.

The distribution of academic rank shows that Lecturer II constitutes the highest proportion with 20 respondents (23.8%), followed by Lecturer I with 17 respondents (20.2%), and Senior Lecturers with 14 respondents (16.7%). Assistant Lecturers and Principal Lecturers each account for 8 respondents (9.5%), while Chief Lecturers represent 5 respondents (6.0%). This indicates that the workforce is largely made up of middle-level academic staff. The dominance of Lecturer II and Lecturer I ranks suggests that many respondents are actively involved in teaching, administrative responsibilities, and possibly committee assignments, making them suitable for evaluating participatory management practices.

The data shows that 25 respondents (29.8%) have 11–15 years of experience, 22 respondents (26.2%) have 5–10 years, while 15 respondents (17.9%) have 16–20 years. Those with less than 5 years and above 20 years account for 14.3% and 11.8% respectively.

This implies that the majority of respondents have considerable working experience within the institution. Such experience enhances the validity of their responses, as they are likely to have witnessed different management styles and levels of staff participation over time.

The distribution across faculties indicates that Engineering has the highest representation with 18 respondents (21.4%), followed by Applied Sciences (19.0%) and Business Studies (17.9%). Other faculties such as Environmental Studies, ICT, Arts and Industrial Design, and Others also contributed meaningfully to the sample.

The table reveals that the majority of respondents, 58 (69.0%), belong to ASUP, while 10 (11.9%) are

members of SSANIP, 8 (9.5%) belong to NASU, and 8 (9.6%) belong to other unions. This indicates strong union presence among academic staff, particularly ASUP, which is the dominant academic union in polytechnics. Union membership may influence staff perceptions of management practices, particularly issues relating to participation, welfare, and institutional governance.

The table also shows that 37 respondents (44.0%) have served on management committees, while 47 respondents (56.0%) have not. This suggests that nearly half of the respondents have direct experience with institutional decision-making processes.

TABLE 2: Staff Participation in Management Decision-Making (RQ1)

Item	SA	A	D	SD	Mean	SD	Rank
I am involved in decision-making processes that affect my work.	28 (33.3%)	34 (40.5%)	14 (16.7%)	8 (9.5%)	2.98	0.88	2nd
Management regularly consults staff before decisions.	24 (28.6%)	36 (42.9%)	16 (19.0%)	8 (9.5%)	2.90	0.86	3rd
Staff opinions are considered in policy formulation.	30 (35.7%)	38 (45.2%)	10 (11.9%)	6 (7.1%)	3.09	0.81	1st

Grand Mean = 2.99

Table 2 shows that respondents generally agreed that staff participate in management decision-making processes in Auchu Polytechnic. For Item 1, a combined 73.8% of respondents agreed that they are involved in decision-making affecting their work, with a mean score of 2.98. Item 2 shows that 71.5% agreed that management consults staff before making decisions, with a mean of 2.90. Item 3 recorded the highest agreement, where 80.9% of respondents agreed that staff opinions are considered in policy formulation, with the highest mean score of 3.09. The grand mean of 2.99 indicates a generally positive perception of participatory management practices in the institution. This implies that staff participation in decision-making exists but may not be fully optimal, as responses fall within a moderate-to-high agreement level rather than very strong agreement.

TABLE 3: Level of Staff Commitment (RQ2)

Item	SA	A	D	SD	Mean	SD	Rank
I feel emotionally attached to Auchu Polytechnic.	32 (38.1%)	36 (42.9%)	10 (11.9%)	6 (7.1%)	3.12	0.82	1st
I am willing to put extra effort into my work.	29 (34.5%)	33 (39.3%)	14 (16.7%)	8 (9.5%)	3.00	0.89	2nd
I intend to remain in the institution for long.	25 (29.8%)	35 (41.7%)	16 (19.0%)	8 (9.5%)	2.92	0.87	3rd

Grand Mean = 3.01

Table 3 revealed that 81.0% of respondents feel emotionally attached to the institution, with a mean of 3.12, indicating strong affective commitment. Item 5 reveals that 73.8% of respondents are willing to put extra effort

into their work (mean = 3.00), while Item 6 shows that 71.5% intend to remain in the institution for the foreseeable future (mean = 2.92). The grand mean of 3.01 suggests that staff commitment in Auchi Polytechnic is relatively high.

TABLE 4: Participatory Management and Affective Commitment (RQ3)

Item	SA	A	D	SD	Mean	SD	Rank
Participation increases my emotional attachment.	34 (40.5%)	36 (42.9%)	10 (11.9%)	4 (4.8%)	3.19	0.78	1st
Being consulted makes me feel valued and committed.	30 (35.7%)	38 (45.2%)	10 (11.9%)	6 (7.1%)	3.10	0.81	2nd
Participation strengthens my sense of belonging.	32 (38.1%)	34 (40.5%)	12 (14.3%)	6 (7.1%)	3.10	0.84	3rd

Grand Mean = 3.13

Table 4 shows that 83.4% of respondents agreed that participation increases emotional attachment, with the highest mean score of 3.19. Item 8 indicates that 80.9% of respondents feel valued and more committed when consulted (mean = 3.10). Item 9 shows that 78.6% agreed that participation strengthens their sense of belonging (mean = 3.10). The grand mean of 3.13 is the highest among all constructs, indicating that participatory management has its strongest influence on affective commitment.

TABLE 5: Participatory Management and Continuance Commitment (RQ4)

Item	SA	A	D	SD	Mean	SD	Rank
I remain because of time invested in the institution.	28 (33.3%)	34 (40.5%)	14 (16.7%)	8 (9.5%)	2.98	0.88	2nd
Participation makes it difficult to consider leaving.	26 (31.0%)	36 (42.9%)	14 (16.7%)	8 (9.5%)	2.95	0.86	3rd
My involvement increases the cost of leaving.	30 (35.7%)	34 (40.5%)	12 (14.3%)	8 (9.5%)	3.02	0.86	1st

Grand Mean = 2.98

Table 5 indicates that 73.8% of respondents remain in the institution due to time and effort invested (mean = 2.98). Item 11 shows that 73.9% agreed that participation makes it harder to leave the institution (mean = 2.95). Item 12 shows that 76.2% agreed that involvement increases the cost of leaving (mean = 3.02). The grand mean of 2.98 suggests a moderate level of continuance commitment influenced by participatory management.

TABLE 6: Participatory Management and Normative Commitment (RQ5)

Item	SA	A	D	SD	Mean	SD	Rank
I feel a moral obligation to remain due to involvement.	30 (35.7%)	36 (42.9%)	12 (14.3%)	6 (7.1%)	3.08	0.83	2nd
Participation makes me responsible for institutional success.	32 (38.1%)	34 (40.5%)	12 (14.3%)	6 (7.1%)	3.10	0.84	1st
Trust from management increases my commitment.	29 (34.5%)	35 (41.7%)	12 (14.3%)	8 (9.5%)	3.01	0.86	3rd

Grand Mean = 3.06

Table 6 revealed that Item 13 shows that 78.6% of respondents feel a moral obligation to remain due to involvement in decision-making (mean = 3.08). Item 14 recorded the highest agreement, with 78.6% indicating responsibility for institutional success (mean = 3.10). Item 15 shows that 76.2% agreed that trust from management increases their commitment (mean = 3.01). The grand mean of 3.06 indicates a high level of normative commitment influenced by participatory management.

DISCUSSION OF FINDINGS

The findings from the analyzed data revealed that staff participation in decision-making processes in Auchi Polytechnic is relatively high, with a grand mean of 2.99. Respondents agreed that they are involved in decisions affecting their work, management consults staff before making key decisions, and staff opinions are considered in policy formulation. This implies that the institution practices participatory management to a reasonable extent, although not at a very strong or fully institutionalized level. The presence of consultation and inclusion suggests that management recognizes the importance of staff input in administrative processes. This finding aligns with previous studies such as Jimoh and Adeoye (2024), who observed that participatory management enhances employee involvement and institutional cooperation in Nigerian polytechnics. It also indicates that Auchi Polytechnic is gradually moving toward a more inclusive management structure.

Level of Staff Commitment

The study further found that staff commitment in Auchi Polytechnic is high, with a grand mean of 3.01. Respondents expressed emotional attachment to the institution, willingness to exert extra effort, and intention to remain in service. This suggests that academic staff are generally loyal, motivated, and psychologically attached to the institution. However, the slightly lower score on intention to remain indicates that while commitment is strong, external factors such as career advancement opportunities, remuneration, and working conditions may still influence retention decisions. This supports the view of Meyer and Allen (1991) that organizational commitment is multidimensional and influenced by both emotional and economic considerations.

Participatory Management and Affective Commitment

The findings showed that participatory management has a strong positive influence on affective commitment (grand mean = 3.13), which was the highest among all commitment dimensions. Staff indicated that involvement in decision-making

increases emotional attachment, sense of belonging, and feelings of being valued. This implies that when staff are allowed to participate in institutional decisions, they develop stronger emotional ties to the organization. This finding is consistent with existing literature which shows that employee involvement significantly enhances affective commitment by making workers feel respected and included in organizational processes (Jimoh & Adeoye, 2024).

Participatory Management and Continuance Commitment

The results indicated a moderate influence of participatory management on continuance commitment (grand mean = 2.98). Respondents agreed that participation increases their perceived cost of leaving the institution and makes them less likely to consider exit. However, compared to affective commitment, the influence here is weaker. This suggests that continuance commitment is more influenced by economic and structural factors such as salary, job security, and benefits rather than participation alone. This finding supports Meyer and Allen's (1991) assertion that continuance commitment is based on perceived costs of leaving rather than emotional attachment.

Participatory Management and Normative Commitment

The study revealed a positive influence of participatory management on normative commitment (grand mean = 3.06). Respondents indicated that involvement in decision-making creates a sense of moral obligation and responsibility toward the institution. This suggests that when staff are included in governance processes, they feel ethically bound to support institutional success and remain committed. This aligns with prior studies showing that participatory practices enhance employees' sense of duty and loyalty (Jimoh & Adeoye, 2024). The findings of this study strongly support the Human Relations Theory developed from Elton Mayo's Hawthorne studies. The theory emphasizes that employees are social beings whose productivity and commitment are influenced by

psychological and social factors such as recognition, involvement, and interpersonal relationships.

The results of this study demonstrate that participatory management enhances staff commitment through:

- **Employee involvement in decision-making**, which increases motivation and satisfaction
- **Recognition and consultation**, which make staff feel valued
- **Improved communication**, which strengthens trust between management and staff
- **Sense of belonging**, which enhances emotional attachment

These outcomes directly reflect the core assumptions of the Human Relations Theory, which posits that employees perform better when they are included in organizational processes and treated as important contributors rather than passive subordinates. The strong influence of participatory management on affective commitment particularly validates the theory, as it shows that emotional attachment is strengthened when employees are involved in decision-making. The positive effects on normative and continuance commitment demonstrate that participation also influences moral obligation and retention tendencies.

Conclusion

This study examined the influence of participatory management on staff commitment in Auchi Polytechnic, Auchi, Edo State. The study was necessitated by the growing recognition that employee involvement in organizational decision-making is crucial for enhancing commitment, productivity, and institutional effectiveness in tertiary institutions.

The findings revealed that participatory management is practiced to a considerable extent in Auchi Polytechnic, as staff members are involved in decision-making processes, consulted on important institutional matters, and given opportunities to contribute to policy formulation. The study further established that academic staff exhibit a relatively high level of commitment to the institution, as

evidenced by their emotional attachment, willingness to exert extra effort, and intention to remain with the organization.

The study also found that participatory management positively influences the three dimensions of staff commitment. Specifically, participatory management was found to have the strongest influence on affective commitment, indicating that staff involvement in decision-making enhances employees' emotional attachment and sense of belonging to the institution. Similarly, participatory management positively influences normative commitment by fostering a sense of responsibility and moral obligation among staff toward institutional success. Although the influence on continuance commitment was moderate, the findings suggest that staff participation contributes to employees' willingness to remain in the institution by increasing their perceived investment in organizational activities.

The findings support the assumptions of the Human Relations Theory, which emphasizes that employees are more committed and productive when they are recognized, consulted, and actively involved in organizational processes. The study therefore concludes that participatory management is an effective management strategy for strengthening staff commitment in Auchi Polytechnic.

The study concludes that increased employee participation in management decisions promotes stronger emotional attachment, greater loyalty, enhanced responsibility, and improved commitment among academic staff.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

1. The management of Auchi Polytechnic should create formal mechanisms that ensure academic staff are actively involved in decisions affecting academic programmes, staff welfare, institutional policies, and administrative matters.
2. Management should acknowledge and reward staff who make meaningful contributions to institutional development.

Recognition through commendations, awards, and career advancement opportunities will encourage greater participation and commitment.

3. The Polytechnic should provide regular training, seminars, workshops, and leadership development programmes that equip staff with the skills needed to participate effectively in institutional governance and decision-making processes.
4. Heads of departments, deans, and other administrators should adopt leadership styles that encourage collaboration, mutual respect, and staff involvement. This will foster stronger affective and normative commitment among employees.
5. The institution should regularly evaluate the effectiveness of its participatory management strategies through staff surveys and feedback mechanisms. This will help identify areas requiring improvement and ensure sustained staff commitment.

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