



BOSS-DRIVEN DEVELOPMENT AND EMPLOYEE COMMITMENT IN TELECOMMUNICATION FIRMS IN NIGERIA

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ABSTRACT: *The study examined the nexus between boss-driven development and employee commitment in telecommunication firms in Nigeria. Boss-driven development is a development process whereby the direction and priorities that accelerate professional growth are determined by the boss; and employee commitment is the extent to which employees are willing to invest their time, effort, and energy to contribute to the success and well-being of the organization. The study was based on four selected telecommunication companies in Port Harcourt with a sample size of 226 telecommunication staff selected from a population of 550 staff. Data collected were analyzed using Pearson Moment Correlation Coefficient with SPSS version 21. It was found that boss-driven development leads to employee commitment. Therefore, we conclude that boss-driven development brings about employee commitment. Based on the above conclusion, it was recommended that telecommunication firms should encourage the boss-driven development of their employee to ensure employee commitment.*

KEYWORDS: Boss-driven development, Affective commitment, Normative commitment, Continuance commitment.



INTRODUCTION

Every organization desires a workforce that shows commitment to creating a positive and productive workplace. Employee loyalty, readiness to put up greater effort on behalf of the organization, loyalty to organizational principles, and desire to remain true to the organization are all aspects of commitment (Zeb-Obipi & Kpurunee, 2021; Nwkiabeh, 2017; Meyer & Allen, 1997). When employees are committed to their work, they are more likely to be motivated, engaged, and focused on their job tasks, which leads to increased productivity and can have a positive impact on the overall performance of the organization. Committed employees are creative, innovative, and devoted to working well with others and collaborating effectively. They are more likely to take pride in their work and strive always to give in their best; hence, they feel valued and are appreciated by their employer. A lack of devoted employees can lead to a high staff turnover rate, absenteeism, and low levels of production and profitability, among other things. According to Madigan et al. (1999) and Beheshtifar and Herat (2013), committed employees are required to work diligently, carry out their job tasks, add value, promote the organization's services or products, and assure continuous improvement. The opposite is true in some circumstances, though, and the aforementioned have increased interest in the study of employee commitment.

Interestingly, there is paucity of research linking employee commitment and boss-driven development as a component of management development. We are inclined to assert that implementing boss-driven growth at work can increase employee commitment, particularly among managers and potential managers. It was referred to as boss-derived development in Armstrong's (2006) work, but boss-driven development in this study refers to initiatives taken by senior managers of an organization in collaboration with others of their kind around actual issues they are facing at work. It is a form of personal growth for each employee that comes from the superior or boss and improves their capacity. Thus, this boosts the expertise of the employees in carrying out assigned responsibilities in the organization. Other studies on employee commitment have correlated it with self-development (Nwkiabeh, Zeb-Obipi, Friday, Gbosidom & Ilekun, 2022), management development (Nwkiabeh, 2017), organizational performance (Irefin & Mechanic, 2014), employee job performance (Khan et al., 2010), job satisfaction, job performance attitude towards work (Ahmad et al., 2010), spiritual leadership (Asawo, 2009), and well-being (Meyer & Maltin, 2010). This study correlates it with boss-driven development in telecommunication firms in Nigeria as suggested in Figure 1.

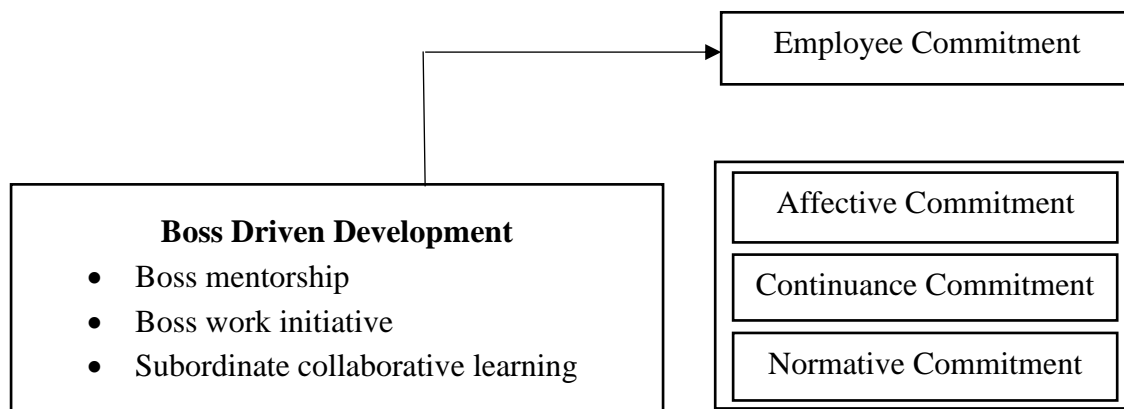


Figure 1: Conceptual Framework of Boss-driven Development and Employee Commitment.

Source: Researchers (2023) and Allen and Meyer (1991).

People expect a lot from telecommunication firms because of the critical nature of the services and goods they provide to assure the growth and development of the nation's economy. However, the lack of high level of commitment on the part of employees in telecommunication firms has resulted in a plethora of challenges, such as network/interconnectivity problems, call drops, call fading, poor customer care services, poor internet/data service, difficulty in sending SMS messages, and credit recharge difficulties, amongst others (Nwikiabeh, Zeb-Obipi, Friday, Gbosidom & Ilekun, 2022; George, 2015). Perhaps the afflicted firms have not implemented boss-driven development as part of management development as a means of increasing staff commitment. This has exacerbated consumer dissatisfaction. Based on the foregoing objections, this study is being undertaken to investigate the relationship between boss-driven development and employee commitment in Nigerian telecommunication firms, specifically in Rivers State. This study investigated the relationship between boss-driven development and employee commitment in telecommunication companies in Nigeria.

The conceptual framework indicates a relationship between boss driven development and employee commitment which is measured in terms of affective, continuance, and normative commitment. Consequently, three research questions were suggested thus:

- i. To what extent does boss-driven development leads to employee affective commitment in the telecommunication firms?
- ii. To what extent does boss-driven development leads to employee normative commitment in telecommunication firms?
- iii. To what extent does boss-driven development leads to employee continuance commitment in telecommunication firms?



THEORETICAL FRAMEWORK

Social Exchange Theory

The Social Exchange Theory seeks to explain how people make decisions in social relationships. It suggests that social interactions involve a process of exchange, in which people engage in the give-and-take of tangible or intangible assets; they seek to maximize their rewards and minimize their costs. According to Nwkiabeh (2017) and Homans (1961), Social Exchange Theory is based on social interaction, which is seen as an exchange activity, tangible and intangible; especially as it concerns rewards and costs. Importantly, Social Exchange Theory (SET) is an influential conceptual paradigm that enables a researcher to understand workplace behaviour (Nwkiabeh, 2017; Cropanzano & Mitchell, 2005). Also, Cropanzano and Mitchell (2005) posit that Social Exchange Theory examines the way through which reciprocity is established and sustained in social relations, as well as mutual gratifications among individuals. The basic assumption of the theory is that individuals establish and continue social relations based on their expectations that such relationships will be mutually advantageous. People engage in social relationships when they believe that the rewards they will receive from the relationship outweigh the costs of participating in it. Judging from the view of Cropanzano and Mitchell (2005), we are inclined to state that, managers who expect to be encouraged in terms of boss-driven development from their bosses in the organization they work for, will be committed to “assigned responsibilities” to reciprocate the development gesture shown to them.

Concepts and Dimensions of Boss-Driven Development

Boss-driven development suggests a development process whereby the boss determines the direction and priorities that accelerate professional growth. Boss-driven development refers to a series of actions initiated by senior managers within an organization to tackle real workplace issues, through which subordinate managers acquire or enhance their competencies. This is in line with the view of Armstrong (2006) who argued that informal approaches to management development make use of the learning experiences that managers meet during their daily work. It is a reality that managers learn every time they are faced with any unusual problem or task which might be unfamiliar. If it is successfully tackled or not and what they did is analyzed to determine how it contributed to success or failure. It will help develop managers and would-be managers in resolving problems or executing tasks subsequently in the organization. Put differently, Loosemore et al. (2002) conceived it as supervisor-derived development. They argued that supervisors must be committed to or involved in the management development process of their subordinates to achieve positive results. And that they should act as mentors, advise on appropriate development activities, and generally provide encouragement and guidance to managers under their charge. Its dimensions include boss mentorship, boss work initiative, and subordinate collaborative learning.

Boss Mentorship: This is a mentoring relationship between a boss and a subordinate where a boss provides guidance, support, and feedback to an employee or subordinate to help him or her develop skills, knowledge, attitudes, or professional abilities as well as supporting their personal growth and career aspirations. In a boss mentorship, the boss serves as a role model and guide for the subordinate. They help the subordinate identify and overcome obstacles or challenges. The boss may also act as an advocate for the mentee, helping them navigate organizational politics and advance their career goals. Boss mentorship is a valuable tool for



employee development, as it provides subordinates with access to their expertise, experience, and insights. Subordinates regard their superiors as mentors especially when they have a good relationship with them. On the contrary, when there is an unfriendly relationship between the boss and subordinates, the subordinates may feel hesitant to be completely open and honest with their boss about their career aspirations or concerns. Additionally, when the mentor or boss is too directive or controlling, it can limit the subordinate's (mentee) ability to develop their ideas and approaches. However, when the superior is seen as a mentor, it makes it easier to learn from such a boss. Mentoring is a developmental relationship between superiors and subordinates in a formal setting, as the boss identifies the developmental needs of the subordinate and exerts effort in developing the subordinate. In a scenario where the development effort emanates from the boss, it can be described as "boss-driven". This lends support to Mumford (1995) who regards it as boss-derived development.

Boss Work Initiative: This entails concerted efforts made by a boss or manager to ensure that their subordinates or teams are productive, efficient, or engaged in their work. It involves a wide range of activities or strategies aimed at improving team performance, promoting collaboration and communication, and fostering a positive and supportive work environment. Superior managers take strategic actions in a bid to solve problems or resolve challenges they are confronted with in the workplace. The action to solve a problem is orchestrated by superior managers and their subordinates learn from it; in turn, the managers can recognize and reward subordinates or team members for their contributions and achievements, through formal recognition programs, bonuses, promotions, and other incentives, which can foster a positive and supportive workplace and encourage subordinates to strive for excellence. The senior manager initiates an action or a set of actions to resolve a real problem and expects subordinate managers to learn from the problem resolution initiative so as to be able to do the same in the occurrence of the same or related problems at the workplace.

Subordinate Collaborative Learning: This refers to the process by which subordinates or employees work together, under the direction of a superordinate, to learn new skills, knowledge, and best practices to improve their job performance and enhance their professional development. Subordinate managers learn from the actions of their superiors, and the knowledge gained from their superior helps them to subsequently solve emerging problems on the job. Subordinate collaborative learning at the workplace involves managers establishing a culture of collaboration at the workplace, providing opportunities for collaboration, encouraging knowledge sharing between colleagues, and supporting peer-to-peer mentoring. Collaborative learning is a powerful tool for promoting employee development and growth, as it allows employees to leverage their collective knowledge and skills to solve problems and develop new ideas. It also helps employees to gain a deeper understanding of their roles and responsibilities within the organization, learn from each other's experiences, and explore new approaches to problem-solving.

Concept and Measures of Employee Commitment

In recent times, several scholarly research have been conducted in the area of employee and organizational commitment. Commitment depicts a strong desire to remain a member of an organization, a strong willingness to accept the values and goals of the organization, and a readiness to put in effort on behalf of the organization (Mowday, Porter & Steers, 1982). It is a force that binds an individual to a course of action that is of relevance to a particular target (Meyer & Herscovitch, 2001). Meyer and Maltin (2010) believed that the binding force can be



experienced in different ways (i.e., can be accompanied by different mindsets). This includes developing a strong emotional connection and active and reciprocal engagement with the target, as well as recognizing the potential costs associated with disengagement from the target. These mindsets are commonly known as affective commitment (AC), normative commitment (NC), and continuance commitment (CC), when considered respectively. According to Akintayo (2010), employee commitment can be defined as the degree to which the employee feels devoted to the organization. In the view of Ongori (2007), employee commitment is an effective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization. Zeb-Obipi and Kpurunee (2021), in their empirical study, conceptualized employee commitment as uniquely measured using rules compliance and ethics adherence. Zheng (2010) opined that employee commitment is simply an employee's attitude to the organization. Therefore, we define employee commitment as employee loyalty to management, and the extent to which employees are willing to invest their time, effort, and energy to contribute to the success and well-being of the organization. The level of commitment an employee demonstrates towards their job within the organization reflects the loyalty to management. It shows identification with and involvement in the day-to-day activities of the organization, and organizations are concerned with determining the level of commitment always displayed by managers and "would-be managers".

Meyer and Allen (1997) viewed employee commitment as multi-dimensional, encompassing workers' loyalty, their willingness to exert effort on behalf of the organization, adherence to organizational values, and their desire to remain in the organization. Shahid and Azhar (2013) stated that employee commitment has been an important factor to determine the success of an organization; and that employee commitment to an organization has acquired increasing demand as it aids the organization to retain more staff resulting to increment in achievement, productivity, and effectiveness. In addition, the top drivers of employee commitment are fulfillment, fairness, care, and concern for employees. According to Beheshtifar and Herat (2013), employee commitment is also seen as the degree to which an employee identifies with the organization and wants to continue actively participating in it. Bratton and Gold (2007) in Lee and Chen (2013) asserted that employee commitment is relative to the worker's attachment to participation in the activities of the organizations in which they are employed. Lee and Chen (2013) emphasized that employee commitment is significant since it determines whether employees are likely to leave their jobs or improve their performance.

For this research, we have anchored our view of commitment on the work of Meyer and Allen (1991) who proposed a three-component model for organizational commitment that integrates a variety of alternative conceptualizations. The three dimensions are affective, continuance, and normative commitments (Meyer & Allen, 1991). Meyer et al. (2004) as pointed out in Nwkiabeh (2017) aver that one of the most important reasons for distinguishing between the different forms of organizational commitment was that they have very different implications for behaviour. Although the three forms tend to bind employees to the organization and therefore relate negatively to turnover, their relations with other types of work behaviour can be different (Meyer et al., 2002). These forms of commitment as identified by Meyer and Allen (1991) constitute the measures of employee commitment in this study.

Affective Commitment (AC): This is the employee's emotional attachment to identification with and involvement in the organization based on positive feelings, or emotions, toward the organization (Meyer & Allen, 1991). The antecedent to affective commitment includes perceived job characteristic, which is task autonomy, task significance, task identity, skill



variety, supervisory feedback, and organizational dependability which means the extent to which employees feel the organization can be counted on to look after their interest, and perceived participatory management that they can influence decisions on the work environment and other uses of concern to them (Madi et al., 2012). They further asserted that the use of these antecedents is consistent with the findings by Rowden (2002) that these factors all create rewarding situations, intrinsically conducive to the development of affective commitment.

Meyer and Herscovitch (2001) also claimed that the key bases for the development of affective commitment are personal participation, identification with the relevant target, and value congruence (Meyer et al., 2004). They opined that when there is a high level of affective commitment, employees will be inclined to stay in that organization; otherwise, the opposite will be demonstrated. According to Bal et al., (2014), affective commitment demonstrates an emotional attachment and involvement in the organization. However, Allen and Meyer (1991) defined the affective component as an emotional attachment to the organization through identification, involvement, and enjoying membership. These three components of affective commitment no doubt further elaborate it. It has also been discovered that affective commitment develops if the employee can meet their expectations and fulfill their needs within the organization, i.e., if the employee wants to stay in the organization (Bargrain, 2010). The centerpiece of Bargrain (2010) was to investigate the exploratory power of the three foci of affective commitment: affective commitment to the organization as an entity; affective commitment to an immediate manager; and affective commitment to immediate co-workers. This is crucial because it will affect the performance and behaviour of employees at the workplace. It may be a positive or negative effect depending on the level of affective commitment by the individual employee to either the organization, immediate manager, and or immediate co-workers.

Furthermore, scholars discovered that affective commitment is characterized by a strong belief in and acceptance of the organization's goals and values, a willingness to go above and beyond on behalf of the organization, and a desire to remain a member of the organization (Maxwell & Steele, 2003; Falkenburg & Schyns, 2007; Visaggie & Steyn, 2011). Work experiences that are consistent with employees' expectations and basic needs will facilitate the development of affective commitment to the organization (Stallworth, 2004), and employees displaying high levels of affective commitment will act in the interests of the organization even in the face of uncertainty (Visagie & Steyn, 2011).

Normative Commitment (NC): Normative commitment is said to reflect a sense of obligation on the part of the employee to maintain membership in the organization (Meyer & Smith, 2000; Bal et al., 2014). In the view of Madi et al. (2012), normative commitment refers to an employee's feeling of obligation to remain with the organization based on the employee having internalized the values and goals of the organization. It has also been postulated that potential factors contributing to normative commitment encompass co-worker commitment, organizational reliability, and participatory management. Furthermore, it is expected that the commitment demonstrated by co-workers would serve as normative signals that influence the cultivation of normative commitment (Commerias & Fournier, 2002; Madi et al., 2012). It is worth mentioning that organizational dependability and participatory management are key issues that will foster and install a sense of moral obligation to reciprocate to the organization. Normative commitment is described as the manifestation of a sense of obligation within employees, compelling them to maintain their membership in the organization. (Meyer & Smith, 2000; Bal et al., 2014). According to Meyer and Maltin (2010), the latter observation



about normative commitment is consistent with recent findings demonstrating that normative commitment can have "two faces," one reflecting a moral imperative and the other reflecting indebted obligation (Geltatly et al., 2006; Meyer & Parfyonova, 2010). Firstly, the moral imperative mindset is experienced when normative commitment is combined with strong affective commitment.

Secondly, the indebted obligation mindset is experienced when normative commitment is combined with continuance with weak affective commitment. Furthermore, Lee and Chen (2013) asserted that normative commitment is related to an obligation: employees may feel they owe the organization for being given a job when they need it the most. That in no small measure will increase or boost the employee level of commitment especially in a society where there is an army of unemployed people. And in another view, normative commitment is said to develop as a function of cultural and organizational socialization and the receipt of benefits that activate a need to reciprocate (Wiener, 1982; Becker et al., 2004). Meyer and Allen (1990) stated that the normative approach is a less common approach to commitment. The internalized moral obligation is a contributor behaviour and is, therefore, prominent in the individuals terminating employment with the organization. But in this type of commitment, the employee is expected to pledge unalloyed loyalty to the organization without opposing and criticizing the activities of the organization.

Continuance Commitment (CC): Bal et al. (2014) asserted that continuance commitment is premised on the perceived costs associated with discontinuing employment with the organization. Nwikiabeh (2017) referred to continuance commitment as a cognitive orientation where costs are considered when thinking of leaving or remaining with the organization. Continuance commitment is seen as the commitment that is based on the cost that the employee associate with leaving the organization (given a high cost of leaving). The antecedents of continuance commitment include age, tenure, career satisfaction, and intent to leave. Age and tenure can be adopted as predictors of continuance commitment as a result of their roles as substitute measures of investment in the organization (Meyer & Allen, 1997). In the view of Madi et al. (2012), tenure indicates non-transferable investments that mean a close working relationship with co-workers, retirement investments, career investments, and skills unique to the organization; and that age can be negatively related to the number of available job opportunities. Career satisfaction was said to provide a more direct measure of career-related investments which could be at risk if the individual leaves the organization. They went further to assert that whatever employees perceive as sunk costs, resulting from leaving the organization, are antecedents of continuance commitment.

Also, Bal et al. (2014) opined that continuance commitment is based on the perceived costs associated with discontinuing employment with the organization. It is imperative to assert that while employees with strong affective commitment continue employment with the organization because they want to, those with strong continuance commitment remain because they need to and those with strong normative commitment because they feel they ought to do so (Meyer & Allen, 1991; Bal et al., 2014). In the same vein, continuance commitment is said to relate to such terms of employment as a job contract, which may make leaving the current job very costly and troublesome (Mullins, 2001). Continuance commitment further develops as the result of accumulated investments, or side-bets (Nwikiabeh, 2017; Becker, 1960), that would be lost if the individual discontinued a course of action, and as a result of lack of alternative to the present course (Powell & Meyer, 2004). For these reasons, organizations ensure that they build in more benefits for the welfare of staff that would make them view



leaving as being highly costly. Considering the aforementioned, employees assess the costs or benefits associated with their investments as a prerequisite for committing to an organization.

Boss-Driven Development and Employee Commitment

Boss-driven development comprises actions embarked upon by senior managers of an organization involving real problems encountered at the workplace that become avenues of enhancing the competences of subordinate managers. Beheshtifar and Herat (2013) observed that organizational factors such as leadership, job analysis, and design affect the commitment of employees in the organization and ultimately the performance of an employee and their roles in the success of the organization. Loosemore et al. (2002) conceived boss-driven development as supervisor-derived development. They argued that supervisors must be committed to and involved in the management development process of their subordinates if it is to lead to positive results. They should act as mentors, advise on appropriate development activities, and generally provide encouragement and guidance to managers under their charge especially when there is a real problem at the workplace needing the manager's attention. By doing so, boss-driven development influences employee commitment. This is because several of the antecedents to employee commitment are derivatives of boss-driven development. Supervisory feedback, organizational dependability, participatory management, value congruence, organizational membership, reciprocity, career satisfaction, self-investment or side-bets and sunk costs as antecedents of the various forms of employee commitment are associated with the dimensions of boss-driven development. As a result of the above, we hypothesize thus:

- H₀₁: There is a significant association between boss-driven development and employee affective commitment in Telecommunication firms in Nigeria.
- H₀₂: There is a significant association between boss-driven development and employee normative commitment in Telecommunication firms in Nigeria.
- H₀₃: There is a significant association between boss-driven development and employee continuance commitment in Telecommunication firms in Nigeria.

RESEARCH METHODOLOGY

The study adopted a survey design and Ahiauzu (2010) stated that survey research is quantitative social research in which one systematically asks many people the same set of questions. In survey design, there is an interaction with respondents with appropriate data collection instruments, such as questionnaire and interview. The cross-sectional survey design has been employed in this study and a questionnaire was distributed to respondents from registered telecommunication firms in Rivers State. The categories of employees considered for the study were top managers, Heads of Departments (HODs), and supervisors. The population of the study is five hundred and fifty (550) employees spread across the four (4) selected telecommunication firms being investigated; and the sample size for the study was two hundred and twenty-six (226) respondents determined using the Krejcie and Morgan table, while using Bowley's (1964) formulae as shown in George (2015) to proportionately determine the sample sizes of the different telecommunication firms based on their populations.



The table below shows the designated staff (Managers, HODs, and Supervisors) strength of the selected telecommunication companies in Port Harcourt, Rivers State. These companies appearing in pseudonyms were selected based on capitalization and relevance. They are all registered with the Nigerian Communication Commission (NCC) and are operating in Port Harcourt, Rivers State.

Table 1: Firm, Staff Strength, and Location of Telecommunication Companies in Port Harcourt, Rivers State, Nigeria

S/N	TELECOMMUNICATION FIRMS	STAFF (MANAGERS, HOD'S & SUPERVISORS)	LOCATION
1.	Company A	99	Aba Express Road, Port Harcourt.
2.	Company B	49	Aba Express Road, Port Harcourt.
3.	Company C	47	Odili Road, off Trans Amadi Layout, Port Harcourt.
4.	Company D	31	Evo Road, New GRA, Port Harcourt.
	Total	226	

Source: *Nigerian Communication Commission (2023) and HR Department of Firms*

Table 1 shows the firms selected for the study in terms of their pseudo-identities (A, B, C & D), their managers, HODs, and supervisors' strength, and the company location. They are all located in Port Harcourt, Rivers State. The stratified random sampling technique was used to distinguish between top managers, Heads of Department (HOD), and supervisors to get to the respondents. The questionnaire method of data collection was adopted. The reliability test used the Cronbach Alpha coefficient for boss-driven development 0.777, affective commitment 0.794, normative commitment 0.810, and continuance commitment 0.894. The Cronbach Alpha values are above the specified benchmark of 0.70 (Nunally, 1978; Hair et al., 2010). The data obtained from the field were analyzed, using the Pearson Product Moment Correlation Statistical tool to test the hypotheses with the aid of SPSS Version 26.

**Table 2: The effect of boss-driven development on the measures of employee commitment**

		Boss	Affective	Norm	Continuance
Boss	Pearson Correlation	1	.357**	.199**	.551**
	Sig. (2-tailed)		.000	.005	.000
	N	197	197	197	197
Affective	Pearson Correlation	.357**	1	.591**	.517**
	Sig. (2-tailed)	.000		.000	.000
	N	197	197	197	197
Norm	Pearson Correlation	.199**	.591**	1	.653**
	Sig. (2-tailed)	.005	.000		.000
	N	197	197	197	197
Continuance	Pearson Correlation	.551**	.517**	.653**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	197	197	197	197

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Analysis, 2023

Association between boss-driven development and affective commitment has a correlation value of .357 and a P-value of 0.000 indicating a significant correlation, therefore the null hypothesis is rejected. Association between boss-driven development and normative commitment has a correlation value of .199 and a P-value of 0.000 indicating a significant correlation, therefore the null hypothesis is rejected. The association between boss-driven development and continuance commitment has a correlation value of .551 and a P-value of 0.000 indicating a significant correlation, therefore the null hypothesis is rejected. Based on the above, the following findings are established:

- i. Boss-driven development leads to employee affective commitment in telecommunication firms in Nigeria.
- ii. Boss-driven development leads to employee normative commitment in the telecommunication firms in Nigeria.
- iii. Boss-driven development leads to employee continuance commitment in the telecommunication firms in Nigeria.



DISCUSSION OF FINDINGS

The researchers found that boss-driven development leads to affective, normative as well as continuance commitments. Boss-driven development as argued by Armstrong (2006) denotes actions that are undertaken by senior managers with others, most often when confronted with real problems at work. When senior managers make themselves accessible to lower-level managers in the organization, especially when confronted with real problems, those problems are solved or not solved but help in subsequent learning and as well decision-making, and that helps in achieving employee commitment to the organization. These actions taken by senior managers are viewed by subordinate managers in terms of mentor-mentee relationships in most cases and enhance performance. It gets the employee elated with the fact that their boss is interested and involved in their development.

Boss-driven development provides supervisory feedback, assures subordinate managers of the organization's dependability, offers participatory opportunities to them, enhances value congruence, strengthens their feeling of organizational membership, creates a feeling of obligation in them to want to reciprocate and induces them to "self-invest" in the organization with applicable costs and side-bets that discourage them from leaving the organization. So, they remain committed to the organization. Given that boss-driven development can make these possible through boss mentorship, boss work initiatives and subordinate collaborative learning it provides, it is apt to conclude that boss-driven development correlates with employee commitment. The results and findings of this study have confirmed in line with the antecedents of employee commitment the literature has earlier established.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion for this research paper is based on the objective and research questions drawn from the purpose of our study. It was concluded that boss-driven development leads to employee affective commitment in telecommunication firms in Nigeria; boss-driven development leads to employee normative commitment in the telecommunication firms in Nigeria; and boss-driven development leads to employee continuance commitment in the telecommunication firms in Nigeria. Based on the above-mentioned conclusions, the following recommendations are made:

- i. Telecommunication firms in Nigeria should encourage the adoption of boss-driven development of the employee to ensure employee affective commitment.
- ii. The firms should also encourage the use of boss-driven development since it enhances employee normative commitment in Nigeria.
- iii. They should as well encourage the implementation of boss-driven development because it promotes employee continuance commitment.



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