

Impact of clan culture on non-teaching staff commitment in universities in Ekiti state: A study of organizational culture and decision-making participation

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ABSTRACT

The study examined the impact of clan culture on non-teaching staff commitment in universities in Ekiti State: a study of organizational culture and decision-making participation while the population comprised of Ekiti State University (EKSU), Afe Babalola University (ABUAD), Bamidele Olumilua University of Education, Science and Technology (BOUEST) in Ikere, and Federal University, Oye Ekiti (FUOYE) while the total population was 4488. The research used 367 participants drawn from the Taro Yamane (1967) model as its sample. The data was analysed using a combination of descriptive and inferential statistics. Mean and standard deviation were employed for descriptive analysis, and regression analysis was employed for inferential analysis. The study found that clan culture favourably affects employee commitment at the chosen colleges in Ekiti State, and the results demonstrated a significant relationship between clan culture and non-teaching staff commitment (0.000).

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1. INTRODUCTION

Recent studies have emphasized the critical role of employee participation in decision-making as a significant factor in enhancing job satisfaction and overall organizational effectiveness (Lee, Kim, & Kim, 2020; Mensah & Tawiah, 2019). Employee involvement, whether direct or through representatives, enables staff to express their opinions, contribute to organizational goals, and feel a sense of ownership in their roles (Khalid & Nawab, 2018). It is widely accepted that active participation improves employees' organizational commitment, which, in turn, contributes to better organizational performance and productivity (Nguyen & Tu, 2021). In the context of non-teaching staff in universities, job satisfaction and commitment are closely linked to the organization's cultural environment, particularly in the form of clan culture (Hussain & Waheed, 2020). Clan culture, characterized by a familial, team-oriented atmosphere that promotes collaboration and employee engagement, has been found to foster higher levels of loyalty and job satisfaction (Martinez-Cañas & Ruiz-Palomino, 2019). The emphasis on consensus-building, open communication, and employee development within clan cultures leads to stronger emotional ties between employees and their organizations (Liu, 2021). Despite the wealth of research on organizational culture and its influence on employee commitment, much of the focus has been on either senior staff member (Lee et al., 2020) or the broader categories of non-teaching staff (Adu-Gyamfi, Appiah, & Lartey, 2020). There remains a significant gap in studies that examine the specific impact of clan culture on non-teaching employees in universities, particularly within the Nigerian context. Understanding the effects of clan culture on non-teaching staff commitment in universities in Ekiti State is essential for developing strategies to improve employee retention, satisfaction, and performance. This research seeks to address this gap by exploring how clan culture and participation in decision-making processes influence the commitment of non-teaching staff in these institutions.

2. LITERATURE REVIEW

2.1 Introduction to Organizational Culture and Commitment

Management literature has devoted a great deal of attention to the idea of organisational culture, especially to how it affects employee commitment and performance. One kind of organisational culture is clan culture, which is defined by a family-like environment. Clan cultures are important because they help employees feel like they belong and are actively involved in the

company. Companies with strong clan cultures tend to have engaged and satisfied employees because they prioritise teamwork, employee welfare, and open communication.

2.2 Clan Culture and Employee Commitment

Recent studies highlight the positive correlation between clan culture and employee commitment. Martínez-Cañas and Ruiz-Palomino (2019) emphasize that clan cultures enhance employee loyalty by promoting a supportive work environment that values individual contributions. Furthermore, Liu (2021) asserts that clan culture's emphasis on emotional connections and collaboration leads to increased job satisfaction and organizational commitment among employees. This relationship is particularly relevant for non-teaching staff in universities, where team dynamics and interpersonal relationships significantly influence job satisfaction (Hussain & Waheed, 2020).

2.3 Employee Participation in Decision-Making

Employee commitment and job satisfaction are known to be significantly impacted by their involvement in decision-making processes. Employees who actively participate in decision-making experience a sense of ownership and responsibility for the results of the organisation, according to research by Khalid and Nawab (2018). This sense of agency not only enhances job satisfaction but also fosters a stronger commitment to the organization (Nguyen & Tu, 2021). The study by Mensah and Tawiah (2019) further corroborates this finding, indicating that participatory decision-making significantly improves employees' emotional ties to their organizations.

2.4 The Nexus of Clan Culture and Decision-Making Participation

The intersection of clan culture and employee participation is critical for understanding commitment levels among non-teaching staff in universities. The nurturing environment of clan culture complements participatory decision-making practices, leading to enhanced organizational commitment (Adu-Gyamfi, Appiah, & Lartey, 2020). As noted by Lee et al. (2020), the effectiveness of decision-making participation is often contingent upon the organizational culture; in a clan culture, employees are more likely to engage in decision-making processes, resulting in increased loyalty and satisfaction.

2.5 Gaps in the Literature

Despite the extensive research on organizational culture and employee commitment, there remains a notable gap concerning the specific impacts of

clan culture on non-teaching staff in Nigerian universities. Most studies have either focused on academic staff or explored broader categories of non-teaching staff (Adu-Gyamfi et al., 2020). Furthermore, the unique cultural and organizational dynamics in Nigeria necessitate context-specific studies to understand better how clan culture influences non-teaching staff commitment. This gap underscores the importance of investigating the role of clan culture and decision-making participation in fostering commitment among non-teaching staff in Ekiti State's universities.

2.6 Theoretical Framework

This study employs Social Exchange Theory (SET) as its theoretical framework to analyze the relationship between clan culture, decision-making participation, and non-teaching staff commitment. Individuals engage in social behaviour in an effort to maximise benefits while minimising costs, according to SET (Blau, 1964). In the context of this research, the supportive and collaborative nature of clan culture can be viewed as a mechanism that enhances the perceived benefits of employment, thereby fostering loyalty and commitment among non-teaching staff. Moreover, when employees participate in decision-making, they perceive an increase in their value within the organization, reinforcing their commitment and attachment to their roles.

3. RESEARCH METHODS

3.1 Population of the Study

4,488 non-teaching employees from the four universities in Ekiti State make up the study population; Table 1 lists the total number of non-teaching employees at each institution.

Table 1: Population of the Study

Tertiary Institution	No of Non-teaching staff
ABUAD	474
EKSU	2060
FUOYE	1240
BOUEST	714
Total	4,488

Source: Office of the Registrar (2022)

At Ekiti State University (EKSU), Afe Babalola University (ABUAD), Bamidele Olumilua University of Education, Science and Technology (BOUEST) in Ikere, and Federal University of Oye Ekiti (FUOYE) in Ekiti, Nigeria.

3.2 Sample and Sampling Technique

Table 2: Sample Size

Tertiary institution	Population	Sample size working	Number of expected respondents (sample)
Afe Babalola University, Ado-Ekiti	474	(367) (474) 4488	39
Ekiti State University, Ado Ekiti	2060	(367)(2060) 4488	168
Federal University, Oye Ekiti	1240	(367)(1240) 4488	102
Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti	714	(367)(714) 4488	58
Total	4,488		367

According to Israel (2009), the study used a sample size calculation formula based on Yamane (1967). The following is how this formula is expressed:

The following was the Yamane formula:

$$n = \frac{N}{1+N(e)^2} \times 2$$

Where: n = sample size, N = the population size, e = level of significance (0.05)

Therefore, the total sample size was computed as:

$$\frac{4488}{1 + 4488(0.05)^2}$$

$$\frac{4488}{12.22} = 367$$

The study's sample size is 367 people, according to the previous.

Afe Babalola University in Ado-Ekiti, Bamidele Olumilua University of Science and Technology in Ikere Ekiti, Federal University in Oye Ekiti, and Ekiti State University in Ado-Ekiti were all included in the study using a selective sample technique. The non-teaching workers (respondents) from each university were selected using a proportionate sample technique. This led to the selection of 168, 102, 58, and 39 responders from the respective universities. Table 2 shows that a total of 367 respondents were included in the sample. Specifically, the survey was filled out by 39 students from Ado-Ekiti's Afe Babalola University and 168 employees from Ekiti State University. Out of the total number of respondents, 102 were from Federal University Oye-Ekiti and 58 were from Bamidele Olumilua University of Education, Science, and Technology in Ikere-Ekiti, both of which do not employ instructors.

3.3 Research Instrument

Each of the six parts made up the questionnaire. Age, education, income, and marital status were some of the socio-demographic variables that were mostly collected in the first segment. Items pertaining to employee participation were added in the second section, with some adaptations made from Oyebamiji (2018). Vijayashree and Chandran's (2019) research provided the foundation for the employee engagement scale, while Darko, Adu-Oppong, and Aikins' (2018) research formed the basis for the employee commitment to work scale.

3.4 Validity and Reliability of the Research Instrument

The research instrument was validated using the test-retest approach in addition to content validity. To ensure the instrument was content-valid, a specialist in the subject examined it and determined whether or not each item was relevant to the constructs being measured. The consistency and stability of the measuring device was checked using a reliability evaluation. How consistently a measurement tool yields the same data is what we mean when we talk about reliability. We used Cronbach's alpha, a commonly used measure for this purpose, to examine the scale's general consistency in this evaluation. According to Seyed and Mahnoosh (2013), a reliability and consistency measure must have a Cronbach's alpha of 0.7 or higher. This study followed their guidelines.

Table 3: Reliability Statistic

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of Items
.751	.755	6
.666	.667	4

Source: Research field Work, 2025

The reliability statistics for the research instrument are shown in Table 3, which indicates that the instrument meets the minimum standard for acceptable reliability with a Cronbach's alpha value of about 0.7 (α = 0.7).

3.5 Method of Data Collection

Researchers in Ekiti State approached potential respondents while they were at their desks, chatting with non-teaching staff, to gather data from tertiary institutions in the state. Using frequency and percentage tables, descriptive statistics were used to show and analyse the participants' demographic information.

3.5.1 Inferential Statistics

In keeping with the aims of the research, the hypotheses were tested using Ordinary Least Squares (OLS) regression. In order to illustrate the interrelationships of the research variables, the following model was utilised.

$$EC = f(PDM, OC) \dots\dots\dots 1$$

Where:

$$NTSC = \text{Non-Teaching Staff Commitment, OC} = \text{Organizational Culture}$$

$$NTSC: \beta_0 + \beta_1 CP + \beta_2 DP + \beta_3 RP + \beta_4 DRP + \mu \dots\dots\dots 2$$

$$OC = f(CC) \dots\dots\dots 3$$

Where: CC: Clan Culture

The acceptability level is 3.00 out of 5 on the Likert scale. With a mean value of 3.00 or above, an item on the test increased employee commitment; otherwise, it had no effect. Rank was determined by the standard deviation (STD). Items on the test that had the same STD were ranked equally.

4. ANALYSIS AND DISCUSSION OF FINDINGS

Analysis of Clan Culture and Non-teaching Staff Commitment

Table 4: Mean and Standard Deviation Computed for the variable of Clan Culture

S/N	Variable	N	Mean	STD	Rank	Remark
1	This organisation has a familial atmosphere, akin to an extended family, in which people are open and prepared to share a substantial chunk of their lives.	350	4.21	0.75	1 st	Improved Employees commitment
2	Typical leadership responsibilities in this organisation include acting as a guide, facilitator, or nurturer.	350	4.13	0.79	2 nd	Improved Employees commitment
3	Collaboration, consensus-building, and active participation are hallmarks of this organization's management style.	350	4.08	0.88	3-5 th	Improved Employees commitment
4	The ties that bind this group together are trust and loyalty. A strong dedication to the group is present.	350	4.02	0.88	3-5 th	Improved Employees commitment
5	The development of individual potential is highly valued by this organisation. Trust, openness, and engagement are highly valued in its culture.	350	4.07	0.87	5 th	Improved Employees commitment
6	Human resource development, strong teamwork, employee devotion, and real caring for individuals are the defining characteristics of success inside this organisation.	350	4.14	0.90	6 th	Improved Employees commitment

Source: Researcher's Fieldwork, 2025

The results for the clan culture variable, including the standard deviation, are shown in Table 4. According to the numbers, a lot of people who took the survey thought their workplace fostered a friendly environment where people felt safe opening up about themselves. With a standard deviation of 0.75 indicating little variation and a mean score of 4.21, which is significantly higher than the allowed mean of 3.00, this is clearly demonstrated. An environment that encourages one-on-one communication between workers of all ranks has the potential to increase dedication. Many workers have voiced their desire for a more welcoming and accepting work environment, one in which they can freely discuss successes and failures without fear of retaliation. They yearned for a community where they could be themselves without fear of cultural, religious, or health-related discrimination. Employees would feel valued and appreciated in such a welcoming workplace since they could rely on one other's strengths to accomplish common goals. The importance of fostering a clan culture that values and recognises the hard work of staff members was thus emphasised. In addition, many people who took the survey saw mentoring and fostering as the hallmarks of effective leadership in their companies. A mean score of 4.13, which is higher than the acceptable mean of 3.00, and a standard deviation of 0.79, which indicates slight variability, indicate this. Leaders at the chosen schools should guide and support their employees to boost output because strong leadership is an important factor in increasing employee dedication. People are more likely to remain with an organisation whose leaders actively encourage mentoring relationships. Thus, the institution's management should ensure that department chairs and other supervisors employ this tactic to increase staff commitment. The fact that this test item ranked second in significance demonstrates how well it influences commitment.

Even more so, many people thought that management valued teamwork, consensus-building, and participation highly. The statistical analysis showed that this aspect had a mean score of 4.08, which is higher than the acceptable mean of 3.00. The variability was slight, with a standard deviation of 0.88. The findings indicate that the way universities manage can have an effect on staff dedication. Therefore, in order to fulfil institutional goals, management should show that they appreciate cooperation and collaboration by increasing employee participation in policies and processes. Since management has such a significant impact on employee dedication, it is vital for them to create a culture of mentorship and provide opportunities

for their subordinates to enhance their abilities. Further, in order to boost job performance, management should make it easier for employees to communicate directly with them regarding policies and procedures. Its potential to enhance commitment is highlighted by the fact that this test item scored third in relevance.

Several survey participants emphasised that trust and loyalty are the foundations of organisational unity. Supporting this is the fact that the mean score is 4.02 (more than the permitted mean of 3.00) and that the standard deviation is 0.88 (representing only small fluctuation). This finding highlights the significance of loyalty and trust in the relationship between management and employees. Management may inspire loyalty among workers by being reliable and following through on commitments. Employees are expected to demonstrate commitment to their roles, presuming management fulfils its promises. They should understand the rules that control their job and be able to get further explanation if they're confused. It is critical to handle unresolved conflicts promptly in order to maintain high levels of trust and loyalty, which increases employee commitment. This test item's importance level was ranked third. Furthermore, a large number of participants felt that their organisations placed a premium on personal growth, transparency, trust, and engagement. With a standard deviation of 0.87 showing modest variability, statistical analysis revealed that the acceptable mean score for this item was 3.00, but the mean score for this item was 4.07. Based on these data, it seems that a clan culture that promotes personal growth and teamwork has a favourable effect on employee dedication. Companies that engage in their employees' professional growth and provide them opportunity to gain new skills are highly respected by those workers. They seek training specific to their work tasks to keep current in their industries. However, many universities' mixed training models may not effectively support non-teaching staff development. To improve commitment, specific training programs should be addressed. Additionally, creating trust, openness, and participation between management and workers is crucial for experiencing the benefits of planned professional training. When it came to importance, this test item placed sixth.

Last but not least, many people who took part in the poll said that their companies counted human resource development, collaboration, employee devotion, and real care for staff welfare as key success factors. A standard deviation of 0.90 indicates slight variability, and a mean score of 4.14, which is higher than the allowable mean of 3.00, support this result. It is crucial for organisations to consistently assess their resources when determining success. There should be a balance between providing faculty with the support they need and putting undue pressure on them to succeed. Organisational success should be measured more by teamwork, thoughtful training programs, employees' commitment, and concern for their health and happiness than by individual performance appraisals. Ineffective collaboration, unresolved disagreements, a lack of professional growth chances, and a lack of concern for employee welfare can significantly decrease commitment (Alyu, 2020). It is the responsibility of universities to deal with these issues and provide the means to encourage dedication. This test item ranked sixth in significance, suggesting that, if implemented correctly, the variable could enhance employee commitment.

4.1 Test of Hypothesis

Among these schools' non-teaching staff, there is no correlation between clan culture and dedication.

Table 5: Regression Result

Variable	Coefficient	Standard Error	T-calculated	P-value
C	3.570832	3.602650	0.991168	0.2045
CC	0.531053	0.020214	26.27131	0.0000
	POOLED	TEST	STATISTICS	
			Mean dependent var	16.65143
R-squared	0.664799		S.D. dependent var	2.223523
Adjusted R-squared	0.663835		Akaike info criterion	9.351606
S.E. of regression	1.289192		Schwarz criterion	9.373651
Sum squared resid	578.3813		Hannan-Quinn criter.	9.360381
Log likelihood	-584.5310		Durbin-Watson stat	1.950760
F-statistic	690.1819			
Prob(F-statistic)	0.000000			

Source: Researcher's Computation, 2025 **CC= Clan Culture **EC= Employee Commitment

Table 5 shows the outcomes of the regression analysis that was conducted to examine the third null hypothesis. Table 5 shows that at the colleges that were considered, staff commitment is positively and statistically significantly correlated with clan culture (t-statistics value of 26.27, generated by the regression coefficient of the clan culture variable (CC) which was 0.53).

That the non-teaching staff's dedication was positively affected by the variable of clan culture was demonstrated by this. Hence, a 0.53% increase in employee commitment might be caused by a 1% increase in the presence of positive clan culture at the chosen university. Because of this, we can say with confidence that CC may be a role in employee commitment because its direction was determined to be in line with our expectations and because it was statistically significant. In addition, looking at the results in the table showed that the p-value for the t-statistics for CC was very low, at 0.0000, which is lower than the critical threshold of 5%. It appears that clan culture does have an effect on employee commitment at the universities that were chosen. Employees may be more dedicated to their jobs if the administrations of the chosen universities could establish a proper clan culture free of prejudice, bigotry, prejudice against other ethnic groups, and disrespect. Staff members aspired to work in an environment that fostered mutual regard, camaraderie, trust, and cooperation in order to enhance workflow and productivity. It was important to them to find a job with a company where they could feel at home every day. The employees aspired to work in an environment where they could freely express their cultural and religious beliefs without fear of retaliation or persecution at the university. Unit and departmental performance was evaluated and reviewed based on the following factors: mutual integration, coordination, affinity, joint work performance, and joining sharing of information, talents, and abilities. In the event that these elements are missing, employee disloyalty, disregard for organisational regulations, and indifference to the organization's purpose and goals may result. Therefore, in this respect, employees were willing to devote themselves to a company if that company fostered a positive clan culture that promoted advancement opportunities, mutual regard, honour, relationships, and problem-solving. Employees were prepared to give their all in pursuit of the organization's purpose and goals whenever the necessary conditions were met. Therefore, a company's ability to foster a positive clan culture that places an emphasis on the pursuit of comparable objectives—the basis for the success of many universities—may have a significant impact on employee commitment.

Clan culture and employee commitment were found to be positively and significantly related by a number of statistical tests performed as part of this investigation. For example, the test's estimated coefficient of determination (R²) of 0.66 suggested that favourable clan cultures at the chosen universities accounted for around 66% of employee commitment. As a result, it seems that clan culture strongly predicts staff commitment to non-teaching roles. Additionally, the p-value of 0.0000 was lower than the crucial threshold of 5%, and the extremely significant F-statistics value of 690.18 further supported the rejection of the null hypothesis. The original premise of this null hypothesis was that university non-teaching personnel did not exhibit any discernible correlation between clan culture and employee commitment. So, it's safe to say that among non-teaching staff at these universities, there is a strong positive association between clan culture and employee commitment. Notably, the information criterion showed that clan culture offered more meaningful insights on employee commitment, and all variations in the test findings were within acceptable bounds. Employee commitment was also not serially correlated with the clan culture variable, according to the Durbin-Watson statistics (1.950760). Consequently, there is a positive correlation and statistical significance between clan culture and employee devotion.

5. CONCLUSION AND RECOMMENDATIONS

Clan culture has a favourable effect on staff dedication at the universities in Ekiti State that were chosen for this study. Another important factor in increasing employee dedication is a hierarchical company culture. Based on these findings, several recommendations are proposed:

- **Enhancing Mentorship and Career Development:** Universities should foster a clan culture that prioritizes employee mentorship, coordination, human resource development, and career progression. These elements are essential for nurturing a committed workforce and ensuring that employees benefit from a supportive organizational culture.
- **Promoting Mutual Affinity:** It is crucial to cultivate a sense of mutual affinity within the organization. A strong clan culture can enhance emotional connections among employees, leading to improved commitment to the institution.

6. CONTRIBUTION TO KNOWLEDGE

This study makes a significant contribution to the literature on organizational behavior by empirically establishing the positive impact of clan culture on the commitment of non-teaching staff in Nigerian universities. While previous studies have predominantly focused on academic staff or general organizational settings, this research narrows the scope to non-teaching personnel within the higher education sector in Ekiti State, thus addressing a notable gap in the existing literature. Specifically, the study enhances understanding of how elements of clan culture—such as mentorship, emotional connectedness, teamwork, and participatory leadership—foster greater organizational commitment among non-teaching staff. It also provides empirical evidence that participatory decision-making, when embedded within a supportive clan culture, significantly strengthens employees' emotional and professional attachment to their institutions. By applying Social Exchange Theory (SET), the study offers a theoretical lens through which the relationship between organizational culture and employee commitment can be better understood. It demonstrates that when non-teaching staff perceive reciprocal value in their relationship with the organization—through support, inclusion, and recognition—their commitment levels improve substantially.

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