

PERCEIVED HEADS OF DEPARTMENTS' POWER SOURCES, SUBJECTIVE PROFESSIONAL DISTANCE AND WORK-RELATED COMPLIANCE AMONG PRIVATE AND PUBLIC UNIVERSITY LECTURERS IN NIGERIA.

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ABSTRACT

Studies on teaching and learning that exist between private and public universities in Nigeria is paramount to government and private owners of universities. Factors such as funding, teaching aids and staff motivation have been implicated in work-related compliance by workers. However, factors like heads of departments' power sources and subjective professional distance that could influence work-related compliance more, have been neglected. This present study therefore, examined the perceived head of departments' power sources, subjective professional distance and work-related compliance in private and public universities in South-west, Nigeria. The study is cross sectional utilizing a multi-stage sampling technique to select 900 hundred lecturers from 16 universities (federal, state and private). Data obtained for the study were analyzed using descriptive and inferential statistics while the hypothesis was tested at 5% level of significance. The study revealed that there existed no significant difference in work-related compliance between lecturers in public and private universities $t = -.969$, $df 499$, $p > .05$ (37.015; 37.58). Also, there existed no significant interactive effects of lecturers' perception of their heads of department's power sources, subjective professional distance and their level of work-related compliance in private and public universities ($F(1,388) = 2.062$, $P > 0.1$, 0.05) ; ($F(1,153) = 0.097$, $P > 0.05$). The study concluded that, perceived heads of departments' power sources and subjective professional distance (similar or dissimilar) did not influence lecturers' compliance to assigned duties and responsibilities. The implication of this study is that, the management of universities should make effort in creating committed lecturers needed by their heads of department always, in order to continue to gain their compliance.

Keywords: Head of Department, Power Sources, Subjective Professional Distance, University Lecturers, Work-related Compliance

INTRODUCTION

Nigeria is rich in oil and gas resources accompanied by more than 219 universities (private and public) established with the sole purpose of providing higher education in Humanities, Agriculture, Science and Technology and encouraging the advancement in learning in all the major sphere of human behaviour. The distinctive character of the quality of training in a Nigerian university, for example, is the adaption of an innovative program of compulsory credit earning courses in modern Agriculture and rural life in most of these universities for students in their first two years. The university consist of the council and senate. The council is the Governing Authority, while all Academic matters are handled in the senate. The formal head of university is known as the Chancellor who attends the universities only on special occasions. The most crucial of which is the convocation ceremonies for the conferment of awards and degrees. The pro-chancellor is the chairman of Council. The Vice Chancellor is the chief Academic and Executive Officer of the University, While the registrar is the Chief Administrative Officer who is responsible to the vice chancellor for the day-to-day administration of the institution. The Bursar is the chief finance officer of the University and the University Librarian is responsible for the day-to day development and administration of Library services for the university. The main objectives of a university are:

1. to provide facilities for learning and to give instruction and training in such branches of knowledge as the University may desire to foster and in doing so to enable student to obtain the advantages of a liberal education;
2. to Provide by research and other means the advancement of knowledge and its practical application of social political, cultural, economic, scientific and technological;
3. to stimulate particularly through teaching and research interest in and appreciation of African, culture and heritage;
4. to serve as a custodian, promoter and propagator of the social and cultural heritage;
5. to stimulate and sustain interest in agriculture;
6. to undertake any other activities appropriate to a university and such other things as are incidental or conducive to the attainment of the above objective; and
7. to serve as a major instrument for the implementation of the policy of the

Government on Higher education (Ogunsiji, 2003)

Within the past two decades, there has been records of falling standard in university education in Nigeria. The factor given for this occurrence ranges from inadequate funding, deteriorated infrastructure (for teaching and learning), brain-drain, University autonomy and inadequate and de-motivated academic staff and poor learning attitude of students. (Salako, 2014; Duze, 2011; Romina, 2013). In the same vein, Okebukola (2007) noted the importance of positioning Nigerian universities in order to stimulate production of entrepreneurial graduates, with focus on high value programmes for rapid economic growth through increased emphasis on research and development. In fact, no one can doubt the fundamental function of the university system with this position.

The above inadequacies as observed above has however, neglected the universal declaration of human rights, the international covenant on Civil and Political Rights and the UNESCO Convention against Discrimination in Education as they were convinced that, universities and academic communities have an obligation to pursue the fulfilment of economic, social, cultural, civil and political rights of the people. In stressing the importance of the right to education, the enjoyment of all other human rights and the development of human persons. These bodies were of the view that the right to education can only be fully enjoyed in an atmosphere of academic freedom and autonomy of institutions of higher education. The World University Service (as cited in The Scholar, 2002, p.29-30) further declared that:

- a. institutions of higher education consist of universities, other centers of post-secondary education and centers of research and culture associated with them;
- b. academic freedom is an essential precondition for those in education, research, administrative and service functions with which universities and other institutions of higher education are entrusted;
- c. Access to the academic community is equal for all members of society without any hindrance. This must be on the basis of ability and every member has the right, without discrimination of any kind, to become part of the academic community, as a student, teacher researcher, worker or administrator;
- d. all members of the academic community with research functions have the right to carry out research work without any interference, subject to the universal principles and methods of scientific enquiry. They also have the right to communicate the conclusions of their research freely to others and to publish

them without censorship;

- e. all members of the academic community with teaching functions have the right to teach without any interference, subject to the accepted principles, standards and methods of teaching;
- f. All members of the academic community enjoy the freedom to maintain contact with their counterparts in any part of the world as well as the freedom to pursue the development of the educational capacities;
- g. all students of higher education enjoy freedom of study, including the right to choose the field of study from available courses and the right to receive official recognition of the knowledge and experience acquired;
- h. all members of the academic community have the right to freedom of association with others, including the right to form and join trade unions for the protection of their interests. The unions of all sectors of the academic communities participate in the formulation of their respective professional standards;
- i. the exercise of the rights provided above carries with its special duties and responsibilities and are subject to certain restriction necessary for the protection of the right of others. teaching and research are conducted in full accordance with professional standards and respond to contemporary problems facing society.
- j. the proper enjoyment of academic freedom and the compliance with the responsibilities mentioned in the foregoing articles demand a high degree of autonomy of institutions of higher education. States are under an obligation not to interfere with the autonomy of institutions of higher education as well as to prevent interference by other forces of society; and
- k. the autonomy of institution of higher education is exercised by democratic means of self-government, which includes the active participation of all members of the respective academic communities. All members of the academic community have the right and opportunity, without discrimination of any kind, to take part in the conduct of academic and administrative affairs. The autonomy encompasses decisions regarding administration and determination of policies of education, research extension work, allocation of resources and other related activities.

According to Murray, Gillese, Lennon, Mercer & Robinson (as cited in The Scholar, 2002, p. 10-12) There are basic ethical principles that defines the professional responsibilities of university lecturers in their role as teachers. These ethical principles are seen as general guidelines, ideals or expectations that are taken into account together with other important conditions and circumstances, in the design and analysis of university teaching curriculum. These ethical principles are not at variant with the concept of academic freedom, but explains ways in which academic freedom can be exercised appropriately. Furthermore, ethical principles in university teaching were developed by the society for teaching and learning in higher education. The society believes that the implementation of an ethical code, will be advantageous to the principle of respect for institution. In addition, the principle of respect for colleagues focusses on the fact that a university lecturer must respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering students' development. Furthermore, disagreements between colleagues are settled privately, if possible, with no harm to students' curriculum and development.

Following from the above, there must be certain degree of control by university management over their lecturers in order to attain set goal(s). In order to attain these feet, the participation or followership in leadership and exercise of power in organization must be adopted. More specifically, Kanter (1981) & Burke (1986) introduced the concept of power sharing allowing greater follower involvement in explaining power unlike the leader-dominated perspective. This development has been influenced by attention given to groups and team efforts in the workplace which however, is due to management practice as required by the human resource approach (McGregor, 1960 & Likert, 1961). However, the focus of this study is not on power sharing but on power as a resource acquired by university heads of departments to gain compliance for request and or assigned duties and responsibilities from colleagues.

Faulconbrige & Hall (2009) posits that, power is regarded as a capacity possessed by some persons who may or may not decide to use it on others. Social power strategies are used in different social categories and organizations all over the world. Therefore, social power is potentially for social influence and it is the ability of an agent (Head of department) to alter the beliefs, attitude or behaviour of another individual (lecturers or colleagues) in adopting resources to attain set objective(s). More importantly, power is crucial for educational professional in assessing its role in the preparation of people as professional in their career and in relation to their expertise (Quicke, 1999). But Maxcy (1991) posits that teachers' power is essential in promoting change and learning and therefore, the university which is a social institution has the lecturers as agents of change. In the same drive, French & Raven (1959) show cased power as "resource" that

an individual has available to him or her to influence another individual to undertake what he or she would not have undertaken if not applied. These resources according to French & Raven (2008) are operationalized into six types of power; that is; expert, referent, legitimate, reward and coercive power sources. But in this current study, expert, legitimate, reward and referent power source were examined while coercive power source was excluded for three reasons: firstly, due to the fact that the academic and administrative culture of universities operate in an atmosphere of academic freedom and autonomy and does not subscribe to coercion. Secondly, the perception of heads of department's power sources by colleagues are measured over tenure and not a onetime event. Thirdly, the principle of respect for colleagues which focused on lecturers' heads of department respecting the dignity of their colleagues were considered.

In organizations, legitimate power source otherwise seen as position power, is that power based on the perception of the head of department's colleagues that the head of department has arising from his or her role and status in the university. This type of power springs from formal authority delegated to the head of department by the Vice Chancellor. Similarly, referent power is based on the ability of the heads of department to attract colleagues and build their liking and loyalty. This type of power results from the head of department's interpersonal relationship skills. Admittedly, expert power source, is based on the perception that heads of department have personal skills and knowledge and the university is in high need of them. This applies to specific area of the individual's expertise and credibility. While, reward power is based on the perception that heads of department have valuable material rewards coupled with the ability to release them or create positive incentives. It involves the extent to which the heads of department can provide that needed motivation to his or her colleagues in the university.

The subjective professional distance as a variable, is a personal characteristic of employees in relation to others (that is, between the head of department and colleagues). Subjective professional distance is the gap in ability and knowledge between the head of department and the colleagues as perceived by the colleagues. The smaller the professional distance perceived by the colleagues the more they are reluctant in complying with the request and or assigned duties and responsibilities while the larger the gap, the more colleagues are likely to comply (Koslowsky, Schwarzwald & Ashuri, 2001).

Work-related compliance nevertheless, is the influence in which the colleague in the department yield to an explicit request on work to be done from the head of department (Essien, 2014). Work-related compliance is the willingness to do what one is

asked to do, obeying orders, rules or request (Amini-Philip & Omodibi, 2019). Principally, work-related compliance in the context of this paper, means the practice of following university authority's publicized regulations that have been set, by each lecturer of the institution. Therefore, failure to comply with rules and regulations, assigned duties and responsibilities by staff may be dangerous or counter-productive.

Within the sphere of work-related compliance literature in universities on university lecturers, previous studies in Nigeria had focused on lecturers' compliance with quality assurance mechanism (Ajuonuma, 2007), lecturers' perception of ICT roles and utilization in the management of university education (Charles, 2008; Adebowale & Oyinloye, 2008). Assessment of quality control in students' intakes and facilities maintenance (Taiwo, Alabi & Akinnabi, 2014), students' perception of lecturers' quality, competence and performance (Chime, 2017; Archibong & James, 2019), resource quality and service delivery (Obikwelu, 2014), students' perception of lecturers' power sources and type of technologies used for teaching and learning (Essien, Essien, Ogunola, Gege, Adeyemo & Olayinka-Aliu, 2022; Onwuagboke, Nweoku & Enwereuzo, (2022). While Essien (2014) investigated perceived power sources and professional distance on work-related compliance. Notably, the results of these studies only provided information on lecturers' perceived existence of quality control of students' intakes, compliance with assigned duties and responsibilities, quality assurance, perceived importance of ICT use in universities and students reported perceived quality, competence, compliance with classroom instructions and the types of technologies used for teaching and learning in the universities without examining to uncover whether there are differentials in work-related compliance of lecturers in both private and public universities based on perceived head of departments' power sources and subjective professional distance. It is based on this premise, that this study is set out to bridge the existing gap in literature by investigating perceived head of departments' power sources and subjective professional distance of lecturers in private and public universities with emphasis on whether there is any differential in work-related compliance of lecturers in private and public universities based on their perceived head of departments' power sources and professional distance. Also, whether there will be any interactive effect of perceived heads of departments' power sources and subjective professional distance on lecturers work-related compliance in both private and public universities This study in addition is out to provide answers to the following research questions:

- a. Will there be any difference in work-related compliance of lecturers in private and public universities?

- b. Will there be any interactive effect of perceived heads of departments' power sources and subjective professional distance on lecturers work-related compliance in both private and public universities?

LITERATURE REVIEW

Power Source and Work-Related Compliance

Power is the potential influence of one person over another's attitude and behaviour. Yulk, (2006) noted that it is highly impossible to explain the power of an agent without spelling out the target individual(s), the aim of the influence and the time frame of such influence. Therefore, Hollander (1980) is of the view that an agent's power may alter over a certain period as certain conditions and or effect of an agent's decision is visible. However, Raven, Schwarzwald & Koslowky (1998), social power theory posits that, a person or group of persons with a particular social power (agent) can bring about psychological or behavioral compliance of someone else (that is, target) which the target would not do otherwise. More specifically, dyadic relationship (for example, supervisor-subordinate, lecturer-student, correctional officers-inmates), the social power of an agent influences the outcome of the target, for instance in work performance, organizational commitment and compliance (Carson, Carson & Roe 1993).

Within organizations, the particular characteristics that promotes good supervisor-subordinate interactions is the strategies supervisor use in gaining compliance from subordinates or colleagues. According to Gupta & Sharma (2008) autonomy-supportive or soft power tactics (as opposed to controlling, or harsh power tactics) are appreciated by colleagues and subordinate since it provides more positive supervisor-colleague or subordinate outcomes of job-satisfaction, commitment and quality of interaction. Meanwhile, when choosing power tactics to influence colleagues or subordinate, the influencing agent are likely to use several tactics as a result of their status in the organization. Nevertheless, coercive and legitimate authority tactics promotes cooperation emanating from different states of motivation. Thus, Kirchler, Erich & Ingis 2008; Moulder, Eric, Cremer & Wilke (2006) states that, coercive authority tactics is based on control and punishment which seems to bring about mistrust among organization members. But, Pierro, Raven, Amato, & Belanger (2013) noted that coercion, legitimacy of position and reciprocity are seen as harsh power source while referent, informational and legitimacy of dependence are grouped as soft power source. Notwithstanding, Gupta & Shama, 2008; Pierro, Kruglanski & Raven (2012) studies indicated that soft power sources should be favoured over hash sources in work environment to stimulate work-related compliance. Also, Koslowsky et. al. (2001) states that soft tactics is based on personal resources (expert knowledge) and taking a stand to

encourage greater freedom on the part of colleagues or subordinates' decision-making participation, while the harsh tactics is seen as arbitrary tactics and concluded that, the soft strategy is content dependent. In the same direction, Erchul, Raven & Wilson (2004) found that managers adoption of soft tactics of power, referent power is more effective in motivating subordinates intrinsically to undertake their job assignment. Also, Steensma & Visser (2001) found a positive relationship existing between a manager's adoption of referent power and work performance.

In the study of Rahim (1989) on relationship of leader power to compliance and satisfaction using a sample of managers, reward power source was not significantly associated with compliance but legitimate, referent and expert power sources had significant positive relationship with work-related compliance. More importantly, Rahim (1989) noted that the relationship between legitimate power source and compliance was stronger than expert, referent and reward sources and that as each of these power sources (legitimate, referent and expert) increases, the subordinates' compliance to supervisors wishes and satisfaction with supervision increases. Additionally, Ogunleye & Aluko (2012) study on influence of leaders' perceived power source on Nigerian subordinate employees' commitment and work attitude revealed that, perceived leaders' power sources (legitimate, reward, expert, referent and coercive) had significant joint influence on employees' commitment and work attitude. However, only expert and referent power sources significantly influenced employees' commitment independently while reward power source had significant influence on employees' work attitude and other sources did not.

Similarly, the study of Essien, Ogunola, Essien & Oladiyan (2021) on influence of perceived correctional officers' power sources on compliance among correctional facility inmates found that expert, reward, and legitimate power sources indicates significant positive influence on inmates' compliance to rule and assigned duties and responsibility. In the same drive, Essien, Essien, Ogunola, Gege, Adeyemo & Olayinka-Aliu (2022) study on students' perception of lectures' power sources and compliance in a selected Nigerian University revealed expert, legitimate and referent power sources to have independently and jointly influenced students' level of compliance with classroom instruction and regulations, Notwithstanding, Yi Meng, Tia He & Changkun (2014) study on science research group leaders' power and members compliance and satisfaction with supervision revealed expert, referent, legitimate, reward and coercive power sources to be associated with group members attitudinal compliance with leader's power. Nevertheless, these researchers also noted, that expert power source had greater influence and the compliance of members was lower in behavioral compliance of members. However, Rahim (1989) & Rahim, Kim, & Kim (1994) studies on power sources

and subordinates' compliance with supervisors wishes and effectiveness found legitimate, expert and referent power sources to influence compliance of followers, while coercive and reward power bases were weak reasons for followers' compliance. These researchers noted specifically that, referent power positively correlated with behavioral and attitudinal compliance and legitimate power influenced behavioral compliance

Subjective Professional Distance and Work-Related Compliance.

There seem to be paucity of studies in literature on professional distance and work-related compliance. Notwithstanding, the term professional distance was first introduced into power source and work-related literature by Koslowsky, Scharzwarld & Ashuri (2001). These researchers based this concept on the studies of Mulder, Ven, Hijzeen & Jasen. (1973); Eylon & Au (1999) power distance (that is, the degree of inequality in power between a less powerful person and a more powerful other) which they described to be related to a cultural context effecting supervisor and subordinate relationship. Consequently, Koslowsky, et. al. (2001) concept of professional distance in their study was divided into objective and subjective professional distance. Meanwhile, the objective professional distance was determined by the actual difference between the head of department and colleagues in their level of education and years of experience at work. While, subjective professional distance was determined by the gap in ability and knowledge between the head of department and his or her colleagues as perceived by the colleagues.

The study of Koslowsky, et. al. (2001) on the relationship between subordinate compliance to power sources and organizational attitudes indicated that subjective professional was significantly related to reported compliance. Furthermore, when Koslowsky, et al (2001) undertook a post hoc comparison for subjective professional distance and compliance, the result revealed that, a promotion of superior nurse within his or her department, reduced reported compliance for a short period of supervision than for a long period of supervision. But when the promotion was undertaken from outside the nurses' department, the same reported compliance for short and long period were observed. However, Koslowsky et. al (2001) further found greater compliance reported when the professional distance of a supervisor was larger than that of the subordinate when it was smaller. Furthermore, Koslowski, et. al. explained the fact that seniority and type of promotion independently, did not bring about compliance but provided information to the fact that, supervisors who were just promoted from within the nurse's department, brought about increased resistance to comply with request on duties if the supervisor was just promoted. Also, for supervisor who were

promoted for a long period, subordinate compliance had no significant effect. These researchers concluded that, subjective professional distance is a critical moderator ingredient in the determination of reasons for compliance by subordinate or colleagues in perceived conflict circumstance(s) with supervisors or heads of department.

METHODOLOGY

The study is a cross-sectional design. A multi-stage sampling technique was conducted in sixteen Nigerian Universities within the southwestern states geophysical zone in Nigeria. The universities comprised of four (4) Federal universities, five (5) state universities and seven (7) private universities. The general population for the study were lecturers in the sixteen universities excluding those who were on annual or sabbatical leave, contract, adjunct or part time lecturers and in addition, the heads of departments. Most importantly, lecturers whose head of department's tenure in office were less than a year and those lecturers who had disagreed with their head of departments at least four (4) months, before the study were also excluded.

The multi-stage sampling technique was appropriate since the participants (lecturers) not in one geographical area. However, the proportional sampling enabled the selection of 900 lecturers from all the sixteen universities for questionnaire administration due to the unequal number of academic staff in these universities.

The study made use of a questionnaire for data collection. The questionnaire was divided into four sections (A, B, C and D): section A measured the demographic data of the lecturers, section B measured perceived heads of departments' power sources by lecturers using a modified version of power sources scale developed by Hinkin & Schriesheim (1989), a 20-item scale with a reliability coefficient alpha of 0.87; section C measured subjective professional distance of the lecturers' head of department as perceived by the lecturers using a modified version of a six item scale developed by Koslowsky, Schwarzwald & Ashuri (2001) with a coefficient alpha of 0.85 while section D, measured work-related compliance levels of lecturers to their assigned duties and responsibilities using a 30-item work-related scale developed by Essien (2014). The scale indicated a reliability coefficient of 0.88.

For this present study, the instrument was pilot tested using 120 participants from three other universities that were not chosen for the main study. The instrument used for the main study after revalidation, indicated a reliability coefficient of 0.87 with a split-half reliability of 0.77 for power sources scale, 0.87 reliability coefficient with split-half reliability of 0.81 for subjective professional distance and 0.90 a reliability coefficient with a split-half reliability of 0.84 for work-related compliance scale. In order to abide by

ethical conduct in research, the researcher sought for permission from each of the university management and obtain informed consent allowing their workers (lecturers) to participate in the study. The participants were however, assured of the confidentiality of their responses. The questionnaire was administered during working hours through the research assistants attached to each university used for the study. The researcher made great effort to administer the questionnaire to only the lecturers who had been in the employment of their university for a minimum of one year, lecturers who had disagreed with their head of department four (4) month before the commencement of the study and excluding all heads of departments. This was done to ensure that the data obtained is free from extraneous variable and provide answers to the research problems in the study. The statistical tool used for data analysis in the study were simple percentages, t-test of independent measures and a Univariate analysis of variance (2x2 ANOVA).

RESULTS AND DISCUSSION

Table 1: Participant's socio-demographic information

Variable	N= 900	%
Sex		
Male	591	65.67
Female	309	34.33
Age		
25-35 years	163	18.11
36-46 years	315	35.00
47 years and above	422	46.89
Educational Qualification		
B.Sc./B.A/B. ED	61	6.78
Masters	357	39.67
P.hD	479	53.22
Others	3	0.33
Work Experience		
2-5 years	65	7.22
6-10 years	138	15.33
11-15 years	244	27.11
16 years and above	453	50.33
Marital Status		
Single	89	9.89

Married	795	88.33
Separated/Divorced	16	1.78

Source: Author's Computation

Table 1 presented the analysis of the participants demographic information. The table showed that 900 participants took part in the study, 65.67% (591) were male, while 34.33% (309) were female, with 18.11% (163), 35.00% (315) and 46.89% (422) were within the age brackets of 25 - 35, 36 - 45 and 46 and above respectively. The table also revealed that 6.78% (61), 39.67% (357), 53.22 % (479) and 0.33% (3), had the educational qualifications of, B.Sc./B. A/B. ED, Masters. Ph.D. and other Degree respectively. In addition, the table showed that 7.22% (65), 15.33% (138), 27.11% (244) and 50.33% (453) had worked in service of their university for a period of 2-5 years, 6-10 years, 11-15 and 16 years and more respectively. Furthermore, the table revealed that 9.81% (89) participants were single, 88.33% (795) and 1.78% (16) are married, divorced or separated respectively.

Hypothesis one: *There will be a significant difference in lectures perception of their head of department power sources and subjective professional distance on work-related compliance in public and private universities.* It was tested with a Univariate Analysis of variance (2x2 ANOVA) and a t-test of independent group.

Table 2: Summary of table of t-test of independence showing the difference in type of university (comparison) that is; private and public

VARIABLE	TYPE OF UNIVERSITY	N	X	SD	MEAN		
					DF	T	P
WORK-RELATED COMPLIANCE	PUBLIC	636	37.0146	8.64254	499	-969	>.05
	PRIVATE	236	37.5823	4.44673			

Source: Author's Computation

Table 2 above shows that there existed no significant difference in the level of work-related compliance between lecturers in public and private universities $t=-969$, df 499, $pp>.05$. However, a look at the mean of the two types of university indicates a slightly higher means for private university (37.58) which suggests a higher level of compliance among lecturers on assigned duties and responsibilities, but not statistically significant.

Table 3: A 2x2 ANOVA showing Main and Interaction effects of lecturers' perception of their heads of department power sources, subjective professional distance and work-related compliance in private and public universities.

Type of University	Source	Type III Sum of Square	Df	Mean Square	F	P Sig
PRIVATE	PS_1	210.114	1	210.114	2.857	n>.05
	SPDS_1	139.100	1	139.100	1.891	n>.05
	PS_1*SPDS_1	151.658	1	151.658	2.062	n>.05
	Error	24858.125	338	73.545		n>.05
	Corrected	25320,830	341			
PUBLIC	PS_1	4.024	1	4.024	.202	
	SPDS_1	.579	1	.579	.029	n>.05
	PS_1*SPDS_1	1.935	1	1.935	.097	n>.05
	Error	3043.794	153	19.894		
	Corrected	3049.057	156			

Source: Author's Computation

Table 3 above indicates that the effect of perceived power sources (legitimate, expert, referent and reward) of heads of department by their colleagues in the private universities on work-related compliance was not significant, $F(1,338)=2.86$, $P>0.05$. This result suggests that an increase or decrease in the perception of lecturers' heads of department power sources does not influence positively their level of compliance to assigned duties and responsibilities.

The effect of perceived subjective professional distance of heads of department by colleague in private universities on work-related compliance was also not significant, $F(1,338) = 1.89$, $P>0.05$.

This indicates that a high or low perception of lecturer's heads of department's subjective professional distance does not influence positively their level of compliance to assigned duties and responsibilities.

The result also indicates that, perceived power sources and subjective professional distance of heads of department by their colleagues on work-related compliance in private universities was not significant, $F(1,388) = 2.062, P > 0.1, 0.05$

The result above shows that even the perceived combination of heads of departments' power sources and subjective professional distance by colleagues whether high or low did not influence lecturers' compliance to assigned duties and responsibilities

Also, the table indicates that lecturers' perception of their head of departments' power sources on work-related compliance in public universities was not significant, $F(1,153) = .202; p > 0.005$. This result suggests that lecturers' perception of their head of department's power sources whether an increase or a decrease does not influence their compliance level to assigned duties and responsibilities.

From the table also, lecturers' perception of their head of departments' subjective professional distance on work-related compliance in public universities was not significant, $F(1,153) = .029; P > 0.05$. This indicates that a higher or lower subjective professional distance perception of the heads of department does not bring about a positive level of work-related compliance on the part of their colleagues.

The third part indicates not significant to lecturers' perception of their heads of departments' power sources and subjective professional distance on work-related compliance in public universities, $F(1,153) = .097; P > 0.05$. In the table, the result is consistent for both the private and public universities. It can therefore be concluded that, there is no significant difference in lectures' perception of their heads of department's power sources and subjective professional distance on work-related compliance in both private and public universities.

The result of this study did not support the hypothesis which stated that, there will be a significant difference in lectures perception of their head of department power sources and subjective professional distance on work-related compliance in public and private universities. Specifically, the mean of type of university which indicated a slightly higher mean for private universities in terms of work-related compliance compared to public universities, was not statistically significant. Therefore, the study results indicated that, irrespective of a higher or low perception of lecturers' head of department's power sources and subjective professional distance (whether similar or dissimilar) did not influence the colleagues to comply with request or assigned duties and responsibilities. However, the result of this study could not be corroborated or refuted since there

existed no local nor international study in literature in this area.

CONCLUSION

This study investigated perceived heads of departments' power sources and subjective professional distance on work-related compliance among lecturers in private and public universities in South-West, Nigeria. In literature, most studies in the area of lecturers' perception and work-related compliance in Nigeria have focused on quality assurance, quality control in students' intakes and facility maintenance, quality competence and performance. While others focus on lecturer's power sources and technologies used in teaching and learning.

In this study, one hypothesis was tested using a t-test of independent group and a Univariate Analysis of variance (2x2 ANOVA). The results of the analysis indicates that, irrespective of the fact that a slightly higher mean for work-related compliance was obtained for private universities in the South-West compared to the public universities, which was not statistically significant, perceived heads of departments' power sources and subjective professional distance (similar or dissimilar) did not influence lecturers' compliance to assigned duties and responsibilities. The implication of this finding is that, both types of universities (private and public) are established for the sole purpose of providing higher education in humanities, agriculture, sciences and technology, and encouraging the advancement of learning in all the major areas of human endeavour. Also, both type of university is founded on the same organizational chart, adopting the same curriculum as approved by the national university commission (NUC), adopting same procedure for appointment, promotion and disciplining of staff.

RECOMMENDATIONS

Following from the results of the study, the management of universities should make concerted effort in creating committed lecturer at all time in order to continue to gain their compliance when they are to be saddled with responsibilities by their heads of department.

Nevertheless, future researchers may conduct an extensive study including other geopolitical zones in Nigeria in this area in order to adequately generalize the existence or non-existence of differences in work-related compliance between lecturers in private and public universities.

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