INTERNATIONAL JOURNAL OF EDUCATION, SOCIAL AND MANAGEMENT SCIENCE
(IJESMS) Print: 3115-5111 - Online: 3115-5588. Vol 3, No.:1. 2026
https://journals.iempsglobal.org/index.php/IJESMS

ORGANISATIONAL COMMUNICATION, SHARED VISION AND LOYALTY AS PREDICTORS OF ACADEMIC STAFF JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN CROSS RIVER STATE

[1]Shiyam Pius Ude
revshiyam@gmail.com
08086814232/08137157309
ORCID ID: 0009-0000-2007- 0354

[2]Maicibi, Alhas Nok (PhD)

&

[3]Adzongo Philomena Ibuh (PhD)

[1,2&3] Department of Educational Foundations
Rev. Fr. Moses Orshio Adasu University, Makurdi

Abstract

This study examined the influence of organizational communication, shared vision and loyalty as predictors of academic staff job performance in public universities in Cross River State, Nigeria. The study was guided by three research questions. Thee hypotheses were formulated and tested. The population consisted of 3,262 academic staff drawn from three public universities in Cross River State. A sample size of 344 academic staff was determined using the Krejcie and Morgan sampling model. The instrument used for data collection was a structured questionnaire titled Organisational Communication, Shared Vision, Organisational Loyalty and Academic Staff Job Performance Questionnaire (OCSVOLASJOPQ)". To ensure validity, the instrument was subjected to expert review for face and content validity, while reliability was established through a pilot test involving which yielded a Cronbach Alpha reliability coefficients 0.95 indicating high internal consistency of the instrument. Data collected were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested using Chi-square test of goodness of fit at a 0.05 level of significance. The major findings of the study revealed that open communication, shared vision and organizational loyalty all had significant positive influence on academic staff job performance by enhancing commitment, cooperation, motivation, productivity, and overall effectiveness in teaching, research, and administrative responsibilities. Based on the findings of this study, the following recommendations are made among others: University management should strengthen open communication channels within the university system to

enhance information flow and reduce misunderstandings. This should be implemented by University Registry and Communication Units, who should establish structured feedback systems and effective internal communication platforms.

Keywords: Organizational communication, Shared vision, Loyalty, Academic staff job performance and Public universities

Introduction

The effectiveness of any university depends substantially on the capacity of its academic staff to perform their teaching, research, supervision, community service, and related institutional responsibilities effectively. Academic work is inherently collaborative because lecturers operate within departments, faculties, committees, research groups, and other institutional structures that require regular exchange of information, coordination of activities, and commitment to common institutional objectives. Where these relationships function effectively, academic staff are more likely to contribute meaningfully to institutional development. However, concerns about declining academic staff job performance have continued to attract the attention of university administrators, educational researchers, and policymakers. These concerns are reflected in declining research output, inconsistent lecture delivery, inadequate student mentoring, weak participation in institutional activities, and declining commitment to university goals. Such developments have implications for the capacity of universities to fulfil their core mandates of teaching, research, and community service.

Evidence from different higher education systems indicates that academic staff performance is influenced not only by individual competence but also by the organizational conditions within which academic work takes place. In developed countries such as the United Kingdom and Australia, concerns about teaching effectiveness, research engagement, staff morale, absenteeism, and participation in institutional development have been reported (Altbach, 2015). In response, universities in these contexts have increasingly emphasized professional development, supportive management practices, performance incentives, and flexible workload arrangements. These experiences suggest that the organizational environment created by university management can either facilitate or constrain the effective performance of academic staff.

The challenge is more pronounced in many developing educational systems, where institutional constraints continue to affect the working conditions of academic staff. In countries such as India and China, concerns have been associated with irregular class delivery, inadequate student support, and inconsistent scholarly productivity (Gupta & Shah, 2018). Across sub-Saharan Africa, academic staff performance has similarly been affected by declining classroom engagement, reduced publication output, and weaker commitment to mentoring and community service (Ofoegbu, 2020). Within Nigeria, disruptions to academic activities, delays in examination

processes, incomplete course coverage, and inadequate attention to administrative responsibilities have remained recurring concerns within the university system (Ejiogu, 2019). These challenges point to the need for management practices capable of strengthening the organizational conditions under which academic staff perform their responsibilities.

Within the Nigerian university system, academic staff job performance represents an important indicator of institutional effectiveness because lecturers constitute the major human resource responsible for translating university objectives into teaching, research, supervision, and community service outcomes. Onuma (2015) described academic staff job performance in terms of the manner in which university lecturers execute their assigned academic and administrative responsibilities. Similarly, Aminu (2017) viewed performance in terms of the effectiveness and efficiency with which academic staff contribute to institutional goals through scholarly and professional activities. Effective academic staff performance therefore has implications for the quality of graduates, research productivity, student development, institutional reputation, and the broader contribution of universities to national development.

Several organizational factors have been identified as having implications for academic staff job performance. Motivation and incentives can strengthen commitment when appropriate rewards and recognition are provided, while leadership practices can encourage responsibility, participation, and innovation (Okeke, 2018). A supportive physical and psychological work environment can also enhance staff morale and productivity (Ugwoke, 2021), while professional development opportunities can improve staff competence and institutional capacity (Ibrahim & Oboegbulem, 2019). Beyond these factors, however, the quality of communication within an institution, the extent to which staff understand and identify with a common institutional direction, and the degree of loyalty they demonstrate towards the institution may also shape their willingness to perform effectively. These considerations provide a basis for examining open communication, shared vision, and organizational loyalty as predictors of academic staff job performance.

The concept of esprit de corps provides an important conceptual basis for understanding these organisational conditions. Esprit de corps, a French expression meaning “spirit of the group,” refers broadly to the sense of unity, collective identity, loyalty, and commitment existing among members of an organization. Fayol (1916) identified esprit de corps as one of the fourteen principles of management and emphasized the importance of promoting harmony and collective spirit among employees. From this perspective, organizational effectiveness is enhanced when management creates conditions that enable employees to communicate effectively, identify with common institutional objectives, and develop loyalty towards the organization. In the university context, these principles are particularly relevant because academic staff must continuously exchange information, understand institutional priorities, and remain committed to the success of the institution.

One important way through which the spirit of an organization can be sustained is open communication. Open communication refers to the free and effective exchange of information, ideas, opinions, concerns, and feedback between management and employees and among employees themselves. In a university environment, communication is necessary for conveying policies, coordinating academic activities, explaining institutional decisions, sharing research information, resolving misunderstandings, and obtaining feedback from academic staff. Effective communication enables staff to remain informed and provides opportunities for them to express their views on matters affecting their professional responsibilities. Bua (2020) explains effective communication as the transmission or exchange of ideas, feelings, information, knowledge, decisions, experiences, and messages between individuals or groups for the purpose of achieving predetermined objectives and obtaining feedback. Thus, communication is not merely the transfer of information but an important mechanism through which organizational relationships and institutional objectives are sustained.

For academic staff, the openness of communication channels may have direct implications for job performance. When management communicates policies and expectations clearly and academic staff have opportunities to provide feedback, misunderstandings may be reduced and institutional decisions may receive greater acceptance. Open communication can also facilitate knowledge sharing, coordination of teaching responsibilities, research collaboration, student supervision, and participation in institutional activities. Conversely, communication that is predominantly top-down, inconsistent, delayed, or inaccessible may generate misinformation, suspicion, resistance, and disengagement among academic staff. In Nigerian public universities, weaknesses in communication between management and staff have been associated with difficulties in implementing institutional reforms and maintaining effective staff relationships (Uche, 2020). This suggests that the quality of communication within a university may be an important predictor of the effectiveness with which academic staff discharge their responsibilities.

Closely associated with effective communication is shared vision, which represents a common understanding among members of an organization regarding its desired future, institutional priorities, and the collective direction required to achieve organizational goals. In universities, a shared vision provides academic staff with a clear understanding of how their individual responsibilities contribute to the broader mission of the institution. It can guide teaching, research, community service, curriculum development, and other academic activities towards common objectives. Okoro and Ugwuanyi (2019) emphasize that shared vision helps to align individual and collective efforts with the long-term goals of an organization. For academic staff, understanding the institutional direction can therefore create a sense of purpose and help them prioritize activities that contribute to institutional development.

The absence of a clearly communicated and collectively understood vision can, however, produce fragmented institutional efforts. Where academic staff are not adequately informed about

institutional priorities or are excluded from processes through which organizational goals are developed and communicated, individual departments or staff members may pursue competing priorities. Such conditions may weaken commitment to institutional programmes and reduce collective responsibility for achieving university objectives. In Nigerian universities, the disconnect between management goals and the operational realities of academic departments has been identified as a factor that can weaken staff commitment to institutional development (Okoro & Ugwuanyi, 2019). Consequently, the extent to which university management develops, communicates, and sustains a shared institutional vision may influence the performance of academic staff.

Another important organizational condition is organizational loyalty. Organizational loyalty refers to the commitment and allegiance employees demonstrate towards their organization and its goals. Among academic staff, organizational loyalty may be reflected in commitment to institutional objectives, willingness to protect the reputation of the university, sustained participation in institutional activities, and readiness to contribute beyond minimum job requirements. Oladipo (2019) described organizational loyalty as the deep commitment and allegiance that academic staff develop towards their institution. Such loyalty can contribute to institutional stability by encouraging employees to identify with organizational objectives and remain committed to the institution even when challenges arise.

The importance of organizational loyalty becomes more apparent in an environment where universities face difficulties relating to funding, staff welfare, promotion, workload, and career development. When academic staff perceive that their institution values their contributions and provides fair opportunities for professional advancement, they may be more willing to identify with institutional objectives and invest greater effort in their responsibilities. Conversely, poor working conditions, weak institutional support, irregular promotion structures, and declining morale may weaken organizational loyalty and encourage experienced academic staff to seek opportunities outside the institution (Oladipo, 2019). Reduced loyalty may consequently affect continuity, institutional memory, staff commitment, and the willingness of academic staff to contribute to institutional development.

The three variables—open communication, shared vision, and organizational loyalty—are conceptually interconnected but represent distinct organizational conditions. Open communication facilitates the exchange of information and feedback necessary for staff to understand institutional expectations. Shared vision provides a common direction that aligns individual academic responsibilities with institutional objectives. Organizational loyalty reflects the commitment and allegiance that staff develop towards the institution and its goals. When these conditions are effectively managed, academic staff may be better positioned to understand their responsibilities, coordinate their activities, identify with institutional objectives, and demonstrate sustained commitment to their work. Conversely, weaknesses in communication, lack of a common

institutional direction, and declining organizational loyalty may contribute to fragmented efforts, reduced commitment, and poor academic staff performance.

The Nigerian public university environment provides an important context for examining these relationships. Public universities continue to operate within conditions characterized by inadequate funding, administrative challenges, politicized institutional processes, staff welfare concerns, and other systemic difficulties that may affect staff morale and institutional commitment (Adeleke, 2021; Okonkwo & Udeh, 2019). These conditions make effective organizational communication and a clearly understood institutional direction particularly important. Where management is unable to communicate effectively with academic staff, articulate a common institutional vision, or sustain staff loyalty, the collective effort required to achieve institutional objectives may be weakened.

The situation warrants particular attention in Cross River State, where public universities depend substantially on the effectiveness and commitment of academic staff to achieve their teaching, research, and community service mandates. Available indications suggest concerns relating to fragmented staff relationships, poor communication, weak institutional commitment, and management challenges. Akpan and Ekpenyong (2020) observed that weaknesses in staff relationships and institutional management can affect organizational output and compromise teaching and research quality. Poor communication may limit staff understanding and participation, an inadequately shared institutional vision may create conflicting priorities, while weak organizational loyalty may reduce staff commitment to institutional goals. These conditions raise important questions about whether management practices within public universities in Cross River State adequately promote the organizational environment required for effective academic staff performance.

Although previous studies have examined factors such as motivation, leadership, work environment, institutional support, and other determinants of academic staff performance, comparatively less attention has been devoted to the combined predictive relevance of open communication, shared vision, and organizational loyalty within public universities in Cross River State. The existing literature therefore leaves an important contextual and empirical gap concerning whether effective communication, a commonly understood institutional direction, and strong organizational allegiance are associated with improved academic staff job performance in the study area. Addressing this gap is important because the existence of formal communication structures or institutional mission statements does not necessarily mean that academic staff experience effective communication, share a common institutional vision, or demonstrate strong loyalty towards their university. It is against this background that the study examined organizational communication, shared vision and loyalty as predictors of academic staff job performance in public universities in Cross River State. Specifically, the study focused on open

communication, shared vision, and organizational loyalty as the explanatory variables and academic staff job performance as the outcome variable.

The purpose of the study was to find out the influence of organizational communication, shared vision and loyalty as predictors of academic staff job performance in public universities in Cross River State. More specifically, this study seeks to:

1. investigate the influence of Open Communication on academic staff job performance in public universities in Cross River State.
2. examine the influence of Shared Vision on academic staff job performance in public universities in Cross River State.
3. analyze the influence of Organizational Loyalty on academic staff job performance in public universities in Cross River State.

The following research questions guided the study:

1. how does open communication on academic staff job performance in public universities in Cross River State?
2. what is the influence of Shared Vision on academic staff job performance in public universities in Cross River State?
3. in what ways does organizational loyalty influence academic staff job performance in public universities in Cross River State?

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

1. open communication has no significant influence on academic staff job performance in public universities in Cross River State.
2. shared vision has no significant influence on academic staff job performance in public universities in Cross River State.
3. organizational loyalty has no significant influence on academic staff job performance in public universities in Cross River State.

RESEARCH METHOD

This study adopted a descriptive survey research design. Nworgu (2015) explained that descriptive survey research is concerned with collecting data from a population at a particular point in time and systematically describing existing conditions without manipulating the variables under

investigation. The design was considered appropriate because it enabled the researcher to obtain information from a relatively large population of academic staff in public universities in Cross River State and determine their perceptions regarding open communication, shared vision, organizational loyalty, and academic staff job performance. The population of the study consisted of 3,262 academic staff drawn from three public universities in Cross River State. Specifically, the University of Calabar had 2,555 academic staff, the University of Cross River State, Calabar had 565 academic staff, while the University of Education and Entrepreneurship, Calabar had 142 academic staff. The sample size for the study consisted of 344 academic staff, determined using the Krejcie and Morgan (1970) sample size determination procedure. A multi-stage sampling procedure involving proportionate stratified sampling and simple random sampling techniques was employed. Proportionate stratified sampling was used to ensure that academic staff were adequately represented according to the respective universities, while simple random sampling was used to select the required respondents from the identified strata. The instrument for data collection was a structured questionnaire titled "Organizational Communication, Shared Vision, Organizational Loyalty and Academic Staff Job Performance Questionnaire (OCSVOLASJOPQ)", developed by the researcher and subjected to supervisory review. The questionnaire contained 15 items, constructed to obtain information directly related to the three objectives, research questions, and hypotheses of the study. The instrument was organized into three clusters to reflect the variables measured: The questionnaire items were structured on a four-point rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

To establish the face and content validity of the instrument, the questionnaire was subjected to expert review. The experts examined the items to determine their clarity, relevance, adequacy, and suitability for measuring open communication, shared vision, organizational loyalty, and academic staff job performance in accordance with the objectives of the study. Their observations and suggestions were used to improve the instrument before its administration. To ascertain the reliability of the instrument, a trial test was conducted using 40 academic staff drawn from a public university in Benue State, specifically Rev. Fr. Moses Orshio Adasu University, Makurdi. The responses obtained from the trial test were subjected to Cronbach's Alpha reliability analysis. The instrument yielded reliability coefficients of 0.99, 0.99 and 0.88, for Clusters A, B and C respectively, with an overall average reliability coefficient of 0.95 for the instrument. These coefficients were considered sufficiently high to establish the internal consistency and reliability of the questionnaire for the main study. The data collected were analyzed using Mean and Standard Deviation (SD) to answer the research questions. A criterion mean of 2.50 was used as the decision point. Thus, a mean score of 2.50 and above indicated agreement with an item, while a mean score below 2.50 indicated disagreement. The three null hypotheses were tested using the Chi-square goodness-of-fit test at the 0.05 level of significance. The decision regarding each null hypothesis was based on the comparison between the probability value (p-value) and the significance level of

0.05. Where $p \leq 0.05$, the null hypothesis was rejected, indicating a statistically significant influence; where $p > 0.05$, the null hypothesis was not rejected. All statistical computations were performed using SPSS version 20

RESULTS

This section presents analysis, interpretation and discussion of findings. Out of 344 questionnaire distributed three were found to be inappropriately completed and were excluded. Analysis and interpretation of data are done in line with the research questions and hypotheses.

Research Question 1: How does open communication influence academic staff job performance in public universities in Cross River State?

Table 1: Mean and Standard Deviation on the Influence of Open Communication on Academic Staff Job Performance in Public Universities in Cross River State

S/No	Item Description	n	SA	A	D	SD	$\bar{x}$	σ	Remark
1	I freely share my academic ideas with colleagues, which enhances my productivity.	341	109	115	64	53	2.82	1.05	Agreed
2	Management communicates decisions clearly to staff, and this improves my job performance.	341	114	116	57	54	2.85	1.06	Agreed
3	Open communication reduces misunderstandings in my department, thereby improving performance.	341	110	108	68	55	2.80	1.06	Agreed
4	I receive feedback from colleagues on my work which helps me improve my performance.	341	107	102	73	59	2.75	1.08	Agreed
5	Lack of communication creates conflict and reduces productivity.	341	107	102	76	56	2.76	1.07	Agreed
	Cluster Mean and Standard Deviation						**2.80**	**1.06**	**Agreed**

The findings from Table 1 indicate that open communication influences academic staff job performance in public universities in Cross River State. Item 1 has a mean score of 2.82, which is above the criterion mean of 2.50, indicating that freely sharing academic ideas with colleagues enhances productivity. Item 2, with a mean score of 2.85, suggests that clear communication of management decisions improves job performance. Similarly, Item 3 has a mean score of 2.80, implying that open communication reduces misunderstandings in departments and enhances performance. Item 4, with a mean score of 2.75, shows that feedback from colleagues contributes to improved performance. Item 5 has a mean score of 2.76, indicating that lack of communication creates conflict and reduces productivity. The cluster mean of 2.80, which is above the cutoff mean of 2.50, confirms that open communication positively influences academic staff job performance in public universities in Cross River State.

Research Question 2: What is the influence of shared vision on academic staff job performance in public universities in Cross River State?

Table 2: Mean and Standard Deviation on the Influence of Shared Vision on Academic Staff Job Performance in Public Universities in Cross River State

S/No	Item Description	n	SA	A	D	SD	$\bar{x}$	σ	Remark
1	I clearly understand the goals of my university, which guides my performance.	341	103	104	78	56	2.74	1.06	Agreed
2	A shared vision motivates me to contribute to institutional success.	341	107	101	75	58	2.75	1.08	Agreed
3	Shared goals among colleagues improve unity of purpose and enhance job performance.	341	114	108	71	48	2.84	1.04	Agreed
4	Lack of shared vision reduces commitment to work.	341	108	104	71	58	2.77	1.08	Agreed
5	Shared vision enhances innovation among staff.	341	107	109	62	63	2.76	1.09	Agreed
	Cluster Mean and Standard Deviation						**2.77**	**1.07**	**Agreed**

The findings from Table 2 indicate that shared vision influences academic staff job performance in public universities in Cross River State. Item 1 has a mean score of 2.74**,** which is above the

criterion mean of 2.50, indicating that understanding the goals of the university guides academic staff performance. Item 2, with a mean score of 2.75, suggests that a shared vision motivates academic staff to contribute to institutional success. Similarly, Item 3 has a mean score of 2.84**,** implying that shared goals among colleagues improve unity of purpose and enhance job performance. Item 4, with a mean score of 2.77, indicates that lack of shared vision reduces commitment to work. Item 5 has a mean score of 2.76**,** showing that shared vision promotes innovation among staff. The cluster mean of 2.77, being above the cutoff mean of 2.50**,** confirms that shared vision positively influences academic staff job performance in public universities in Cross River State.

Research Question 3: In what ways does organizational loyalty influence academic staff job performance in public universities in Cross River State?

Table 3: Mean and Standard Deviation on the Influence of Organizational Loyalty on Academic Staff Job Performance in Public Universities in Cross River State

S/No	Item Description	n	SA	A	D	SD	$\bar{x}$	σ	Remark
1	I am committed to the growth of my university, and this improves my job performance.	341	124	120	50	47	2.94	1.03	Agreed
2	I put in extra effort because I am loyal to my institution.	341	128	126	48	39	3.01	0.99	Agreed
3	I will recommend my university as a good place to work, which reflects positively on my work commitment.	341	111	116	59	55	2.83	1.06	Agreed
4	I feel proud to be associated with my institution, and this motivates me to perform better.	341	110	113	68	50	2.83	1.04	Agreed
5	Organizational loyalty improves my research output.	341	149	98	50	44	3.03	1.05	Agreed
	Cluster Mean and Standard Deviation						**2.93**	**1.03**	**Agreed**

The findings from Table 3 indicate that organizational loyalty influences academic staff job performance in public universities in Cross River State. Item 1 has a mean score of 2.94, which is

above the criterion mean of 2.50, indicating that commitment to the growth of the university improves job performance. Item 2, with a mean score of 3.01, suggests that loyalty to the institution encourages academic staff to put in extra effort, thereby enhancing performance. Similarly, Item 3 has a mean score of 2.83, implying that willingness to recommend the university as a good place to work reflects strong work commitment and supports job performance. Item 4, with a mean score of 2.83, indicates that pride in being associated with the institution motivates improved performance. Item 5 has a mean score of 3.03, showing that organizational loyalty contributes positively to research output. The cluster mean of 2.93**,** which is above the cutoff mean of 2.50, confirms that organizational loyalty positively influences academic staff job performance in public universities in Cross River State.

Testing of Hypotheses

Hypothesis 1: Open communication has no significant influence on academic staff job performance in public universities in Cross River State

Table 4: Chi-Square Analysis on the Influence of Open Communication on Academic Staff Job Performance in Public Universities in Cross River State

Responses	Fo	Fe	df	x^2	P	Remark
SD	61	85.3				
D	62	85.3				
A	109	85.3	3	26.472	0.000	Significant
SA	109	85.3				
Total	**341**					

Table 4 shows that the Chi-square (χ^2) value is 26.472, with a p-value of 0.000. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that open communication has a significant influence on academic staff job performance in public universities in Cross River State.

Hypothesis 2: Shared vision has no significant influence on academic staff job performance in public universities in Cross River State

Table 5: Chi-Square Analysis on the Influence of Shared Vision on Academic Staff Job Performance in Public Universities in Cross River State

Responses	Fo	Fe	df	x^2	P	Remark
SD	57	85.3				
D	71	85.3				
A	105	85.3	3	22.390	0.000	Significant
SA	108	85.3				
Total	**341**					

Table 5 shows that the Chi-square (χ^2) value is 22.390, with a p-value of 0.000. Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that shared vision has a significant influence on academic staff job performance in public universities in Cross River State.

Hypothesis 3: Organizational loyalty has no significant influence on academic staff job performance in public universities in Cross River State

Table 6: Chi-Square Analysis on the Influence of Organizational Loyalty on Academic Staff Job Performance in Public Universities in Cross River State

Responses	Fo	Fe	df	x^2	P	Remark
SD	47	85.3				
D	55	85.3				
A	115	85.3	3	55.891	0.000	Significant
SA	124	85.3				
Total	**341**					

Table 6 shows that the Chi-square (χ^2) value is 55.891**,** with a p-value of 0.000**.** Since the p-value is less than the alpha value of 0.05, the null hypothesis is rejected. This implies that organizational

loyalty has a significant influence on academic staff job performance in public universities in Cross River State.

Discussion of Findings

Based on the analyzed data the following findings are thus discussed:

The first finding revealed that open communication has a significant influence on academic staff job performance in public universities in Cross River State. This implies that when communication channels within the university are clear, transparent, and accessible between management and academic staff, there is improved coordination of academic activities, reduced misunderstanding, and enhanced efficiency in teaching, research, and administrative responsibilities. Open communication also fosters feedback, strengthens teamwork, and promotes a more supportive academic environment. This finding is in line with the work of Ngugi (2015) who found that open communication significantly predicted faculty productivity. The study further revealed that staff members with access to transparent communication channels showed higher levels of collaboration, while openness in communication increased staff willingness to share ideas for innovation. This supports the present finding by showing that effective communication enhances productivity and creativity among academic staff.

The second finding revealed that shared vision has a significant influence on academic staff job performance in public universities in Cross River State. This implies that when academic staff and university management operate with a common understanding of institutional goals and direction, there is improved coordination, stronger commitment to academic tasks, and enhanced productivity in teaching, research, and service delivery. A shared vision aligns individual efforts with institutional priorities, thereby reducing duplication of efforts and improving overall effectiveness. This finding is in line with the work of Kariuki and Mwangi (2017) who found that faculty members who shared a common vision with management demonstrated higher publication output. The study further revealed that shared vision improved teamwork in curriculum development, while lack of vision alignment led to duplication of efforts and academic isolation. This supports the present finding by showing that shared institutional direction enhances coordination and academic productivity.

The third finding of revealed that organizational loyalty has a significant influence on academic staff job performance in public universities in Cross River State. This implies that when academic staff demonstrate strong commitment, attachment, and identification with their institution, their teaching effectiveness, research productivity, and administrative performance improve significantly. Organizational loyalty also encourages compliance with institutional policies, willingness to take on additional responsibilities, and stronger dedication to institutional goals. This finding is in line with the work of Adeniyi (2016) who found that organizational loyalty

significantly enhanced academic staff job performance in terms of teaching effectiveness and student engagement. The study further revealed that staff with high loyalty showed better compliance with institutional policies and higher research productivity, while also contributing to institutional stability and improved organizational reputation.

Conclusion

Based on the findings, the study concluded that management application of esprit de corps had a significant and positive influence on academic staff job performance in public universities in Cross River State. It was concluded that when universities promote open communication, shared vision and organizational loyalty, academic staff tend to demonstrate higher levels of commitment, productivity and effectiveness in their teaching, research and administrative responsibilities.

Recommendations

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

i. University management should strengthen open communication channels within the university system to enhance information flow and reduce misunderstandings. This should be implemented by University Registry and Communication Units, who should establish structured feedback systems and effective internal communication platforms.

ii. University management should ensure that institutional goals are clearly communicated and that staff activities are aligned with the university's vision. This should be implemented by Strategic Planning Units and Senate Committees, who should regularly engage staff on institutional objectives and performance expectations.

iii. University management should enhance organizational loyalty by improving staff welfare, working conditions, and institutional support systems. This should be implemented by Governing Councils and Human Resource Units, who should design and implement policies that promote staff welfare and institutional commitment.

References

Adeleke, T. O. (2021). Administrative challenges and academic staff commitment in Nigerian public universities. *Nigerian Journal of Educational Administration and Planning, 21*(2), 115–128.

Adeniyi, O. A. (2016). Organizational loyalty and job performance of academic staff in public universities in Oyo State, Nigeria. *Nigerian Journal of Educational Management, 14*(2), 55–72.

Akpan, U. E., & Ekpenyong, E. E. (2020). Staff relationships, institutional management and organizational effectiveness in public universities in Nigeria. *Journal of Educational Management and Policy Studies, 18*(2), 73–87.

Altbach, P. G. (2015). *Global perspectives on higher education and academic staff performance*. Routledge.

Aminu, M. A. (2017). Academic staff effectiveness and institutional performance in Nigerian universities. *Nigerian Journal of Educational Management, 15*(1), 91–105.

Bua, F. T. (2020). *Communication and interpersonal relationship in educational management*. Makurdi: Booksworks Printers.

Ejiogu, A. (2019). *School personnel management in Nigeria*. Lagos: University of Lagos Press.

Fayol, H. (1916). *Administration industrielle et générale: Prévoyance, organisation, commandement, coordination, contrôle*. Dunod et Pinat.

Gupta, R., & Shah, S. (2018). Academic staff performance and institutional effectiveness in higher education: Evidence from developing university systems. *International Journal of Educational Management, 32*(4), 623–637.

Ibrahim, L., & Oboegbulem, A. I. (2019). Professional development and academic staff performance in Nigerian universities. *African Journal of Educational Research and Development, 12*(2), 88–102.

Kariuki, J. M., & Mwangi, P. W. (2017). Shared vision and academic staff productivity in public universities. *International Journal of Education and Research, 5*(6), 143–156.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610.

Ngugi, P. W. (2015). Open communication and faculty productivity in public universities in Nairobi County, Kenya. *International Journal of Education and Research, 3*(12), 45–59.

Nworgu, B. G. (2015). *Educational research: Basic issues and methodology* (3rd ed.). University Trust Publishers.

Ofoegbu, F. (2020). Academic staff motivation and job performance in Nigerian tertiary institutions. *Nigerian Educational Research Journal, 11*(2), 39–52.

Okeke, B. S. (2018). *Education and society in Nigeria*. Enugu: Fourth Dimension Publishers.

Okonkwo, C. E., & Udeh, P. N. (2019). Institutional conditions, staff welfare and academic performance in Nigerian public universities. *African Journal of Educational Management, 22*(1), 54–69.

Okoro, C. I., & Ugwuanyi, J. N. (2019). Shared vision and organizational commitment among academic staff in Nigerian universities. *Journal of Educational Administration and Planning, 19*(3), 101–115.

Oladipo, S. O. (2019). Organizational loyalty and academic staff commitment in Nigerian universities. *Nigerian Journal of Educational Management, 17*(2), 67–81.

Onuma, N. (2015). Academic staff job performance and institutional effectiveness in Nigerian universities. *International Journal of Educational Research and Development, 4*(2), 45–58.

Uche, C. A. (2020). Organisational communication and staff relationships in Nigerian public universities. *Journal of Educational Management and Policy Studies, 18*(1), 72–86.

Ugwoke, S. C. (2021). Academic staff job performance and institutional effectiveness in Nigerian universities. *African Journal of Educational Research and Development, 13*(1), 121–134.