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## **Flexible Work Design and Employee Commitment: When Socio-Demographic Characteristics Are Introduced?**

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**Abstract:**

**Purpose:** *The paper investigates the role of socio-demographic characteristics such as age, educational qualification and years of work experience on the interactions between flexible work design and employee commitment.*

**Approach/Methodology/Design:** *The cross-sectional survey research design was adopted and data were collated from 377 regular non-academic staff from 6 selected private universities in Ogun State Nigeria by applying a multi-stage random sampling technique. The instrument's reliability and validity test were conducted before the adapted questionnaire was administered.*

**Findings:** *The result from hierarchical multiple regression analysis revealed that socio-demographic characteristics had positive significant moderating effect on the relationship between flexible work design and employee commitment. However, educational qualification was the only significant element.*

**Practical Implications:** *The study will strengthen the Job Demand-Resource (JD-R) model's proposition that job demands and resources are negatively and positively related respectively to employee commitment based on demographic differences.*

**Originality/Value:** *The study is an original study and it adds to scholarly debate on the role socio-demographic characteristics play on the interactions between flexible work design and employee commitment as management elicit labor force productivity.*

**Keywords:** *Employee commitment, flexible work design, socio-demographic characteristics.*

**JEL classification:** *M10, M12, M51.*

**Paper Type:** *Research Paper.*

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## **1. Introduction**

Employee commitment is increasingly gaining academic attention, especially how it leads to attaining optimal productivity and achievement of organizational goals (Nzewi *et al.*, 2017). Employee's identification, involvement and loyalty are some of the major factors that determine the success of an organization, but it continues to be the main problem in most Nigerian organizations (Ahmad, 2018; Amune, 2015; Okpu and Obiora, 2015; Umukoro and Egwakhe, 2019) as workers' attrition is rampant. Ahmad (2018) and Alvino (2014) stressed the importance of competency-based recruitment, attracting beliefs-centric workers, maintaining and retaining persons with strong desire to remain, yet their commitment to the philosophy of the organization is unsure in most cases. Consequently, scholars have asserted that committed employee is someone who is optimistic, focused on the work, result-oriented, enthusiastic, willing to go an extra mile, takes pride in his or her work and believe in the goals and values of the organization (Amune, 2015; Dalkrani and Dimitriadis, 2018). As such, Ababneh (2016) and Irefin and Mechanic (2014) stated that, employee commitment has become one of the most popular work attitudes studied by practitioners and researchers as a means of remaining relevant in today's world of business.

In recent times, higher educational institutions are viewed as agents of social change, intellectual capacity builders, suppliers of labor and stakeholders have identified education as a global business brand (Ababneh and Hackett, 2019). As a result, Ababneh (2016) claimed that to achieve success in higher educational institutions it is imperative to have committed employees as these are the "life wire of a university". However, according to Akinsanya and Oludeyi (2013), in most universities, reports of discontent and disconnect among academic and non-academic staff from their work is a daily phenomenon while, non-academic staff are regular job-hunters, an indication that loyalty among these university workers could have been compromised. Okebukola (2015) added that the problem of universities is not lack of intellectuals to perform the role of imparting education to Nigerians, but the poor service delivery, quality of work and management of the citadels of learning by individuals and or teams. Likewise, previous studies have identified declining competence, involvement of staff, and fall in academic rankings which flourished on the appropriate acquisition and utilization of staff flexible skills is now a concern for stakeholders (Duze, 2011; Imam, 2012; Nwosu, 2017; Oyedeji, 2015; Umukoro and Egwakhe, 2019). With reference to the highlighted problems, Okojie (2016) claimed that one reason for the decline in the productive capacity of the labor force can be traced to most Nigerian university staff who are not deeply committed to the goals and values of the institutions.

In the light of existing commentaries, previous literatures on flexible work design have connected employee-centric reward with commitment but more study is needed on the effect of flexible work design among employees' commitment in universities (Magaji, 2015; Wegman *et al.*, 2018; Oludeyi, 2015). While studies have been conducted on the effect of job characteristics on employee commitment in hospitals, banks, and the

production and manufacturing sectors, limited studies exist in other sectors (Awolusi, 2013; Faraji *et al.*, 2015; Kiiza and Picho, 2015; Nzewi *et al.*, 2017; Volmer *et al.*, 2012). Also, previous studies revealed that there was a significant difference in the mean (*M*) result of employee commitment of public and private universities with the public universities showing more commitment leaving the gap for researchers to determine why private university staff were less committed (Amune, 2015; Cavanagh *et al.*, 2019; Mbaegbu, 2011). Results also show that gender and age differences were significant for affective commitment but were not significant for continuance and normative commitment (Ebeh *et al.*, 2013). Further, the findings showed that length of service, educational qualification and marital status were not significant across the three dimensions of commitment. Hence, the need to investigate socio-demographic characteristics moderating effect on the relationship between flexible work design and employee commitment in selected private universities in Ogun State, Nigeria.

## 2. Literature Review

Conceptually, the term commitment is complex and defining it could be challenging (Dixit and Bhati, 2012). According to Jin and Yahya (2014), commitment refers to the willingness of individuals to give their time and effort to social systems where it can be seen as self-expressive. Affum-Osei *et al.* (2015) described commitment as behavioural intention or reaction, determined by the individual's perception of the normative pressure. Linking commitment to employees, Olivier (2010) advanced that there are levels of commitment, as highly committed employees may perform better than less committed ones because highly committed employees have been found to be more creative and are less likely to leave the organization. Coetzee and Botha (2012), Ahmad (2018) and Dixit and Bhati, (2012) concurred that the commitment of employees is an important issue because it may be used to predict employee's performance, absenteeism and other work-related attitudes and behaviors.

Flexible work design according to Magaji (2015), is redesigning of jobs to increase the opportunities of workers to experience feelings of responsibility, achievement, growth and recognition. The concept of work design is about making the employees' work enjoyable, and building motivational elements into the work (Ababneh and Hackett, 2019; Nzewi *et al.*, 2017). Egwakhe (2014) advanced that it is a technique that allows employees more control and responsibility over how they perform their own tasks subject to their knowledge, skills and ability. Socio-demographic characteristics refer to similar and or dissimilar features that distinguish individuals in a population. The features include but are not limited to gender, educational qualification, marital status, religion, age, income, nature of organization, position in organizational hierarchy, and work tenure (Azeez *et al.*, 2016). According to scholars, increasing diversity at the workplace brings along with it a different set of challenges, because different demographic groups have different needs, wants, and priorities (Chaudhary and Rangnekar, 2017; Robinson, 2015).

## **2.1 Flexible Work Design and Commitment: Social-Demographics as Moderators**

The act of connecting flexible work design and commitment with socio-demographic characteristics is profound, intriguing and complex both in constructs and theoretical validation. However, some scholars have examined the interactions from different perspectives such as Popoola (2009) who found a significant positive correlation between socio-economic factors (gender, age, marital status, educational qualification, work tenure, and monthly salary), work satisfaction, the locus of control and commitment of the staff in Nigerian private universities. Ebeh *et al.* (2013) also indicated that gender and age differences were significant for affective commitment but were not significant for continuance and normative commitment. On the other hand, Kónya *et al.* (2016) revealed that gender has no significant influence on commitment, but work characteristics have a strong impact on an employee commitment.

Khan *et al.* (2013) found that as employees grow older, their sense of obligations gains maturity, thereby reducing the chances of turnover. Conversely, Akinyemi (2014) postulated that older employees do not show more commitment than younger employees. Although in a study by Ogba (2008), it was found that commitments to the organization are higher for the younger and older employees than employees within the middle age groups. Likewise, Ajayi (2017) hypothesized that employee commitment is higher for the younger and older civil servants than those within the middle age groups. Thus, demographic factors such as age and work experience have relationship with employees' commitment.

As regards educational qualification, Igbal (2011) argued that educational level is negatively related with employee commitment and that more educated people may have high expectations which the organization may be unable to meet hence, highly educated individuals may have low commitment since they may have other opportunities of employment. Forkuoh *et al.* (2014) supported Igbal (2011) that, employees having certificates from first degrees and below exhibited high commitment and will stay compared to those with higher qualifications. On the other hand, other scholars found that there is a strong relationship between educational level and commitment. It is presumed that workers with high educational qualifications occupy higher position or ranks and therefore have more responsibilities which invariably require more commitment to the organization (Al-Kahtani, 2012; Azeez *et al.*, 2016; Cavanagh *et al.*, 2019).

In addition, flexible work design, employee commitment and socio-demographic characteristics were positively related to personal characteristics such as age; length of service in a particular organization, but with inverse relationship with an employee's level of education (Mugizi *et al.*, 2015). Lee and Chen (2013) study revealed that work attitude and employee commitment are the basis for delivering quality service and that employees' biographical characteristics; age, gender, work

level, education level, and work status have effect on work attitude and the employee commitment to work. In addition, it was established that a positive linkage exists between the age of individuals, years employees have spent in an organization and the level of commitment (Okpu and Jaja, 2014). More so, Mathieu and Zajac (1990) earlier argued that disparity in commitment levels may vary from one person to another because of individual differences with different priorities and characteristics.

Theoretically, the assumptions of the Job Demand-Resources (JD-R) model by Demerouti *et al.* (2001) and Bakker and Demerouti (2007) are that every occupation has its own specific risk factors. These factors are classified in two general categories (job demands and job resources), thus constituting an overarching model commonly applied to various occupational settings. Salanova *et al.* (2005) asserted that job demand resources model (JD-R) relates with structure of psychological climate at work. Bakker *et al.* (2014) proposed that employees show the best work performance in challenging, resourceful work environments (work design) because such environments facilitate their job engagement. Hence, Gönül and Gökçe (2014), and Hsu and Liao (2015) advanced that employees are intrinsically satisfied and committed when they have a work design. Thus, the JD-R model's proposition is that job demands and resources are negatively and positively related, respectively, to employee commitment (Jaehee-Jong, 2016). In addition, Two-Dimensional Commitment Theory (T-DCT) by Aaron Cohen in 2007 was adopted with the proposition that there is a distinction between attitudinal and behavioural commitment as, attitudinal commitment focused on beliefs, values, and traits of an individual while behavioral commitment relates to the process by which individuals fit into a certain organization.

### 3. Methodology

The cross-sectional survey research design was adopted in order to understand a particular population at a point in time. The application of the research design is in line with Oyelere *et al.* (2015) on organizational commitment among employees of Nigerian public sector, Magaji *et al.* (2017) on job enrichment and employee commitment, and Umukoro and Egwakhe (2019) on job characteristics dimension and employee continuance commitment. Ogun State was chosen as the study location and was necessitated by its high number of private universities in Nigeria National University Commission (NUC, 2018), as there are twelve (12) private universities. Six (6) private universities were purposively selected based on certain criteria (a) year of establishment (accredited universities from 5 years and above - 1999 to 2012), and (b) ranking on JAMB's 2017 by the Economic Confidential (2017). The selected private universities Covenant University in Ota, Babcock University in Ilesha-Remo, Bells University in Ota, Crescent University in Abeokuta, Crawford University in Igbesa, and McPherson University in Sotayo, Seriki Ogun State, Nigeria.

The target population consisted of 2,604 regular non-academic staff. A sample size of four hundred and thirty (430) was determined by applying the formula developed by

Krejcie and Morgan (1970) for sample determination for a finite population. The study adopted a multiple-stage sampling technique. A well-structured questionnaire was the research instrument and data were collected from the regular non-academic staff. Question items in the questionnaire were adopted and adapted. A pilot test was conducted to establish the validity and reliability of the instrument. The construct validity recorded as follows: Flexible Work Design ( $\alpha$ ) = 0.85; Employee Commitment ( $\alpha$ ) = 0.83, and reliability result through Cronbach's alpha coefficients from the internal consistency; Flexible Work Design ( $\alpha$ ) = 0.91; Employee Commitment ( $\alpha$ ) = 0.87. The work used primary data that were sourced from the sampled private universities and analyzed by using descriptive and hierarchical multiple regression analysis. The hierarchical multiple regression equation was established based on the features of flexible work design. Hence the model was formulated:

$$Y = f(X)$$

where:

Y = Employee Commitment (EC)

X = Flexible Work Design (FWD)

Z = Socio-Demographic Characteristics (SDC)

The functional relationship of the model is presented as:

$$EC = \beta_0 + \beta_1 FWD_i + \beta_2 SDC_i + \beta_3 FJD * SDC_i + \mu_i \quad (1)$$

where:

$\beta_0$  = Constant term;

$\beta_1$  = Coefficient of flexible work design;

$\beta_2$  = Coefficient of socio-demographic characteristics;

$\beta_3$  = Coefficient of Interaction of flexible work design and socio-demographic characteristics;

$\mu$  = Error term (Stochastic variable).

The expanded SDC gave birth to the equation below:

$$EC = \beta_0 + \beta_1 FWD_i + z_{1a} AG_i + z_{1b} YOE_i + z_{1c} EDUQ_i + \beta_1 z_1 FJD * SDC_i + \mu_i \quad (2)$$

where:

$\beta_0$  = Constant term;

$\beta_1$  = Coefficient of flexible work design;

$z_{1a}$  = Coefficient of age;

$z_{1b}$  = Coefficient of years of experience;

$z_{1c}$  = Coefficient of educational qualification;

$\beta_1 z_1$  = Coefficient of interaction of flexible work design and socio-demographic characteristics;

$\mu$  = Error term (Stochastic variable).

The study expected that socio-demographic characteristics will positively and significantly moderate the interaction between flexible work design and employee commitment. The paper adhered to the ethics of research; confidentiality, anonymity, and honesty were applied in the data collection, treatment and analysis. In addition, sources obtained from the studies of other scholars were duly acknowledged.

#### 4. Results, Presentation and Discussions

Descriptive statistics were used to categorize respondents' demographic characteristics as presented in Table 1, and the hierarchical multiple regression was utilized to debug the assumption that socio-demographic characteristics have no significant moderating effect on the relationship between flexible work design and employee commitment in selected private universities in Ogun State Nigeria. Results are presented in Table 2 (a and b).

##### 4.1 Analysis of Demographic Characteristics

This section focused on the respondents' profile grouped by demographic characteristics of age, educational qualification and length of service in the university.

**Table 1.** Respondents Demographic Characteristics

Variables	Characteristics	Student Respondents in this study N= 377	
		Frequency (N)	Percentage (%)
Age	18-25yrs	37	9.8
	26-35yrs	134	35.5
	36-45yrs	152	40.3
	46-55yrs	49	13.0
	56-65yrs	5	1.4
	<b>Total</b>	<b>377</b>	<b>100.0</b>
Educational Qualification	Primary School	19	5.0
	Leaving Cert.	42	11.1
	O'Level/Diploma	96	25.5
	Certificate	191	50.7
	A'Level/OND/NCE	29	7.7
	HND/First Degree		
	Postgraduate Degree		
<b>Total</b>	<b>377</b>	<b>100.0</b>	
Years of work Experience in University	0-2 years	89	23.6
	3-5 years	194	51.4
	6 years and above	94	25.0
	<b>Total</b>	<b>377</b>	<b>100.0</b>

*Source: Field Survey, 2019.*

The respondents by age result revealed that 37 (9.8%) were between 18-25 years, 134 (35.5%) were between 26-35 years, 152 (40.3%) between 36-45 years, 49 (13.0%) between 46-55 years, and 5 (1.4%) 56-65 years. This showed that more of the respondents were within the age bracket of 36-45 (40.3%), although a combined figure revealed that 75.8% of the total respondents were within 26-45 years. Evidences from Deloitte Global Survey (2018 and 2019) supported the fact that respondents within the age bracket of 26-45 years are often motivated by workload and flexibility, psychological state at work, available operational resources and work environment.

Respondents by educational qualification recorded 19(5.0%). Primary school leaving certificate, 42(11.1%) O'Level/Diploma Certificate, 96 (25.5%) A'Level/OND/NCE, 191 (50.7%) HND/First degree, and 29 (7.7%) postgraduate degree. Information on years of work experience in the university 89 (23.6%) of the respondents had 0-2 years, 194 (51.4%) had 3-5 years, and 94 (25.0%) had 6 years and above. The result indicated that majority of the respondents were matured, educated and have worked in universities to qualify them as authentic and reliable sources of information. The results on socio-demographic characteristics (age, years of experience, educational qualification) moderating effect on the relationship between flexible work design and employee commitment in selected private universities in Ogun Nigeria is presented in Table 2.

**Table 2.** Summary of Hierarchical multiple regression analysis results for flexible work design, employee commitment and socio-demographic characteristics

Model Summary									
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Change in R <sup>2</sup>	ΔF	df1	df2	Sig. F Change
1	0.170 <sup>a</sup>	0.029	0.021	0.50251	0.029	3.699	3	373	0.012
2	0.674 <sup>b</sup>	0.454	0.448	0.37721	0.425	289.971	1	372	0.000
3	0.993 <sup>c</sup>	0.985	0.985	0.06219	0.531	3314.427	1	371	0.000

a. Predictors: (Constant), Years of Experience, Educational Qualification, Age

b. Predictors: (Constant), Years of Experience, Educational Qualification, Age, Flexible Work Design

c. Predictors: (Constant), Years of Experience, Educational Qualification, Age, Flexible Work Design, FWI

**(b) Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Correlations		
	B	Std. Error	Beta	T		Zero-order	Partial	Part
(Constant)	4.514	0.044		101.810	0.000			
Age	0.001	0.004	0.003	0.284	0.777	-0.07	-0.02	-0.00
Educational Qualification	-0.006	0.003	-0.015	2.087	0.038	-0.12	0.11	-0.01
Years of Experience	0.006	0.006	0.010	1.070	0.285	-0.14	-0.06	0.01
Flexible Work Design	0.987	0.017	0.880	59.432	0.000	0.66	-0.95	-0.38
FWD and SDC	0.217	0.002	1.711	115.388	0.000	0.92	0.99	0.73

a. Dependent Variable: Employee Commitment

Source: Field Survey, 2019.

**4.2 Interpretation**

A three stage hierarchical multiple regression model summary in Table 2(a) was conducted to determine the relationship between the independent variable; flexible work design against the dependent variable employee commitment after controlling for the effects of age, educational qualification and years of experience. Results revealed that, there was a significant moderating combined effect of socio-demographic characteristics (age, years of experience, educational qualification) on



the relationship between flexible work design and employee commitment in selected private universities in Ogun State, Nigeria. The interaction effect of socio-demographic characteristics on flexible work design and employee commitment revealed a strong positive significant effect ( $R = 0.993$ ,  $\Delta R^2 = 0.985$ ,  $\Delta F(1, 371) = 3314.427$ ;  $p < 0.05$ ).

Further explaining the results in Table 2(a) revealed that, Model 1 with age, educational qualification and years of experience as predictors of employee commitment, had  $R$  value of 0.170, thus, a positive relationship existed between the predictor variables and employee commitment, though the relationship was weak. The  $R^2$  (0.029 or 2.9%) was significant at  $F(3, 373) = 3.699$ ,  $p < 0.05$ , but it could only account for 2.9% of the variance. On the other hand, Model 2 (Years of Experience, Educational Qualification, Age, and Flexible Work Design) with an inclusion of flexible work design, recorded an improvement over the earlier model, with an  $R$  of 0.674 and an  $R^2$  change of 0.425, thus 42.5% of the variance had been accounted for. The change in  $R^2$  was significant at  $F(1, 372) = 289.971$ ,  $p < 0.05$ ; this showed that the second set of predictors (Years of Experience, Educational Qualification, Age, and Flexible Work Design) could predict employee commitment. The interaction term in Model 3 (Years of Experience, Educational Qualification, Age, Flexible Work Design) with an inclusion of Socio-Demographic Characteristics\*Flexible Work Design, observed an improvement over the previous models, with an  $R$  of 0.993 with  $R^2$  change of 0.531, thus 53.1% of the variance had been accounted for. The change in  $R^2$  was significant at  $F(1, 371) = 3314.427$ ,  $p < 0.05$ ; this showed that in the third model (Years of Experience, Educational Qualification, Age, Flexible Work Design, Socio-Demographic Characteristics\*Flexible Work Design) educational qualification which was a sub-element of SDC could moderate the relationship between flexible work design and employee commitment.

From the coefficient results in Table 2(b), the  $\beta$  coefficients for the constant and five sub-elements of SDC to employee commitment were as follows; Constant  $\beta = 4.514$ ,  $t = 101.810$ ,  $p = 0.000$ : significant; Age,  $\beta = 0.001$ ,  $t = 0.284$ ,  $p = 0.777$ : positive but not significant; Educational Qualification,  $\beta = -0.006$ ,  $t = -2.087$ ,  $p = 0.038$ : negative but significant; and Years of Experience,  $\beta = 0.006$ ,  $t = 1.070$ ,  $p = 0.285$ : positive but not significant; Flexible Work Design,  $\beta = 0.987$ ,  $t = 59.432$ ,  $p = 0.000$ : positive and significant and Socio-Demographic Characteristics\*Flexible Work Design  $\beta = 0.217$ ,  $t = 115.388$ ,  $p = 0.000$ : positive and significant. Based on the results from the analysis, socio-demographic characteristics jointly moderated the interaction between flexible work design and employee commitment.

#### 4.3 The Model

$$EC = \beta_1 FWD_i + \beta_2 EDUQ_i + \beta_3 FJD * SDC$$

The hierarchical regression result at aggregated level was significant for Model 3, however individual results showed that only educational qualification from the socio-demographic characteristics moderated significantly the relationship between flexible

work design and employee commitment in selected private universities in Ogun State, Nigeria. Further, the coefficient (parameter estimate) results indicated that, while increase in flexible work design would cause increase in employee commitment by 0.987 units, decrease in educational qualification would have negative effect on employee commitment and cause decrease in employee identification, involvement and loyalty by -0.006. More so, increase in the interaction term of Socio-Demographic Characteristics\*Flexible Work Design would result in increase in employee commitment by 0.217 units. Consequently, educational qualification should be considered in order to ensure that the flexibility in work design matches the educational level of the non-teaching staff and in turn lead to employee commitment.

## **5. Discussion**

The results along socio-demographic characteristics moderating effect on the relationship between flexible work design and employee commitment in selected private universities in Ogun State, Nigeria was encouraging. However, the individual variable Model 1, 2, 3 results revealed that educational qualification from the socio-demographic characteristics had negative but statistically significant moderating effect on employee commitment. Indicating that educational qualification of employees could have inverse significant moderating effect on the relationship between flexible work design and employee commitment. The findings showed similarities and disparities with findings from previous researchers such as Ababneh and Hackett (2019), Aina *et al.* (2012), Cavanagh *et al.* (2019), Mugizi *et al.* (2015) and Popoola (2009).

In Lee and Chen (2013), workers' biographical characteristics affected work attitude and the employee commitment to work which this work sustained and Amangala (2013) corroborated. Also, this finding was in consonance with Mugizi *et al.* (2015) that age, educational level, years of experience, work experience, and work position are positive significant antecedents of employee commitment. Azeez *et al.* (2016) was further corroborated that educational qualification affected affective and continuance commitment only, while experience had effect on the three dimensions of commitment. The individual factors involved in the development of employee commitment and demographics as put forth by Affum-Osei *et al.* (2015) was substantiated by this work. Al-Kahtani (2012) position that a strong relationship between educational level and commitment was affirmed especially as educational qualifications enabled occupying higher managerial position or ranks (Cavanagh *et al.*, 2019), leading to high level of commitment.

On the contrary, Igbal (2011) argued that educational level was negatively related with employee commitment to the organization and that more educated people may have high expectations which the organization may be unable to meet hence, highly educated individuals may have low commitment since they may have other opportunities of employment. Consequently, Forkuoh *et al.* (2014) hypothesized that, employees who were having certificates from first degrees and below exhibited high

commitment and stayed compared to those with higher qualifications. Amangala (2013) concurred that the number of years worked had an overwhelming influence on workers' commitment which was not sustained by the findings herein. Lee and Chen (2013) was also corroborated that employees who have stayed longer on the job developed a more negative attitude towards their jobs, which affected their commitment to their job. Egwuonwu (2015) added to the discourse that not all committed employees are engaged and not all engaged employees are committed.

The disparities among scholars could be as a result of the personalities of the workers, the sector and or country where the studies were conducted. However, according to Kónya *et al.* (2016), most demographic variables had weak outcome on commitment while work design had a strong effect on commitment. Gönül and Gökçe (2014) advanced that employees were intrinsically satisfied and committed when they had a flexible work design. However, high levels of work demand that take the employee's time and energy and increases stress were likely to reduce the quality of the social exchange relationship, thereby resulting in lower commitment (Jaehee-Jong, 2016). Nevertheless, work resources are assumed to be initiators of a motivational process in which adequate work resources increase positive attitudes toward work such as work engagement, and employee commitment (Bakker *et al.*, 2014; Hsu and Liao, 2015; Schaufeli, 2013), which in turn reduce turnover intentions and improve extra-role performance.

## 6. Conclusion and Recommendations

Based on the data analyzed and findings established, socio-demographic characteristics significantly moderated the interaction between flexible work design and employee commitment in selected private universities in Ogun State, Nigeria. In general, this study recommended that the workers' educational qualification is vital to ensure that the resources provided match the demand of the flexible work design to enhance employee commitment. However, it is also the responsibility of human resource manager and the employee to acquire additional knowledge needed for the work and create faster means of achieving the goal set by the work thereby, and providing added resources for themselves. Future studies should be extended to other sectors.

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