

## The Role of Motivation in the Job Performance of Academic Staff of Universities in Ogun State

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### Abstract

Motivation is a crucial tool in the hand of a leader to influence the performance of the staff members in a university system. Motivation is tool that when put to proper use, can make even the dullest staff to perform at his best. The ability of the leader to explore motivational technique in the management of universities has led to tremendous success to the performance of academic staff in universities in Ogun State. This study examined the role of motivation of academic staff in relation to their job performance in private and public universities in Ogun State, Nigeria. The study adopted a descriptive survey research design. The population for the study was made up of 2,974 lecturers in the licensed private and public universities that were in operation in Ogun State, Nigeria as at September, 2013. The proportionate sampling procedure was adopted; consequently, 20% was randomly selected from each of the nine licensed private and public universities in Ogun State, Nigeria. A total of 594 respondents formed the data-producing sample for this study. The instrument for this study was a self-structured questionnaire titled "Leadership and Staff Performance Questionnaire" (LSPQ). The study concluded that Academic staff of private universities performed better than those in public universities regarding their rapport with students because of the fact that their job security was tied to their job performance. The following recommendation was provided; The leadership of public universities should adopt the motivational technique existing in private universities.

### Keywords:

Motivational  
technique.  
Performance,  
Academic Staff,  
School culture

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### **Background to the Study**

Motivation is undoubtedly the most challenging issue militating against the performance of the Academic staff of Nigerian universities. Because of the changing structure of work, research on Motivation has generated interest among academic and its practitioners. Ehimen, Mordi, and Ajonbadi (2014) noted that the research on motivational techniques was required in the management of human resources in the Nigerian education sector as intense industrial discontent on the issue has led to many strikes and litigations. Luthans (1998) observed that Motivation is a management process, influence the behaviour of academic staff members based on the knowledge of what make them to be encouraged to work. According to Tella, Ayeni, and Popoola (2007), Effective motivation is a way of stimulating people such that they become satisfied with and committed to their jobs. This idea of motivation is in consonant with Clark (2010) who viewed motivation as a set of energetic forces that originate both within as well as beyond an individual's being influencing work-related behaviour and determining its forms, direction, intensity and duration. He explained further that Motivation is a basic psychological process along with perception, personality, attitudes, and learning.

Motivational techniques like promotion, financial motivation, reward system, recognition of outstanding achievement, and Medical allowances are some of the techniques that will be considered in the cause of this write up to identify which one if put in place and were they exist, to note how effective these has been utilized in increasing the job performance of the academic staff of universities in Ogun State.

### **Statement of the Problem**

The main objectives of impacting knowledge through teaching, research and community services are fast becoming a thing of the past. To effectively deliver on these objectives, qualified and competent academics are required. However, the performance of academic staff is not only a function of ability (qualification and competence) but also of motivation. Abdulsalam and Mawoli (2012) contends that the two most important variables explaining employee performance are motivation and ability. The academic staff of universities have lamented over unpaid salaries, debilitated in fractures, ill equipped laboratories and very poor conditions of hostels in universities in Nigeria. Federal and State government failing to complete the part of the agreements reached with the academic staff of universities which has resulted to many strike actions in recent past. All of these issues buoys on Motivation for academic staff of universities. The implications of a de-motivated workforce are numerous, these includes a high level of absenteeism, low work pace, and unwillingness to take responsibility, reduced levels of creative contributions, ultimately low production and profits. Ita Mariza (2016)

The university Administrators over the years have employed different motivational techniques to increase the performance of the academic staff and the administrative staff members. One of these policies is good remuneration. Job content, job context and reward system as described by Adelabu (2005). According to her, the prevalent conditions that affect the moral of academic staff in Nigeria universities are described in these terms. Job context in Public schools in Nigeria are a collection of dilapidated buildings, many without toilets and

other basic facilities. The schools are staffed by tired and frustrated lecturers and attended by poorly fed, disenchanted students. This environment does not engender high job morale. Job content: Teachers', particularly in elementary schools, are seriously overworked. A typical government teacher is required to teach between seven to eight periods each day to classes, which frequently have more than forty pupils.

Lecturers are also expected to assist with other school-based activities that are sometimes labour-intensive. The reward system in terms of pay packets and promotion does not appear to have job motivation as its goal. Generally, the research exploring Lecturers motivational issues in Nigeria shows that, Lecturers are poorly motivated and are dissatisfied with their living and working conditions. The key reasons for this are Low wages when compared with other professionals, Low status in the society, Lack of career advancement opportunities, High lecturer-students ratio, Poor work environment, inadequate fringe benefits, Irregular payment of lecturers salaries

According to the literature these conditions are responsible for low teacher morale and the difficulty in attracting and retaining quality lecturers in Nigerian universities. Not much research has been done on motivational techniques in universities in Ogun State, Nigeria, hence, this study focuses on the impact of motivational techniques on the job performance of academic staff in universities in Ogun state, Nigeria.

## **Literature Review**

### **Job Performance and Motivation**

Slocum and Hellriegel (2011) identified self-motivated workers as high achievers. They like to set their own goals and always try to accomplish great something. Self-motivated workers seek the challenge of making tough decisions and exercise self-control over their behaviour especially in the selected goal. These brand of workers try to take advice or help from experts who can provide needed knowledge or skills. High achievers prefer to be fully responsible for attaining their goals and take the credit if they win as well as the blame if they lose.

Slocum and Hellriegel (2011) said high achievers avoid selecting extremely difficult goals. They prefer moderate goals that are neither so easy that attaining them provides no satisfaction nor so difficult that attaining them is more a matter of luck than ability. They gauge what is possible and then select difficult goals they think they can handle. High achievers set personal challenges, enjoy task that will stretch their ability and prefer tasks that provide immediate feedback. They like to know how they are fairing. This is why a high achiever often chooses a professional career or entrepreneurial activities. To them, performance is related to goal and feedback.

McClelland and his associate at Mcber and Company, as cited in Slocum and Hellriegel (2011), conducted a research supporting that learned needs, motivated power, and achievement is critical for high-performance leaders. According to their findings, individuals with these high needs are particularly goal- oriented at increasing morale, creating clear expectations for performance and getting others to work for the good of the organisation. Individuals who are

high in need of achievement are usually reluctant to delegate work to others and are impatient when working towards long-term objectives.

People with a high need for achievement are often attracted to organisations that have a pay-for-performance reward system because they know that if they perform well, they will be financially rewarded. The motivating factors include the work itself, recognition, advancement, and responsibility. These factors, according to Slocum and Hellriegel (2011), are related to individual's positive feelings about the job and the details of the job itself. These positive feelings, in turn are associated with the individual's experiences of achievement, recognition, and responsibility.

Besides creating jobs that individuals find challenging, and rewarding, individuals are also motivated by the belief that they can expect to achieve certain rewards by working hard to attain them. Believing that they can get an 'A' in a particular course by putting more effort can be an effective motivator. The expectancy model as stated by Cummings and Worley (2009) and Slocum and Hellriegel (2011) focused on the idea that individuals are motivated to work when they believe that they can achieve their desire fulfilments, materially and otherwise from the jobs. Their expectations might include satisfaction of safety needs, the excitement of doing a challenging task, or the ability to set and achieve difficult goals.

The basic premise of the expectancy model is that an individual is a rational person. A combination of forces in an individual and the environment determines behaviour. The staff goes to work or attends school with expectations that are based on their needs, motivations and past experiences. These factors influence how the staff will respond to an organisation but these can change over time. The model decides the staff behaviour in the organisation, even though many are placed on the individual behaviour through rules, technology and work-group norms. The model also states that the individual and others have different needs and goals, the reward will depend on the gender, race, and the like. In addition, the individual decides among alternatives based on the perception of what is desirable and what is not.

Generally, the expectancy model holds that the individual have an idea of what is desired from the job. Expectancy model according to Newstrom (2011) is the belief that a particular level of effort will be followed by a particular level of performance. An individual's degree of expectancy can vary from the belief that there is no relationship between the effort and the performance to the corresponding level of performance. In summary, the expectancy model states that work motivation is determined by the desire of various work out comes in relation to different performance levels.

Zervas & Lassiter (2007) argued that Subordinates respond negatively to repeated use of threats under normal working conditions, and over time, staff motivation is likely to decline under the influence of this type of leadership. Staff will quit both in terms of engagement and physically leaving the organisation. The greatest negative effect of the Coercive style is on flexibility and generation of new ideas. This style is not suitable for Nigerian Universities except in times of crises or emergency which rarely occurs.

### **Review of Related Literature**

Abdusalam, and Mawoli (2012) in their study investigated the relationship between motivation and teaching performance on one hand, and motivation and research performance on the other hand. The research made use of survey research method in collecting data from academic staff of Ibrahim Badamasi Babangida University, Lapai (IBBUL) Nigeria. A total of 141 or 64% of the academic staff of the university were sampled out of 219 academic staff. Pearson correlation and linear regression statistical tools were used to determine the relationship as well as the effect of motivation on both teaching and research performances. The result found a moderate positive correlation between motivation and teaching performance, and a weak negative correlation between motivation and research performance. It also showed that motivation exerts significance influence on teaching performance but does not exerts any significance influence on research performance. The study therefore recommends that issues of academic staff motivation should be given serious attention to facilitate effective teaching and delivery of knowledge. Universities should also set aside special funds for sponsoring publications and also market the research which is conducted by the academic staff.

The moderate positive correlation between motivation and teaching performance as found in the study is correct since some other variables like communication, office space, and even parking space as shown in review of related literature are responsible for positive teaching performance. In the absence of the other variables, motivation alone can produce a moderate effect on the teaching performance of teachers. The study also showed that teachers do not necessarily have to be motivated for them to conduct research provided the research is marketed as a means to improve knowledge.

### **Research Design**

This study adopted a descriptive survey research design to collect information from a group of people in order to explain the population.

### **Population of the Study**

The population for this study was made up of all the lecturers in the private and public universities that were in operation in Ogun State, Nigeria as at September, 2013. The total number of the academic staff of all the universities as obtained personally by the researcher was 2,974 at the commencement of this study. The breakdown is as follows: Redeemers University: 200, Bells University: 178, Olabisi Onabanjo University: 598, Babcock University: 443, Crescent University: 218, Covenant University: 436, Tai Solarin University of Education: 220, Federal University of Agriculture: 529, and Crawford University: 152.

### **Sample and Sampling Procedure**

The proportionate sampling procedure was adopted for this research. Consequently, 20% of the total population was randomly selected from each of the nine licensed private and public universities in Ogun State, Nigeria. Ultimately, a total of 594 participants formed the data-producing sample for this study. Redeemers University moved to Ede, Osun State by October 2014 after the data had been collected from their Mowe campus in September 2013.

### **Research Instrument**

The instrument for this study was a self-structured questionnaire titled “Leadership Behaviour Staff Performance Descriptive Questionnaire” (LBSPDQ).

### **Scope/Limitations of the study**

This study examines the various forms of motivation technique utilised by administrators in universities in Ogun State, Nigeria and evaluates how these technique has improved job performance of Academic staff of those universities.

### **Research Question: In what ways do motivational technique relate with job performance of academic staff in private and public universities?**

Responses to some items in the research instrument (i.e. constructed questionnaire) answer the stated Research Question. The analysis is presented in Table 1.

**Table 1: Motivational Technique and Job Performance of Academic Staff in Private and Public Universities**

Motivational Techniques	Public			Private		
	Mean	Std. Dev.	Rank	Mean	Std. Dev.	Rank
1. Reward System	2.68	0.96	1 <sup>st</sup>	2.83	0.96	1 <sup>st</sup>
2. Financial Motivation	2.60	1.05	2 <sup>nd</sup>	2.65	1.09	2 <sup>nd</sup>
3. Recognition of Performance	1.73	0.94	3 <sup>rd</sup>	1.90	1.05	3 <sup>rd</sup>
4. Medical Allowances and Facilities	1.61	0.77	4 <sup>th</sup>	1.74	0.80	4 <sup>th</sup>
5. Show of Appreciation	1.37	0.77	5 <sup>th</sup>	1.33	0.77	5 <sup>th</sup>
<b>Grand Mean &amp; Std. Dev.</b>	<b>1.99</b>	<b>0.93</b>		<b>2.09</b>	<b>0.97</b>	

**Source:** Fieldwork, 2014.

Questions 1, 2, 3, 4 and 5 represented the motivational technique of the leadership; hence, the tables represented the view of the respondents.

Motivational technique in public university with item 12 (2.68) which is the reward systems in those universities ranked the highest. In public universities also, item 12 (2.83) ranked the highest. However, in both group of universities, item 16 (1.37) and (1.33) ranked the list. Considering the population of the private universities, it could be inferred that motivational techniques is more effective in those universities when compared to public universities.

The statistics obtained in Table 1 showed a change of response in the previous findings across the types of university on motivational techniques. Despite the mixed responses obtained from the lecturers on each item, the results from the table suggested that in public universities, there are not enough motivational techniques in practice within the system of management. This is evident in the mean response of 1.99, obtained from public universities. Majority of the responses in question two, expressed that they are never appreciated. This could be regarded as a negative response.

In contrast to this, the responses from Question Twelve showed a positive response because the lecturers agreed to the fact that when they perform outstanding task, they are appreciated. This corroborates Slocum and Hellriegel's (2011) findings that the motivating factors do not include the work itself, but recognition, advancement, and responsibility. These factors, according to them, are related to an individual's positive feelings about the job and the content of the job itself. The response received from question nine is an indication that the management is interested in the welfare of the lectures. The responses in question twelve show that majority of the respondents see supervision as witch-hunting. This result is contrary to the findings made by Ohiwerei and Okoli (2010) which stated that the functions of an education supervisor is to correct, direct, teach, demonstrate, assist in teaching techniques, assist in processing of evaluation and examination as well as revision of curriculum and course of study and holding conferences or group meetings. The analysis of the responses shows that the lecturers are poorly motivated even though they are allowed to attend seminars and workshop. Granted that seminars and workshops will only enhance the quality of their work, however, when they stay longer in the office conducting tutorial for students, the management does not reward them, neither does it reward them when the students perform well in their subject areas.

The implication of these findings is that the job performance of academic staff is on the decrease when there is little or no motivation. Going by the breakdown of the responses obtained from the table above the public and the private universities, it is evident that though lecturers in private universities are motivated, the level of motivation in public universities is poor. This is evident in the mean response of 2.68 and 2.83 shown on the Table 2.

### **Research Hypothesis**

Ho: There is no significant difference between motivational technique in private and public universities in Ogun State.

**Table 2: Difference in the motivational technique in private and public universities in Ogun State**

Type	N	Mean	St dev	t-cal	t-critical	df	p	Remark
Public	335	12.75	2.20	2.08	1.65	546	0.04	Significant
Private	213	13.26	2.12					

The data on Table 2 revealed that the average scores of motivational techniques of private universities of 13.26 is greater than that of public universities of 12.75. Also, the table further revealed that the calculated t of 2.08 is greater than the critical value of 1.65 at 546 degrees of freedom. This is significant at 5%. This indicates that there is a significant difference in the motivational techniques in private and public universities. The null hypothesis is therefore rejected.

### Findings

There is a significant difference in the motivational techniques between private and public universities. The Hypothesis was to find out the extent to which motivational techniques affected job performance of academic staff in private and public universities in Ogun State. The findings show that significant relationship in motivational techniques and job performance in private universities but not in public universities State. This may be attributed to the fact that motivation by itself is a complex concept which can be influenced by many factors. Money was a source of motivation for academic staff in those universities. The study did not show that money was a challenge to staff members in private universities but people with high need for achievement are often attracted to organisations that have a pay-for-performance reward system because they know that if they perform well, they will be financially rewarded. There was no indication that the academic staff of private universities was properly remunerated.

The academic staff of public universities complained of delay in payment of salaries and allowances, when they do, it comes late. Also, academic staff in public universities place value on medical grants, incentives or have high quality medical facilities to cater for their staff (Obalum and Fiberesima, 2012). It is important to note in Nigeria quality medical facilities are scarce and expensive hence, the universities that provide this facility is appreciated.

The academic staff of public universities noted particularly that inappropriate facilities are a demotivating factor of their job as lecturers. The public universities are underfunded; also, Autonomy in teaching, especially in syllabus design, is a very important motivating factor for many academics. Shoaib (2004) found that for his interviewees who were teaching in higher education institutions autonomy of some sort (e.g., control of curriculum, control over exams and marks) is of great motivational force. However, the lack of autonomy can have a demotivating effect on lecturers' performance



This corroborated the findings of Mandizvidza (2014) which stated that money is a reward and for some people, it is more important than anything else their organisation can give. Other motivating factors include the work itself, recognition, advancement, office space, and responsibility. This were prevalent in both the private and public universities but was more in private universities. This agrees with the findings of Slocum and Hellriegel (2011) who stated that high achievers create jobs that individuals find challenging. Besides creating jobs that individuals find challenging, and rewarding, staff members were also motivated by the belief that they can achieve certain rewards by working hard to attain them. This is the driving force motivating the academic staff in both universities. For instance, lecturers believe that they can get promotion when their students get an 'A' in their courses, hence, putting more effort is an effective motivator for the academic staff.

### **Conclusion**

The levels of motivation put in place by the university administrators directly impact the job performance of academic staff in universities in Ogun state. Statistics' shows that private universities have maintained steady academic calendar over the last decade since they came into inception, this is largely because the academic staff are sufficiently motivated. This can be inferred in the submission of Amponsah and Onuoha (2013) who affirmed that the performance of the private universities from 1999 to 2009, were outstanding for their ability to provide uninterrupted academic calendar through the years; for production of the best quality graduates, as well as graduating highly ethical and well disciplined students. This was evident in the number of graduates turned out every year and their acceptability in the labour market.

### **Recommendation**

The motivational techniques prevalent in private universities are worthy of note, the public universities can borrow a leaf to ensure that the academic staff are sufficiently motivated. This can place Nigerian universities among the best ranked universities while the federal government work to provide the other conditions militating against the success of those universities.

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