

Motivation and Job Performance of Lecturers of Tertiary Institutions in Nigeria: Implication for Counseling

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Abstract

The study was set out to investigate motivation and job performance of lecturers of tertiary institutions in Nigeria. In order to investigate the problem, three hypotheses were formulated to guide the study. Two instruments were used, namely, "Lecturers' Motivation scale" and "Lecturers' Job Performance Scale". The lecturers' motivation scale had a reliability coefficient of 0.86 and the lecturers job performance scale, a reliability coefficient of 0.84. Both instruments had content and facial validity and also language appropriateness. The researcher used six research Assistants to administer two hundred and sixty copies of the questionnaire on respondents in the six tertiary institutions in Nigeria. Two hundred and forty six copies were retrieved showing ninety four percent return rate. The information obtained from the field work were collated and the Pearson Product Moment Correlation Coefficient Statistics was used to test the hypotheses at 0.05 level of significance. The findings showed that there was no significant relationship between lecturers' work environment and their job performance; there was significant relationship between lecturers' salary/incentives and job performance; there was significant relationship between lecturers' promotion and job performance. Some of the recommendations are: that salaries and allowances which motivate lecturers in their job performance should be paid regularly. Lecturers should also be promoted as and when due in order to perform their job better.

Keywords

motivation, job performance, lecturers and tertiary institutions

1. Introduction

The National Policy on Education (NPE, 2016, p. 27) define Tertiary Education as the education given after secondary education in Universities, Colleges of Education, Polytechnics, Monotechnics (including those institutions offering correspondence courses). Some of the goals of tertiary education as listed by the NPE include:

- Teaching;
- research and development;
- generation and dissemination of knowledge;
- maintenance of minimum educational standards through appropriate agencies;
- dedicated services to the community through extra-moral and extension services, etc.

In order for the goals of tertiary education to be effectively achieved, the National Universities Commission (NUC) 2014 made the Doctor of Philosophy (Ph. D) degree the minimum teaching qualification for academic staff in Nigeria universities. The action of the NUC appears to show as if qualification or ability is the only determinant of effective job performance of academic staff of tertiary institutions. But Dauda and Mohammed (2012) opined that job performance of academic staff is not only a function of ability (qualification) but also of motivation.

Folunso, Adewale and Abodunde (2014, p. 276) have asserted that job performance of academic staff is important because good quality tertiary education is an important avenue towards nurturing the teachers needed for Universal Primary Education; the experienced doctors, nurses and community workers needed for better welfare and health facilities, the accountants, economists and journalists required for better private business and better governance. They also maintained that for higher education to develop the capacities mentioned, it must ensure that their staff are well motivated in order to contribute to the quality needed for socio-economic and political development.

Geoffrey (2010), undertook the study of public universities' academic staff motivation and job performance of Maker ere University in Uganda. The study examined the effects of motivational factors on lecturers' teaching, research and community service and it found out that motivational factors have significant relationship with lecturers' teaching and research activities at the Maker ere University. The study by Babaita (2010), on the relationship between motivation and workers' job performance in Nigeria banking industry found out that motivation has significant positive impact on workers' job performance.

Motivation may be seen as the propelling force in the behaviour of individuals. It is believed that motivation is what makes people to undertake certain activities, persist in such activities and bring them to a conclusive end. According to Mullins (2007), motivation can be defined as the direction and persistence of actions of people over a long period of time and even in the face of challenges. The author further noted that individuals' behaviour is determined by what motivated them and that their performance is not ascertained by only their ability but their level of motivation as well. Relating this to this study, one can therefore reiterate that the job performance of lecturers in tertiary institutions in Nigeria appears to be a product of their qualifications and their driving force (motivation). Motivation could be extrinsic or intrinsic. In the view of Mullins (2007) extrinsic motivation is concerned with "tangible rewards such as salary/incentives, promotion and the work environment while intrinsic motivation bothers on 'psychological' rewards such as opportunity open to the employee to use his/her ability and a sense of challenge and achievement in the workplace. Put in another way, extrinsic

motivation is external, while intrinsic motivation is internal” (or self motivation).

In this research, the focus is on extrinsic motivation and the factors to be considered are lecturers’ work environment, lecturers’ salary/incentives and lecturers’ promotion.

2. Work Environment

The importance of work environment cannot be overemphasized. Probably, this was why Handy (1997, p. 29) stressed that comfortable workplace would lead workers to perform their jobs well. Handy listed the work environment that may inspire workers for job performance to include provision of adequate tools and equipment such as public address system, computer, resource materials for teaching and good offices. Handy also maintained that good working environment provides comfort to workers and boost their morale. On the other hand, bad working environment brings frustration and regret and it also negatively affects job performance of workers.

In 2003, the chartered management institute of Nigeria carried out a study on United Kingdom’s Managers’ attitude to and experience of their physical environment. The study made use of a random sample of 4000 managers in all sectors and size of organization. The research addressed the layout of offices and use of modern technologies. Others include, underequipped meeting rooms and lack of adequate meeting space. The study found out that nearly 50% of those who participated in the investigation said, they would forgo one week annual leave in order to get better office. Many of the respondents also said, they would forgo £1,000 in salary in order to get upgraded workspace. This research has clearly revealed the importance workers attach to good working environment.

3. Salary/Incentives

It is believed that regular payment of workers’ salaries (in this case, lecturers), will enable them meet their needs and thus be stimulated to work harder. In the same vein, incentives (such as study leave with pay, Christmas bonus, housing/vehicle loans and health facilities) may make lecturers more comfortable, improve their lifestyles and encourage them to perform their duties better. Commenting on this, Peretomode (2012) in Lunenburg and Omstein (2014) opined that some of the variables that motivate workers towards effective job performance are good salary, praise, promotion and job security.

Furthermore, Ulabor, Chima and Hakeem (2014) investigated the forms and scope of employee motivation techniques in Nigeria education sector and one of their findings was that many of the employees are motivated by the desire to earn fair wages and salaries. Still on salary and incentives, Obalum and Fiberesima (2012), asserted that the Nigerian employees place value on employers who grant medical allowances as incentive. The authors further stated that medical facilities are scarce and expensive and that employers therefore see the offering of medical incentives as a means of motivating employees.

4. Promotion

From observation, when lecturers are promoted as and when due, they are greatly encouraged to do their work with increased zeal. Again promotion of lecturers to senior ranks may attract higher responsibilities and it highly motivates them. The study of Abejirinde (2009) on the relationship between motivation and work performance with employees of public and private enterprises in Nigeria revealed that promotion as motivator is positively correlated with employees' performance.

Again, Tella, Ayeni and Popoola (2007) studied work motivation, job satisfaction and organizational commitment of library personnel in academics. They found out that the desire to be promoted and earn enhanced pay motivated the workers. Additionally, Olajide (2000) reiterated that employees' promotion is a motivating factor used by managers to motivate their workers.

5. Operational Definition of Terms

The following concepts have been defined operationally;

- 1) **Motivation:** This refers to the variables that stimulate a lecturer to perform his duties and these variables are work environment, salary/incentive and promotion.
- 2) **Job performance:** In this investigation, job performance entails the actions taken by lecturers to get their tasks accomplished efficiently.

6. Statement of the Problem

Poor job performance among lecturers of tertiary institutions in Nigeria appears to be a common thing. Visible signs of poor job performance among the lecturers include, poor preparation of lecture notes, uninteresting mode of delivery of lecture, and unsatisfactory method of evaluation.

A visit to some of the tertiary institutions in Nigeria reveals unwholesome working environment, for example, inadequate lecture rooms, poorly equipped lecture rooms and insufficient laboratories. Lecturers' offices in some instances are not well equipped. Promotion systems in some cases are not based on merit but on godfatherism. Salaries and allowances are generally poor and sometimes, are not paid regularly. If this situation is allowed to continue, it may frustrate the objectives and goals for which tertiary institutions have been set up or established. The problem of the investigation put in a question form is therefore: what is the relationship between motivation and lecturers' job performance in tertiary institutions in Nigeria?

7. Objective of the Study

The objective of this paper is to investigate the relationship between motivation and job performance of lecturers of tertiary institutions in Nigeria and suggest possible ways Employers of Labour could utilize such information to enhance lecturers' output.

Specifically, the study will focus on work environment of lecturers, lecturers' salary/incentives and promotion as they correlate with their performance.

8. Hypotheses

Three hypotheses were formulated to guide the study:

- 1) There is no significant relationship between work environment and lecturers' job performance.
- 2) There is no significant relationship between lecturers' salary/incentives and their job performance.
- 3) There is no significant relationship between promotion and lecturers' job performance.

9. Research Procedure and Methodology

The study adopted correlational method using Ex-post Facto design. Nnamdi (2002, p. 25) asserted that Ex-post Facto design is a systematic empirical study in which the researcher does not in anyway control or manipulate independent variables because the situation for the study already exists or had already taken place. The population of the study was made up of all lecturers in public tertiary institutions in Nigeria, that is, universities, polytechnics and colleges of education. The stratified sampling method was used to select six tertiary institutions that participated in the study, that is, two Universities, two Polytechnics and two Colleges of Education. The two universities consisted of one federal and state and the two polytechnics comprised one federal and one state. The two Colleges of Education were made up of one federal and one state. The random sampling method was used to select two hundred and sixty academic staff from the six tertiary institutions that participated in the study.

The researcher made use of two instruments to obtain data from the respondents. The first instrument is "Lecturers' Motivation Scale" which is made up of work environment, lecturers salary/incentives and lecturers promotion. It has a 4 point rating scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (DA) 2 points and Strongly Disagree (SD) 1 point. The second instrument is the "Lecturers' Job Performance scale". It also has a 4 point rating scale of Strongly Agree (SA) 4 points, Disagree (DA) 2 points and Strongly Disagree (SD) 1 point. The lecturers' motivation scale had a reliability coefficient of 0.86 and lecturers' job performance scale, a reliability coefficient of 0.84. Both instruments had content and facial validity. They also had language appropriateness. The researcher used six research Assistants to administer two hundred and sixty copies of the questionnaire on the respondents in the six tertiary institutions in Nigeria. Two hundred and forty six copies were retrieved showing ninety four percent return rate. The data obtained from the field work were collated, and the Pearson Product Moment Correlation Coefficient statistics was used to test the hypotheses at 0.05 level of significance.

10. Findings

Hypothesis One

There is no significant relationship between lecturers' work environment and their job performance.

Table 1. Pearson Product Moment Correlation Coefficient Analysis between Lecturers' Work Environment and Lecturers' Work Environment and their Job Performance

Variables	N	Df	Mean	SD	r-cal	r-crit	Decision
Lecturers' Work Environment	246	244	16.93	2.10	0.046	0.139	Not significant (Accepted)
Lecturers' Job Performance	246		30.68	2.55			

Source: Fieldwork, 2016.

Level of significance is 0.05.

The result in Table 1, showed that the r-calculated value of 0.046 is less than the r-critical value of 0.139. Therefore, the null hypothesis was accepted. This revealed that there was no significant relationship between lecturers' work environment and their job performance. The study has shown that all lecturers whether in the University, Polytechnic or College of Education have expressed their opinions in the same direction that they can perform their jobs well under any condition.

Hypothesis Two

There is no significant relationship between lecturers' salary/incentives and their job performance.

Table 2. Pearson Product Moment Correlation Coefficient Analysis between Lecturers' Salary/Incentives and their Job Performance

Variables	N	Df	Mean	SD	r-cal	r-crit	Decision
Lecturers' salary/incentives	246	244	14.81	2.17	0.495	0.139	Significant (Rejected)
Lecturers' Job Performance	246		30.68	2.55			

Source: Fieldwork, 2016.

Level of significance is 0.05.

Table 2 has indicated an r-calculated value of 0.495 and critical r-value of 0.139. Since the calculated r-value of 0.495 is greater than critical r-value of 0.139 at 0.05 level of significance, the hypothesis which states that, there is no significant relationship between lecturers' salary/incentives and lecturers' job performance is rejected. The study has therefore shown that salary/incentives motivate academic staffs whether in the University, Polytechnics or College of Education.

Hypothesis Three

There is no significant relationship between Lecturers' Promotion and their Job Performance.

Table 3. Pearson Product Moment Correlation Coefficient Analysis between Lecturers' Promotion and their Job Performance

Variables	N	Df	Mean	SD	r-cal	r-crit	Decision
Lecturers' Promotion	246	244	14.23	1.89	0.595	0.139	Significant (Rejected)
Lecturers' Job Performance	246		30.68	2.55			

Source: Fieldwork, 2016.

Level of significance is 0.05.

Table 3 has shown a calculated r-value of 0.595 while critical r-value is 0.139. The calculated r-value of 0.595 is higher than critical r-value of 0.139 at 0.05 level of significance, therefore, the hypothesis which says, that there is no significant relationship between lecturers' promotion and their job performance is rejected. The investigation has therefore revealed that all academic staff whether in the University, Polytechnic or College of Education have accepted that promotion acts as motivation in their job performance.

11. Discussion

One of the findings of this investigation is that, there is no significant relationship between lecturers' work environment and their job performance. In other words, whether lecturers were provided with well furnished offices, well equipped lecture rooms, staff quarters, Information Communication Technology (ICT) or not, it does not affect their job performance. The reason one may adduce for this finding is that lecturers appear to have internalized the issue of poor working environment and so it doesn't impinge on their performance.

This finding contradicts that of Handy (1997) who observed that comfortable work place makes the workers to perform their jobs well. Handy asserted that good working environment provides comfort to workers and boost their morale. This study also disagrees with the investigation of the Chartered Management Institute of Nigeria (2003) on United Kingdom's managers' attitude to and experience of their physical environment and which found out that nearly 50% of those who participated said, they preferred to forgo one week's annual leave in order to get better offices. Also, many of the subjects of the study opined they would forgo £1,000 in salary in order to get upgraded work place.

Another finding of this study is that, there is significant relationship between lecturers' salary/incentives and their job performance. This implies that lecturers in the Universities, Polytechnics and Colleges of Education are motivated to perform their job well with salary and other incentives. The plausible reason for this result could be that payment of salary and provision of other welfare package make life enjoyable for lecturers and they experience a great sense of comfort. They therefore undertake their duties with great interest. This study lends credence to the investigation of Ulabor, Chima and Hakeem (2014) on the forms and scope of employee motivation techniques in Nigeria

education sector and found out that employees are motivated by their desire to be paid fair wages and salaries. This finding supports Peretomode (2012) position in Lunenburg and Omstein (2014) who asserted that variables of adequate salary and praise motivate workers towards effective job performance. Again, the result is in line with the views of Obalum and Fibresima (2012) who noted that the Nigerian employees place value on employers who will grant them medical allowances as incentive and that such employers use that gesture as a way of motivating their workers.

The present investigation has discovered that there is significant relationship between lecturers' promotion and their job performance. This implies that promotion of lecturers enhance their performance on the job. This may be so because promotion brings about increase in salary and recognition for appointment to higher positions and this seem to boost the ego of academic staff, give them a sense of belonging and therefore they execute assigned tasks with more zeal.

The study corroborates that of Tella, Ageno and Popoola (2007) on work motivation, job satisfaction and organizational commitment of library personnel in academics which revealed that the desire to be promoted and earn enhanced pay motivated the workers. Moreover the finding supports that of Abejirinde (2009) on the relationship between motivation and work performance with workers of public and private enterprises in Nigeria which found out that promotion as a motivator and employees' performance are positively correlated.

12. Conclusion

The conclusion that may be drawn as a result of findings of the study is that work environment such as adequately furnished offices, well equipped lecture rooms and provision of Information Communication Technology (ICT) facilities do not act as motivators to lecturers of tertiary institutions in Nigeria in the performance of their jobs. Even the provision of staff quarters has not been found to motivate the lecturers. But regular payment of salaries and allowances, upward review of salaries, payment of Christmas bonus, granting of vehicle loans and study leave with pay motivate the lecturers to perform their jobs better. Promotion and payment of arrears emanating from it stimulate the lecturers to perform their jobs better.

There is therefore the need for the Federal and State Government of Nigeria to review their budgets on education upwardly so that they can adequately accommodate the motivators of salaries/incentives and promotion for the lecturers. Undoubtedly, this measure will enhance lecturers' job performance.

Recommendations

The following recommendations have been made as a result of the findings and conclusion:

- 1) Though work environment has not been found to be a motivator, job performance will be enhanced if work environment attains global best standards.
- 2) Staff quarters should be provided to boost lecturers' morale even though the study has not found it to be a motivator of lecturers' job performance.

- 3) The government should ensure that salaries and allowances of lecturers are paid regularly since they are found to motivate the lecturers towards greater job performance.
- 4) The government should have upward review of salaries and allowances of lecturers since they have been found to motivate the lecturers towards their job performance.
- 5) Authorities of tertiary institutions should grant lecturers study leave with pay to motivate them in their job performance.
- 6) Management of tertiary institutions should grant lecturers Christmas bonus to motivate them in the performance of their jobs.
- 7) Authorities of tertiary institutions should grant vehicle loans to their lecturers in order to motivate them to perform their duties with great enthusiasm.
- 8) Management of tertiary institutions should promote the qualified lecturers as and when due in order to motivate them in their job performance.
- 9) The Federal government should expand existing counselling centres in tertiary institutions and make them functional so that they can cater for staff and students alike.

Counselling Implications

The following are the implications of this study;

- 1) Adequate number of qualified counsellors are needed in counselling centres in tertiary institutions in Nigeria to liaise with labour unions and organize seminars and workshops for management to intimate them on the relationship between lecturers' welfare package and their performance.
- 2) State chapters of the Counselling Association of Nigeria (CASSON) are to organize conferences, seminars and workshops for government officials (in the ministries) in charge of lecturers' salaries and other emoluments to raise their awareness about how lecturers salaries/incentives relate to their job performance and thus handle such issues with the urgency required.
- 3) Through individual and group counselling modes, counsellors are to enlighten lecturers about the impact of promotion on their performance in the work place and thus encourage them (lecturers) to be more-research oriented and get promoted when due and also qualified.

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