

JOB MOTIVATION AS CORRELATE OF JOB SATISFACTION AMONG ACADEMIC STAFF OF PUBLIC UNIVERSITIES IN KWARA STATE, NIGERIA

BY

Ayorinde Agbonna Samuel, Ph.D.:

Department of Educational Foundations and Administration, Alvan-Ikoku,
Federal University of Education, Owerri, Nigeria

&

Manafa Fausta, Ph.D.:

Department of Educational Foundations and Administration
National Open University, Lagos, Nigeria

Abstract

The study investigated the relationship between job motivation and job satisfaction among academic staff of federal and state universities in Kwara state, Nigeria. From the population of academic staff of the two public universities (one federal & one State) in the state, random sampling technique was used to sample a total of 200 lecturers. To elicit the needed data, a self-made, face validated questionnaire titled Job Motivation Assessment Questionnaire (JMAQ) was administered on the sample. JMAQ has reliability coefficient of 0.77 determined using test-re-test methods. It was structured to test job motivation and job satisfaction via 25 items, in Section C and D, respectively. The collected data were analyzed using the Pearson Product Moment Correlation Coefficient '(r). From the analyzed data, 89.6% of respondents believed that job motivation was a substantial predictor of job satisfaction; this was against 47.3% and 47.6% who believed chosen the right career and comfortable working environment were predictors of job satisfaction, respectively. Statistics also reveals significant relationship between job motivation and job satisfaction among federal ($r 0.36 > 0.16$) and state ($r 0.28 > 0.16$) universities academic staff. Thus, it was concluded that job motivation is a substantial predictor of job satisfaction in federal and state universities located in Kwara State. Based on these findings, it was recommended that government and stakeholders should instigate positive job motivation strategies so as to ensure job satisfaction among academic staff.

Keywords: Job motivation, Satisfaction, Academic staff, Public universities, Kwara State, Nigeria

Introduction

Job motivation is all form of organizational strategies built into work system to meet the psychosocial needs of staff and energize their activities towards achieving the goals of their organization. Around the world, job motivation is one of the core organizational tools that have been proved viable in achieving organizational goals. Over time, organizations seem to have identified job motivation as a needed drive towards sustainable human and non-human resource management (Luthans, 2005). However, in Nigerian education sector, most of the strategies employed in motivating workers for better job performance are in the form of salary increment, granting of regular promotion, ensuring job Security, and establishing cordial relationship among school authorities and Staff unions. Also, in Nigeria, government often creates fringe benefits, in-service training, and sometimes, recognizes the interest of civil servants in decision making (Mathew & Gbolahan, 2020).

Either in the federal or state's employment policies, lecturers teaching in Nigerian higher institutions of learning are classified as civil servants. Thus, they benefit from implementations of staff welfare policies

initiated by their governments. Though, many of the present principles for determining and regulating civil servants' in Nigeria can be traced back to the efforts and resolutions of the reports of commissions such as Morgan Commission of 1964, Adebo Commission of 1970, and Udoji Commission of 1975, the governments have over time, make recent improvements on salaries and wages (Mathew & Gbolahan, 2020). Many of the improvements have come from the continuous efforts of trade unions. For example, trade unions such as Academic Staff Union of Universities (ASUU), Nigerian Labour Congress (NLC) and others have always championed calls for improvement in salaries and other job motivation schemes, in universities and in the entire nation. More specifically, since 1999, under Chief Olusegun Obasanjo's Civilian, Administration, the Academic Staff Unions of Universities (ASUU) and others, have been intensifying push for more effective policies and actions that can ensure improvement in the funding of university education and that can result to better condition of service for university staff (Adesina, 2005, Federal Government of Nigeria, 2009). Certainly, the quest for job improvement and satisfaction has not waned and failure to achieve these has resulted in series of industrial actions from trade unions in Nigerian public universities. For example, the strike action embarked on since February 14th, 2022 was partly triggered by ASUU's quest for a better working environment, salary improvement and funding of education (job motivation). Many times, the union has justified their months of staying off duty with calls for needs to overhaul Nigerian university system (Al-Basir & Hammed, 2022).

No doubt, one major reason for approving and implementing policies for better condition of service in Nigerian higher institutions is to make the staff become satisfied with their work and thereby, become committed to their duties of producing graduates that can aid national economic development. There is no doubt, there is strong belief that when lecturers are motivated and made to love their profession, they will work harder and students under them will not only learn better but will also become motivated to utilize what they acquired as knowledge, (Al-Basir & Hammed, 2022). It is believed that job motivation could improve job performance and could help both the employees and the beneficiaries of their services to attain the goals of their work relationship. Haman (2020) argued that when man is made happy to work, the work becomes easier as his mind and physical energies are sure to be at optimum and readiness to achieve. Hanna's opinion heralds the possibility of job satisfaction as product of motivation.

However, there have been scholastic claims that job motivation does not always lead to job satisfaction (Czubag, 1999; Chan, 2007, Luthans, 2005). Though, Day (2004) had theoretically established commitment to teaching as predictor of teachers 'work performance and turn over but he failed to empirically identify what brings about job satisfaction that can lead to the commitment he emphasized. Even when Herzberg (1959) in an age-long theory that emanated from a research he conducted on professional-level Accountants and Engineers argued for direct link between job motivation and satisfaction, Peretomode (1991) still believe such link is not always applicable to all professions. Peretomode further argued that though job satisfaction is a psychological state of being in love with one's work and being ready to discharge one's duties, it is not enough to conclude that job satisfaction will occur when one is motivated.

It was on this background of unresolved arguments about the link between job motivation and job satisfaction that it becomes necessary to research on how job motivation relate with job satisfaction among Nigerian university lecturers. Basically, job satisfaction is a psychosocial variable. It is an aspect of Organizational Behaviour that scholars have proved to be complex (Haman 2020; Chan, 2007; Luthans, 2005). The common opinion is that getting satisfied with the work one does is a state of the mind. They maintained that one may be highly remunerated but still not satisfied with the work or that one may be adequately satisfied with the assigned work but still not adequately motivated on the job. Either way, the point remains that both job motivation and job satisfaction are organizational constructs. The two are common experiences of institutionalized work environment; thus, researching them to identify their relationship would not be out of place.

Consequently, this study was carried out to determine the nature of the relationship between experience of job motivation and job satisfaction among academic staff of public universities in Kwara State, Nigeria. Public universities are owned either by Nigerian federal or state governments. They are often established and regulated by laws relating to the concerned government (Federal or State). Public universities lecturers are known to always agitate for improved working condition and the researchers of this study wish to know whether an improved working condition which is synonymous to job motivation could be related to job satisfaction among the lecturers. Specifically, the study finds out whether job motivation can always mean job satisfaction among academic staff of the federal and state universities in Kwara State.

Theoretical Framework

The study was theoretically guided by the Herzberg's Two-factor theory of job motivation and job satisfaction. Propounded in 1959, the theory states that presence of job motivational factors in a work situation leads to strong motivation, satisfaction and job performance but do not lead to job dissatisfaction when they are absent. Herzberg's theory has two sides. One side indicates that presence of job motivation variables such as salary rise, comfortable work environment, proportional regulation of workload, promotion, availability of career development opportunities etc could bring about job satisfaction. Simply put, when someone experienced the above listed variables on job, he could eventually get satisfied with his job. However, the other side of Herzberg's theory indicates that absence of the variables do not necessarily make the worker get unsatisfied either. This implies that motivating variables are not necessarily the only variables that ensure job satisfaction – there could be many other variables. For the purpose of this study, the researcher shall focus on the first factor of Herzberg's Two-Factor theory of Job Motivation and Job Satisfaction. This shall be one of the limits of this research.

Research Question

The following research questions were raised and answered in this study:

1. Is job motivation among substantial predictors of job satisfaction among academic staff of public universities in Kwara State?
2. Is there any relationship between job motivation and job satisfaction of academic staff of federal university in Kwara State?
3. Is there any relationship between job motivation and job satisfaction of academic staff of state university in Kwara State?

Research Hypothesis

The following Hypotheses were tested in the study:

- H₀₁ There is no significant relationship between job motivation and job satisfaction of academic staff of federal university in Kwara State.
- H₀₂ There is no significant relationship between job motivation and job satisfaction of academic staff of state university in Kwara State.

Methodology

The study adopted correlation research design. The research population comprised every lecturer of federal and state universities in Kwara state, Nigeria. From the population of academic staff of a federal and a state university in the state, 300 lecturers were sampled using random sampling technique. Data were collected using a researcher- made questionnaire titled Job Motivation Assessment Questionnaire (JMAQ). The questionnaire has four sections. Section 'A' elicited respondent's biographical data; Section 'B' has 5 items structured to find out descriptively, whether job motivation is among the predictors of job satisfaction. In the Section 'B', the researchers listed five predictors of job satisfaction and analyzed the opinions of the respondents on the predictors. Items in Section 'B' have response options simply put as 'Yes' or 'No'. Section 'C' has 25 items that tested respondents' experience of job motivation.

The Section 'D' also has 25 items that tested respondents' state of being satisfied with their job. Each of the sets of the 25 items had response options ranging from VA= Very Applicable, A= Applicable, SA= Sometimes Applicable, and NA= Never Applicable. The scores for the responses range as follows: VA= 4, A= 3, SA=2 and NA=1. The highest obtainable score for either of Section 'A' and 'B' was 100 and the lowest was 25(i.e. 25 items X 4marks= 100 marks and 25 items X 1 mark= 25 marks). The instrument was face validated and found valid. s reliability coefficient of 0.77 was determined through test- retested method. The collected data were analyzed. Descriptive statistics, percentages, was used to analyze data for the research question 1. However, to test the 2 hypotheses, Pearson Moment Correlation Coefficient (r) with decision level of 0.05 (level of significance), was used.

Results

Research Question One:

Is job motivation among substantial predictors of job satisfaction among academic staff of public universities in Kwara State?

Table 1: Descriptive analysis of academic staff's opinions on predictors of job satisfaction

| Predictors of Job Satisfaction | State University | | Academic Staff Respondents | | | |
|-------------------------------------|------------------|------|-------------------------------|------|-----------------|------|
| | n (150) | % | Federal University n (150) | % | Total n(300) | % |
| Chosen the right career/profession | 69 | 49 | 73 | 48.6 | 142 | 47.3 |
| Socio-economic sense of fulfillment | 103 | 68 | 122 | 81.3 | 225 | 75 |
| Availability of motivation at work | 142 | 94.6 | 127 | 84.6 | 269 | 89.6 |
| Conducive work environment | 89 | 59.3 | 54 | 36 | 143 | 47.6 |
| Positive societal governance | 69 | 49 | 111 | 74 | 180 | 60 |

As shown on Table 1 above, 47.3% academic staff believed chosen the right career or profession has something to do with job satisfaction. Also, 75% and 47.6% of the respondents believed socio-economic fulfillment and comfortable work environment could have something to do with job satisfaction. However, a substantial high percentage (89.6%) of the respondents was of the opinion that availability of job motivation could have something to do with their staff job satisfaction. On the other hand, 60% of the academic staff also, believed positive societal governance could as well aid job satisfaction.

H₀₁ There is no significant relationship between job motivation and job satisfaction of academic staff of federal university in Kwara State.

Table 2: Relationship between federal university Academic staffs' Job Motivation and Job Satisfaction in Kwara State

| Variables | n | X | SD | df. | r.calc | r.crit |
|-------------------------|-----|-------|-------|-----|--------|--------|
| Job Motivation | 100 | 36.17 | 21.24 | 98 | 0.34 | 0.16 |
| Job Satisfaction | | 43.22 | 18.43 | | | |

As shown on Table 1, the r. calculated (0.34) is higher than the r. critical (0.16) thus, Hypothesis 1 was rejected because 'r' (98 df) = 0.34, $p < 0.05$. Therefore, it was concluded that significant relationship existed between federal academic Staffs' experience of Job motivation and job Satisfaction in Kwara State.

H₀₂ There is no significant relationship between job motivation and job satisfaction of academic staff of State University in Kwara State.

Table 3: Relationship between State university academic staffs' Job Motivation and Job Satisfaction

| Variables | n | X | SD | df. | r.calc | r.crit |
|-------------------------|-----|-------|-------|-----|--------|--------|
| Job Motivation | 100 | 34.17 | 24.11 | 98 | 0.28 | 0.16 |
| Job Satisfaction | | 38.43 | 21.24 | | | |

Data on Table 3, show that the Pearson r. calculated (0.28) is higher than the r. critical value (0.164). This means that there is significant relationship between state university academic Staffs' Job motivation and their job satisfaction in Kwara State.

Discussion

It is often the main aim of any work organization to achieve success in its services. Private and public organizations are known to always strive to utilize their inputs to realize their mandates. Most time, the inputs are nothing but the available human and non-human resources that are structured and managed within the layouts of the organization. In the case of academic environments, students, teachers and parents are the three main categories of human resources that the managements often manage to achieve success in its teaching and learning activities. However, to make these resources work; there must be means of motivating them. As the findings revealed in this study, job motivation may not be the sole predictor of job satisfaction, but it is the core predictor. Under the descriptive analysis of the data collected, chosen the right career or profession was found to be the least predictor of job satisfaction among the studied academic staff. Only 47.3% of the sampled academic staff believed it is a predictor. Similarly, only 47.6% believed that creating a comfortable work environment could bring about job satisfaction. But a good percentage (75%) of the sampled academic staff agreed that having sense of fulfillment in the area of socio-economic needs; i.e. being socio-economically successful is a strong predictor of job satisfaction. However, from the data analysis, it was clear that availability of motivation at work is the strongest and most substantial predictor of job satisfaction. This was the opinion of 89.6% of the sampled academic staffs of the state and federal universities in Kwara State Nigeria. The good thing about this is that, at the level of descriptive analysis of the data, this study established the main variable, job motivation, as core in achieving job satisfaction. To further substantiate this, the researchers did an inferential analysis of the data, using Person Moment Correlation to find the direction of the statistical relationship between the variables, job motivation and job satisfaction.

No doubt, one of the positive organizational behaviors is realizable when an employee is committed to carrying out his/her duty. In an organization, workers are expected to put up positive behaviors so as to make the organization productive and progressive. This is because input into any organization is always expected to yield adequate output (Templer, 2003). In educational sector, input can vary from monetary resources; academic and administrative efforts that are put in place to make schools achieve their set academic and research objectives. The need to achieve this in higher institutions of learning has brought series of efforts towards motivating academic and non academic staff. However, a functioning job motivation effort is the one that makes workers experience job satisfaction.

At the inferential level, findings of this study proved that that job motivation is one way of ensuring job satisfaction. This is because; the study has been able to establish significant relationship in the experience of job motivation and satisfaction among academic staff of federal and state universities in Kwara State. The significant links found in these two organizational experiences is a pointer to the fact that motivating academic staff of Nigerian higher institutions through creation of favorable working condition and improvement in staff welfare may not be an organizational waste. A situation of improved salary structure and payment, regular career promotion, collaborative administrative inputs, and functioning reward system can all create sense of job motivation that can in turn help the academic institution achieve job satisfaction among its staff.

The findings confirm what Herzberg's (1959) Two Factor Theory of job motivation proposes that job motivation has a singular function of arousing job satisfaction. The fact that job satisfaction itself yields commitments to duties as argued by Michael Neil & Paul (2002) means that job motivation is one way of initiating job commitment. Job commitment itself has been found in a separate study to be what can ensure productivity in educational activities (Agbonna, 2009). Job commitment is a product of the mind of the worker. Commitment to duties manifest as willingness in the part of the worker to converge his physical, social and psychological powers on the assigned job. With this, his organization can achieve a favourable productive end.

Activities in Nigerian higher institutions are always geared towards producing graduates that have acquired skill and knowledge and that are needed for personal and national development (Peretomode, 2010). Schools have singular goal of producing knowledgeable persons for the society (Lauder, Brown, Dillabough & Halsey; 2010). One important set of stakeholders at this level of education is the academic staff. Just as it has been argued at different quarters that the educational progress of any nation depend on the input made by teachers, it is important to motivate teachers in the higher education to make progress in the nation's education and economic sector. When motivational factors are positively designed and applied in work situations, it is certain that job satisfaction among the workers would become realizable.

Conclusion

Job motivation is a predictor of job satisfaction among academic staff of public universities in Kwara State. It is one organizational input that can increase academic staff's interest in discharging their duties. It is also logical to conclude that when academic staff experience satisfaction with their job, there is possibility of their being motivated either intrinsically or extrinsically. Thus, job motivation and job satisfaction are complementary among academic staff of universities in Kwara State.

Recommendations

Based on the findings of this study, the following are recommended:

- 1) Government and stakeholders in Nigerian higher education should intensify job motivation efforts as that can ensure job satisfaction among academic staff and promote effective and result-oriented teaching and learning activities in the nation's higher institutions.
- 2) Geographical scope of further researches should be expanded to find out how other variables such as year of teaching experience and gender relate with job motivation and job satisfaction of academic staff and other categories of teachers in Nigerian educational system.
- 3) Findings in this study can be incorporated into other related researches.

References

- Adeshina, S. (2005). *Growth with Development: Nigeria Educational Experience 1914-2004*. Abeokuta: Educational Industries Nigeria Ltd.
- Al-Basir, Q.T & Hamed, R. (2022). Job motivation strategies in Nigerian tertiary institutions: A review *Journal of Educational Management and Planning* 4 (2)
- Agbonna, S.A. (2009). Influence of normative and participatory administrative Strategies on Secondary School Teachers Commitment to duties in Kwara state. University of Ilorin. *Unpublished Ph.D Thesis*, University of Ilorin
- Chan, S. (2005). *In-service teachers' perception of teaching as a career motive and commitment in teaching*: A paper presented at the 6th AARE International Education Research Conference
- Czubag, S.T. (1996). *Organizational motivation system* New York: Howard Allen.
- Day, C. (2004). *A passion for teaching*. London: Routledge - falmer.
- Federal Republic of Nigeria (2009). *Progress in Nigeria education sector*. Abuja: Federal Ministry of Education. Government Press.

- Herzberg, F., Mauser, B., & Sunderman, B. (1959) *The motivation to work*. New York: Prentice- Hall, inc.
- Haman, E.O. (2020) *The art of governance* Nairobi: Drake & Jane
- Templar, R. (2003) *The rules of work*. Tokyo: Prentice Hall
- John- Wiley & Son Lathan, A. S. (1998). Teachers job Satisfaction. *Journal of Educational Leadership*, 55: 82 -83,
- Organizational Behavior*. Tokyo: McGraw Hill.
- Lauder, H; Brown, P; Dillabough, J & Halsey, H.A. (2010) *Education, Globalization and Social Change* Oxford: Oxford University Press
- Mathew, R.U. & Gbolahan, E.P. (2020) *Educational management* Ilorin: Hytee Press
- Michael, T., Neil, B. & Paul, W. (2002). The influence of Motives and goal orientation feedback seeking: *Journal of Occupational and organizational Psychology*, 75:195-216.
- Peretomode, V.F (2005) *Educational Administration: applied concept and theoretical perspective*. Lagos. Joja Educational Research and publishers Limited.
- Templar, R, (2003) *The rules of work* Britain: Pearson Education Limited