The Impact of Motivation on Job Satisfaction of Qualified Academic Staff in a Selected Private Universities in Nigeria

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Abstract
The rapid growth in private education system in Nigeria has led to increase in demand of qualified academic staff. Attraction and retention of these academic staff have been a herculean task which has thrown a serious challenge to the management of private institutions of higher learning. This study thus examined the extent to which motivational practices influence the job satisfaction of academic staff in South-West Nigerian Private Universities.

The research instrument; Motivation, Job Satisfaction and Academic Staff Retention Instrument (MOJOSATREI) was used. The Data was analyzed and tested using multiple regression analysis and One way analysis of variance.

The findings showed that there was a significant influence of existing motivational practices on the job satisfaction of South-West Nigerian Private Universities academic staff (r = 0.779; R2 = 0.638; Adj R2 = 0.638; F (1,833) = 1466.693; p < .05). Motivational practices helped in enhancing the perceptions of academics of their jobs and environment. The study thus also revealed a significant difference between motivational practices and needs of qualified academic staff in South-west Nigerian private universities (f cal. = 15.897, f table = 3.84, p < 0.05), which substantiated that relationship exist between the motivational practices.

The study recommended that universities should find out the unsatisfied needs of their workforce and align such to the organizational goals to achieve excellence and sustainability in education.

Keywords: Job Satisfaction, Motivation,

Introduction
The need for private institutions of higher learning in Nigeria has remained undoubtedly incontrovertible. This is because this sector is now playing an equally important role as public universities in developing human capital of various capacities needed to sustain the country’s economy. Retention of qualified academic staff seems inevitable in this sector, because there is a shortage of this category of staff in the Nigeria university system and today academics are extremely mobile. Omuta (2010) pointed out that Nigerian universities, in general, have the problem of attracting and retaining qualified academic staff. In addition to this shortage of academic staff in Nigerian universities, the recent surge in the establishment of private universities has put further strain on the
existing inadequate stock. According to Lew (2009), one primary criterion for the world class universities is the ability to attract and retain excellent and experienced academics. Contemporary educational theory states that one of pivotal causes of poor school performance is the inability the schools to staff classrooms adequately with qualified teachers (Boe & Gilford 1992). This is because they are considered as the operational core of the universities and their performance determines, to a large extent, the quality of the student’s higher education experience and also the contribution that such institutions make to the society as explained by Capellaras (2005). Furthermore, academic or faculty members constitute an important part of the institution. They interact and motivate students to achieve greater height and their products determine the academic reputation of the institution. Therefore, the ability of the private higher education industry in Nigeria to achieve this goal is a function of its capability to attract, retain, and maintain competent and committed staff in its employment. Hence, private universities cannot afford to ignore motivation which is an important factor that may contribute to the boosting of the job satisfaction and retention rate of the academic staff that are the cornerstone of education.

Aref & Aref (2011) were also of the view that given the complex nature of employee motivation in an organization, the need to decipher the various motivational patterns and techniques and what could actually motivate and influence employees or academic staff behavior towards improved job performance is very important in motivating employees in the organization. According to Furnham & Eracleous (2009), suggest that motivation and job satisfaction are often discussed side by side as it is expected that the extent that an individual is satisfied with his/her work depends on the presence of some motivational factors such as pay, bonus and other circumstances that motivate him/her. Irshad & Afridi (2012), citing Osteraker (1999) stipulate that employee’s satisfaction and retention are considered as the cornerstone for success of any organization; and according to Bowey (2005), this could be achieved through the ability of the managers to motivate.

However, there are tendencies for private universities to neglect the motivation of qualified academic staff to stimulate their job satisfaction and retention due to the current economic framework and high unemployment which have resulted in surplus labor thus trading quality for quantity. Motivated employees are the greatest assets of any organization.

Some researchers separate job satisfaction into intrinsic and extrinsic elements. Khalid et al. (2012) acknowledges that the level of individual’s job satisfaction is affected by intrinsic and extrinsic motivating factors. The study stressed further that academic staff job satisfaction is affected by both intrinsic and extrinsic factors. Most studies, according to Wu and Short (1996); Place (1997), cited in Khalid et al. (2012), suggest that teachers put more emphasis on intrinsic satisfiers while others suggest a mix finding of intrinsic and extrinsic satisfiers as the best predictors of job satisfaction.

Some authors see job satisfaction as being one-dimensional. Employees are either happy or unhappy with their work (Irum 2011, citing Lawler, 1973). On the other hand, Machado-taylor, Soares & Gouveia (2011) view job satisfaction as a multidimensional with both intrinsic and extrinsic qualities while Silver, Poulin and Manning (1997) also see job satisfaction as a multidimensional system of interrelated variables that are divided into three categories which are:

- Characteristics related to personal factors such as attitudes and values
- Intrinsic rewards related to characteristics of job tasks such as opportunities to be creative, and problem solving challenges
- Extrinsic rewards which involve organizational characteristics such as wages, benefits, hours of work and working environment.

Literature by Karina de Bruin and Yiannakis (2012), Ouyang & Paprock (2006) also submit that job satisfaction is multi-dimensional and is influenced by a group of characteristics within the job itself as well as by internal employee characteristics such as personality traits and values. Other scholar like Smith, Kendall and Hulin (1969) also say that job satisfaction is multidimensional. Employee may be more satisfied or less with the factors that affect their jobs that is someone may be more satisfied with his pay but less satisfied with the supervisor or the promotion opportunities.
Ahmed, Nawaz, Iqbal & Ali (2010) further adds that job satisfaction leads to additional growth, effectiveness and efficiency of the organization and low employees’ intentions to leave the organization. Elaborating further, Ahmed et al. (2010) link job satisfaction with a person’s entire life. Since a person’s job is an all-important part of his life, it follows that job satisfaction is part of life satisfaction. Similarly, Ahmed, Ahmad, Nawaz & Ahamad (2011) further stress that job satisfaction is important for two reasons; first, to maintain high level of job satisfaction whether an employee found his work satisfying or frustrating, challenging or boring, meaningful or pointless remained always a strong concern of managers, and second reason is the relationship between job satisfaction and performance. Urban (2003) has also linked job satisfaction with quality of production, customers’ satisfaction, fluctuation, and employee’s loyalty.

Understanding the factors involved in job satisfaction is crucial to improving the happiness of workers (Okpara et al., 2005). This influences the mental and physical well-being of the academics in their work, as well as the quality of their teaching, which is important in the attraction of quality students and the quality of the academics’ research and academic development. Secondly, understanding whether academics are satisfied or dissatisfied towards their work can lead to improvements and innovations in their teaching. This will help in retaining academics resulting in lower absenteeism and turnover, as well as helping in attracting new competent staff to the organization as well as meeting national demands.

Factors influencing job satisfaction as analyzed by Rose (2003) includes: individual well-being, working hours, work orientation, financial variables, the employment contract, and market and job mobility. Rosser (2004) remarked that labour turnover mainly takes place when an individual is dissatisfied with his or her job.

Hersey & Blanchard (1988), on the other hand, express that motivation and satisfaction are quite different from each another in terms of reward and performance. The authors pointed out that motivation is influenced by forward-looking perceptions about the relationship between performance and rewards, whereas satisfaction involves how people feel about the rewards they have received. In other words, motivation is a consequence of expectations of the future while satisfaction is a consequence of past events (Carr, 2005). Huselid (1995) believes that if workers are not motivated, turnover will increase and employees will become frustrated and unproductive.

Motivation has been receiving increased attention in recent years among both managers and organizational researchers because it is key to organizational success. The term motivation is a complex term to define as the notion comprises the characteristics of the individual and situation as well as the perception of the situation by the individual. However, literature reveals widespread support of motivation concepts and confirms its centrality to employees’ effectiveness and efficiency in organizations (Devadass, 2011), it is also a fundamental instrument for regulating work behavior of staff.

The concept of motivation has been defined in various ways by a number of researchers. Many researchers have approached it from the perspective of behaviour modification. This involves getting employees to move in a direction that their organizations want them to go in order to get results. Frank (1995), as cited in Ikenyiri (2007), supports this view as he refers to motivation as the degree of readiness of an organization to pursue some designated goals. Ikenyiri (2007) also states that motivation is an internal arousal which directs and maintains set goals. In the same vein, Ololube (2005) defines it as the forces that maintains and alter the direction, quality and intensity of behavior. Olawoyin (2000) concludes that the optimization of work behavior can best be achieved by motivating the workers.

The main objective of the study is to determine the motivational variables which may influence the job satisfaction of academic staff of south-west Nigerian private universities. Hence the following hypotheses are formulated:

1. There is no significant relationship between motivational practices and job satisfaction of qualified academic staff.
2. There is no significant difference in motivational practices and needs of qualified academic staff in private universities.

Methodology
1. Research Design
This study adopted the descriptive survey research design of ex-post facto type. The researcher does not have direct control or manipulation of independent variable because its manifestation has already taken place.

2. Population
The study population from which the sample is drawn covered the twenty-one private universities in the South-west Nigerian zone. This was because out of the fifty government approved private universities operating currently in the six geo-political zones, twenty-one of these universities are in south-west zone Nigeria.

3. Sampling Frame
There are twenty-one (21) approved private universities in the study area south west geopolitical zone out of which seven (7) universities participated in the study. The private universities chosen for the study are: Babcock, Bowen, Pan African, Covenant, Lead-City, Achievers, Afe Babalola. The selection of these universities was done using a purposive sampling technique. A purposive sampling procedure was first used to select the participating universities which were based on years of establishment. From each of the seven universities, selection of the staff was done using proportional sampling technique in which a sample of nine hundred and seventy-five (975) staff was selected. The proportional sampling technique was used to make sure that all the selected universities have equal representation. Also, simple random sampling technique was used to give both male and female staff, equal chance of being selected.

A total of nine hundred and seventy-five (975) questionnaires that were distributed to the various ranks of academic staff ranging from graduate assistants to the professorial cadre. Eight hundred and thirty-four (834) participants returned the questionnaires out of which (569) five hundred and sixty-nine were male while (265) two hundred and sixty-five were female.

Research Instrument
Data was collected using a survey in the form of questionnaires prepared by the researcher. The structured questionnaire was titled (MOJOSATREI). It was divided into two parts, Demographic and structured questions that measure motivation and job satisfaction. The response is a likert scale ranging of 1(very low) to 6(very high). Both face and content validity was used for the Instrument, a pilot testing was conducted in Bowen University, Iwo and Adeleke University, Ede in Osun State using a test-retest method. Sixty participants were used for the pilot study. The Cronbach alpha reliability test was done on the data collected and yielded a coefficient value of 0.894.

Method of Data Collection and Administration of Instrument.
The researcher with the help of other two (2) colleagues was involved in the administration of the instruments to the participants while adequate authority was sought from the universities, departments and schools.
Method of Data Analysis

Multiple analysis (Step-wise) and analysis of variable were used in analysing the data.

Result

Hypothesis One

H₀¹: There is no significant contribution of motivational practices on job satisfaction of qualified academic staff.

Table 1: Model Summary of the Multiple Regression Analysis for the significant influence of motivational practices on job satisfaction of qualified academic staff

<table>
<thead>
<tr>
<th>Regression Model</th>
<th>Sum Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R = .779</td>
<td>Regression</td>
<td>288685.802</td>
<td>1</td>
<td>288685.802</td>
<td>1466.693**</td>
</tr>
<tr>
<td>R Square = .638</td>
<td>Residual</td>
<td>163760.682</td>
<td>832</td>
<td>196.828</td>
<td></td>
</tr>
<tr>
<td>Adj. R Square = .638</td>
<td>Total</td>
<td>452446.484</td>
<td>833</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .05 level
a. Predictors: (Constant), Motivational Factors
b. Dependent Variable: Job Satisfaction

The results in Table 1 indicated that when motivational practices entered into the regression model, there was a significant prediction of motivational practices on job satisfaction of qualified academic staff (R = .779; R² = .638; Adj R² = .638; F (1,833) = 1466.693; p < .05). This showed that motivational practices accounted for 63.8% of the variance in the job satisfaction of qualified academic staff in Nigeria private universities. The null hypothesis which stated that there is no significant influence of motivational practices on job satisfaction of qualified academic staff was rejected by this finding. This implies that there is a significant contribution of motivational practices on job satisfaction of qualified academic staff.

Hypothesis Two

H₀²: There is no significant difference in motivational practices and needs of qualified academic staff in private universities.

Table 2: Analysis of Variance table showing F-ratio of both Independent and Dependent Variables

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>117944.711</td>
<td>54</td>
<td>2184.161</td>
<td>15.897</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>107032.810</td>
<td>779</td>
<td>137.398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>224977.520</td>
<td>833</td>
<td></td>
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</tbody>
</table>

From the result, it is revealed that there is a significant difference between motivational practices and motivational needs. The result shows a significant level less than 0.05(5%), hence, the H₀ is rejected. There is a significant difference in motivational practices and needs of qualified academic staff in private universities (f value=15.897<.05).

Discussion

The following findings were drawn from the study focusing on the objectives, research questions and hypothesis of the study. The results of the analysis showed that the existing motivational practices in the private universities studied reveal a significant influence on the job satisfaction level of the
qualified academic staff. Though there is a weak relationship between motivational practices and retention of qualified academic staff in private universities, yet a significant influence of motivation practices was observed on the retention of qualified academic staff. The findings also showed that there is a strong positive relationship between motivational practices and degree of difficulties in attracting qualified academic staff.

Similarly, the research result reveals that there is a significant relationship between motivational needs and retention of academic staff in private universities, however, the needs satisfaction factors have 45.5% influences on the retention of academic staff, which is enough to explain the level of relationship that exist between staff motivational needs and retention. Lastly the result showed that there was a significant difference in motivational practices and the needs of the academic staff of the sampled institutions.

The findings identify the following motivational factors as the determinants of academic staff retention in their order: Friendly working environment, career advancement opportunity, cordial relationship, provision of equipment and resources necessary to execute responsibilities, training educational opportunities, challenging work, Supervision/management, Appropriate work balance, less travel, promoted diversity, flexibility in work schedule, employees benefits and the last was competitive salary. However, this work has discovered the key determinants that significantly enhance retention in Nigerian public universities as: working condition, job security, flexibility of working hours, less supervision, freedom of association, lesser workloads, less involvement in administrative tasks and clearer lines of communication and in private universities, the factors include opportunities for growth, promotion, advancement, regular and prompt payment of salary and benefits. The findings in literature also identified low job security, less freedom, non-flexible working hours and heavier workloads as some of the factors that make retention difficult in private universities.

References


