

FACTORS MOTIVATING ACADEMIC STAFF: A CASE STUDY OF GOMBE STATE UNIVERSITY, NIGERIA.

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ABSTRACT

The Nigerian public sector over the years has not successfully motivated her staff and this has given rise to intermittent strikes and industrial actions. The sector is noted for overstaffing, poor working environment and facilities, as well as poor remuneration. Motivated and sound academic staffs or teachers are the prerequisite of any educational system in the world today. This study set out to examine factors motivating academic staff with a focus on Gombe State University by assessing motivational level and identifying factors of motivation, as well as measuring the strength of the motivating techniques of academic staff used in the University. A quantitative approach was used in this research work and a survey research was conducted in this study. The survey design was used to collect data from 217 sample size, where 117 academic staff participated in the study. Frequency distribution and descriptive statistics was used to analyses the data by using SPSS version 25. Findings of the study reveals that motivational level of academic staff in Gombe State University was very high as more than 90 percent of the academic staff affirmed that they enjoy working in the University. Results from this study also shows that the available motivational tools in the University and strength of the techniques of motivating academic staff of Gombe State University is moderately fair. The study recommends that University administrators need to increase their academic staff motivation, increase salary and wages, support them in achieving their set goals and facilitate their job satisfaction.

Keywords: Academic Staff, Gombe State University, Factors of Motivation, Techniques of Motivation.

BACKGROUND TO THE STUDY

Motivated and sound academic staffs or teachers are the prerequisite of any educational system in the world. In Gombe State there are inadequate and quality academic staffs in the educational system, Jokthan (2013). Also affirmed this in his study "In Nigeria and particularly Gombe State there are shortages of teachers in general. There is need to find and keep quality teachers as shortages exist in both urban and rural communities. The demand for quality teachers has become evident and profound now because students' enrolments have also escalated. In the reports by several committees on education in Gombe State recently the shortages of teachers were reported and run into several tens of thousands in all the levels of education or schooling. These shortages have corresponding effects on teacher-students' ratios and provision of quality education to the students".

Inamullah et. al (2008). Points out that "motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century. University administrators need motivation to ensure that every facet of the schools, college and University they manage continues to improve".

Adelabu (2005). Also affirms that "The lack of clear overall responsibility for the management of teachers has seriously undermined teacher morale over the years. In fact, this is because Nigeria has a highly decentralised education system due to its federal system of government. As a result, no single tier of government in Nigeria has absolute control over public education. Primary education is on the concurrent legislature list while secondary education is managed and financed by the state government with the exception of 96 federal government colleges". Victor and Babatunde (2014). Explain in their studies how African academic staff emigrating to developed countries searching for a better working conditions, they affirmed that "According to the World Bank Report (2004), 23,000 qualified academic staffs are emigrating from Africa each year in search of better working conditions, and it is estimated by the report that 10,000 Nigerians are now employed in the United State Universities alone. Lack of good working condition and motivation mechanism has no doubt, translated into lecturer's low morale which in turn translated into student's poor academic performance".

This study examines academic staff work motivating factors with a focus on Gombe State University as a case study. The research looks at factors such as

promotion, salary, fringe benefits etc., that motivate academic staff and makes them perform well to achieve the University goals, as well as factors that are generally or particularly ignored by management of Gombe State University which results in low performance and de-motivation of academic staff in the institution and the study is restricted to only the academic staff of the University. In addition, the target of study population is the academic staff working in Gombe State University, the total number of academic staffs in the University are 539. Two hundred and seventeen academic staffs were taken as the target sample for this research work.

This research work is the extension of the existing body of knowledge in the field of study in which some scholars attempted previously to examine academic staff work motivating factors in higher education institutions in Nigeria. The phenomenon is manifesting currently in a new dimension unprecedented in the history of the country as explained above how African academic staff are emigrating to developed countries searching for a better working condition. The general objective of this research is to will examine factors motivating academic staff work in Gombe state university, and how the management of the university can use the best techniques/strategies of motivation to ensure their academic staffs are motivated and discharge their duties efficiently and effectively so as to achieve the primary aim of the institution. The specific objectives the paper are as follows:

1. To assess the motivational level of academic staff at Gombe State University.
2. To identify the factors of motivation of academic staff in Gombe State University.
3. To measure the strength of the motivating techniques of academic staff in Gombe State University.

SYNOPSIS OF THE PROBLEM

Higher education institutions in Nigeria particularly Gombe State faces a lot of challenges, among which is insufficient motivated lecturers, Kamoh et. al (2013). Expatriate on this, as they postulate in their study "In Nigeria, our educational system is currently faced with behave of challenges impacting negatively on the quality of graduates. Prominent among these challenges, is the shortage of sound and motivated teachers. This is largely because teaching in Nigeria is still considered a vocation instead of a profession thereby offering many the opportunities to engage in it without going through the requisite professional training". Kamoh et. al (2013). Further summarize "the under listed challenges

among others were identified to be the major problems bedevilling the teaching profession:

1. Low wages when compared with other professions
2. Low or virtually non-status in the society
3. Lack of career advancement opportunities
4. High teacher-students' ratio
5. Poor work environment
6. Inadequate fringe benefits
7. Irregular payment of salaries

According to the study of Kamoh et. al (2013). These factors or conditions are responsible for low teacher morale and the difficulty in attracting and retaining quality personnel into the teaching profession. Teachers, out of desperation have decided to turn the profession lucrative by introducing all forms of fraudulent tendencies. The lecturers in a bid to leave exuberant and flamboyant life style on campus go the extra mile of recruiting students in their classes who serve as middlemen between them and the students, the middlemen move round after every examination to inform their course mate that sorting of a particular course is in progress, the interested members will then give their registration number and the specified amount for the grade they want".

Ogbogu (2017). Affirms that "the Nigerian public sector over the years has not successfully motivated her staff and this has given rise to intermittent strikes and industrial actions, the sector is noted for overstaffing, poor work environment and facilities, as well as poor remuneration, just to mention a few which forms the reasons for low productivity from the employees". Gombe State University as one of the public sectors in Nigeria also face same problem, in order to testify or profess the statement of Ogbogu, last year on 14th August 2017 "the Academic Staff Union of Universities (ASUU) embarked on an indefinite strike over unresolved and contentious issues with the Federal Government" (Vanguard newspaper 29th August 2017). The reason for the strike was because of the following seven points in dispute with the federal government:

1. Salary shortfalls
2. Funding for Revitalisation of Public Universities
3. Nigerian Universities Pension Management Company (NUPEMCO) and Pension Matters

4. Staff Schools
5. State Universities
6. TSA Exemption
7. Earned Academic Allowances

Atuahene (2011) further explain the challenges that might hinder the motivation of academic staff in African Universities “Research capacities in African Universities are less developed due to many challenges – poor research infrastructure, limited Information and Communication Technologies (ICTs), the lack of leadership mandate and support, the lack of congenial political and academic environment in some countries, shortage and lack of faculty to pursue academic research due to heavy teaching loads, inadequate financial support, etc.”

These challenges facing academic staffs persuade the authors to take Gombe State University as a case study so as to examine academic staff work motivating factors and identify the best motivational strategies and suggest those preferred techniques that motivate academic staff to the management of the University for Proper Implementation.

LITERATURE REVIEW

In this study, an attempt was made to review the existing large and growing body of literature which has investigated and studied the issue of work motivational factors, particularly academic staff work motivating factors in higher education institutions. The generalisability of much published and unpublished research work on this issue provided by scholars in the area will further assist to uncover the literature that is not accomplish in the field of study. This will give an opportunity for contribution by the researcher. The criteria for this review include only studies in English Language are reviewed, published and unpublished past studies were consulted. This section is divided into the following sub-themes: (a) Concept of motivation (b) Concept of employee performance (c) Factors motivating academic staff (d) Theories (e) Findings on past studies (f) Conclusion.

Concept of Motivation

Motivation is a concept that has many benefits both to the organization and individual employee, motivation helps to develop organization’s human resources and draw individuals to join the organization and remain in it, it also increases the level of efficiency of the employees and builds friendly relationships among them which in turn leads to organizational goals achievement.

Motivation is a concept that has been defined by different authors, for instance Badu (2005 p. 38) defined motivation as “the factor that induces an individual to behave in a purposive manner to achieve his or her personal or organizational goals”. Cole (2002 p. 95) sees motivation as “a process in which people choose between alternative forms of behaviour in order to achieve personal goals”. This study adopts the definition of motivation by Robbins and Judge (2012). As “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal”. The 1950s were a fruitful period in the development of motivation concepts. Four specific theories were formulated during this period, which although heavily attacked and now questionable in terms of validity, are probably still the best-known explanations for employee motivation, but these early theories should be known for at least two reasons (1) They represent a foundation from which contemporary theories have grown, and (2) Practicing managers still regularly use these theories and their terminology in explaining employee motivation (Robbins and Judge 2012 p. 64).

The four early theories of motivation are: Hierarchy of Needs Theory, Theory X and Theory Y, Two-Factor Theory, and McClelland’s Theory of Needs. However, there are a number of contemporary theories of motivation, and they have one thing in common: Each has a reasonable degree of valid supporting documentation. We call them “contemporary theories” not because they were all developed recently but because they represent the current state of thinking in explaining employee motivation (Robbins and Judge 2012). And the contemporary theories of motivation are mentioned below: Cognitive Evaluation Theory, Goal-Setting Theory, Self-Efficacy Theory, Equity Theory, and Expectancy Theory.

Employee Motivating Techniques

Quible (2005 p. 228). Opines that “Several techniques and strategies are useful for motivating employees. Following is a brief description of several of these techniques or strategies:

- **Job enrichment:** Motivational strategy that enables employees to assume greater levels of responsibility for and control over their jobs while increasing their job-planning opportunities.
- **Employee participation:** Management technique that gives employees an opportunity to participate in decisions that directly affects them.
- **Management by objectives:** Program in which an employee and his or her supervisor jointly determine employee objectives that are to be achieved within a specified time.

- **Incentives:** Motivational technique that rewards employees for increasing their productivity.
- **Team building:** Strategies that stresses the need for employees to work closely together as a means of increasing their productivity”.

Daft (2012). In his model of human motivation explain why motivation of employees is a primary responsibility of an effective manager, “It is the responsibility of managers to find the right combination of motivational techniques and rewards to satisfy employees’ needs and simultaneously encourage great work performance. **Exhibit 2.1** below shows a simple model of human motivation; People have needs such as for recognition, achievement, or monetary gain that translate into an internal tension that motivates specific behaviours with which to fulfil various needs. To the extent that the behaviour is successful, the person is rewarded because the need is satisfied. The reward also informs the person that the behaviour was appropriate and can be used again in the future”.

Table 1. Model of motivation

NEED Creates desire to fulfil needs (money, friendship, recognition, achievement)		
BEHAVIOUR Results in actions to fulfill needs	REWARDS Satisfy needs; intrinsic or extrinsic rewards	FEEDBACK Reward informs person whether behaviour was appropriate & should be used again

Sources: Adopted from Daft (2012 p. 552).

Concept of Employee Performance

Academic performance is the outcome of education, the extent to which a student and lecturer or institution has achieved their educational goals. The influence of lecturers or teachers’ teaching effectiveness on the learning outcome of students as measured by student’s academic performance has been the subject of several studies (Victor and Babatunde 2014). Aamer (2011 p. 228). Defined Employee Performance as “employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness”. Macmillan English Dictionary for Advanced Learners 2007:1109 defined Performance as “the standard to which someone does something such as a job or examination”.

Furthermore, Anitha (2014) affirms that “Employee performance indicates the financial or non-financial outcome of the employee that has a direct link with the performance of the organisation and its success”. The prosperity or collapse of any

organization depends on the quality of employee's performance. "performance is associated with quantity of output, quality of output, timeliness of output, presence attendance on the job, efficiency of the work completed, and effectiveness of work completed (Mathis & Jackson 2009).

Factors Motivating Academic Staff

In this section, similar past studies on motivation and particularly factors motivating academic staff work are discussed, the criteria for this review will be divided into two parts firstly, past studies on factors motivating academic staff work will be review starting from global perspective then narrow down to Nigerian context. The discovery and findings of past studies provide significant knowledge and information in this research.

According to Biswas and Giri (2017). Points out that "by motivational communication, by making employees feel better at work, by appreciating 'the power of inclusion' and by sharing a vision with employees would not only create a productive employee and a pleasant transaction but also would generate self-confidence, self-discipline, cooperation, improve efficiency and strengthen bonds in the long run".

Kivisto et al. (2017). In another study affirms that "although academics hold a quite positive view of performance measurement as such, this attitude does not correlate with perceived high performance in either teaching or research. Moreover, they suggest that perceived high performance among academics still relates primarily to acknowledgement from the academic community and academic achievement rather than to measurement and financial Incentives".

Ismail and Ahmed (2015). Research results indicated that "there are significant differences between Malaysian and UAE employees on all reward and recognition ways to motivate employees in the workplace except employee of the month/year. On the other hand, both countries employees identified the most important motivating factors, namely high wages, and good working conditions. Furthermore, though management's help is not considered as favourable in Malaysia, it is widely sought in the case of UAE. The reason is that Malaysian employees are not much concerned about management help whereas UAE employees are seeking for it. Their research findings also indicated that there are significant differences between the two countries on three motivating factors, namely job security, promotion and management's help to solve personal problems".

Abouchedid and Abdelnour (2015). In their study faculty research productivity in six Arab countries, postulated that “faculty research output in the Arab world is relatively low, confirming the existing notion of a lagging knowledge sector in the region. While traditional scholarship has focused on institutional factors such as budgetary allocation as one prime determinant of research productivity, their study claims that other factors need to be considered in explaining the low output, with broad implications for policy formulation. Such factors include overall satisfaction levels of academic staff, socialisation of faculty staff members into a research climate, and university mission vis-a`-vis academic research”.

In a study, motivation tools as a determinant of effectiveness on academic staff in selected private Universities in central Uganda by Edabu et al. (2014). Contends that “academic staffs were unmotivated leading to low productivity, so they recommended that salary offered should be based on labour market conditions, cost of living, and performance in order to retain and avoid high labour turnover of the staff”.

Njambi, C. (2014). In her study the “factors influencing employee motivation and its impact on employee performance: a case of Amref health Africa in Kenya. Vindicated clearly that “extrinsic factors influencing the level of employee motivation in Amref Health Africa in Kenya. Most respondents cited that leadership style, job enrichment, organizational information management and effective dissemination of information were the most important extrinsic factors that influenced employee motivation. The least important extrinsic factors identified by the respondents were influence by co-workers, availability of promotion support and employee-management relationship.

Secondly the study found that intrinsic factors such as appreciation of employees by the organization, the degree of skill requirement, influence of employee view of the job, employee perception on skill development, and the perception about contributing to the firm’s growth were the most highly cited intrinsic factors influencing employee motivation. The least cited intrinsic factors influencing employee motivation include constant feedback on employee performance, employee empowerment and anatomy and employees’ responsibilities. Thirdly, on the impact of employee motivation on the level of employee performance, most respondents felt that absenteeism, employee productivity, employee turnover affects employee motivation. The least identified factors affecting employee motivation were employee safety practices, employee stresses and need for unionizations”.

Mehta and Srivastava (2014). In their study *Motivation of Academic Staff, A Comparative Study of Selected Government and Private Management Institutes of Delhi* stresses that presence of the following aspects are more in the private institutes than the public ones: "inappropriate and least favourable working environment, less monetary compensation, no job security, and too much of workload". Which clearly shows academic staff of the private institutes are more demotivated because of the above reasons, they further suggest that "the most appropriate motivation and reward system should try to satisfy a variety of needs. The perfect job for academic staff should be interesting and well paid. Moreover, the work environment should create the feeling of involvement, appreciation and safety. Perhaps there should be a great chance for promotion".

Arokiasamy et.al. (2013). Opines in their study the effects of reward system and motivation on job satisfaction in three private universities in Malaysia "that there was a positive significant relationship between compensation, motivation and promotion and job satisfaction among academic staff at private Universities in Malaysia". Shaheen et.al. (2013). Study reveals that "Most of the university academicians are not satisfied with the administrative policies of their university which is responsible for their low level of motivation and most of them are not motivated and satisfied with their present salary. Most of the academicians felt that they are getting support from University administration in finding career development opportunities, but a good number of academicians were not satisfied with the accountability system and placement policies of the University".

Thoonen et al. (2011). In their study they affirmed that "Teachers' sense of self-efficacy appeared to be the most important motivational factor for explaining teacher learning and teaching practices. Motivational factors also mediate the effects of school organizational conditions and leadership practices on teacher learning and teaching practices. Also, transformational leadership practices stimulate teachers' professional learning and motivation and improve school organizational conditions".

Findings of the study of Malik (2010 p. 146). Shows that "faculty members at University of Balochistan in Pakistan are motivated as a result of eight motivating factors which are living in a safe area, good salary, promotion and growth in the organization, interesting work, conducive working condition, sympathetic help with personal problems, appreciation of work done and personal loyalty to employees, after he ranked the importance of these motivational factors he found that living in a safe area and good salary are key to higher employee motivation".

More so, Inamullah et.al (2008). Results of their study revealed that “the constructive criticism, maintaining discipline, good working conditions, guidance and appreciation, financial incentives used by heads were most effective motivation techniques in the opinion of teachers, and majority of teachers opined that good relationship with head, friendly and sympathetic behaviour of head enhances the performance of the teacher”.

Fielden (2008) “indicated that higher education institutions, such as universities, colleges and polytechnics, are labour intensive organisations; they depend on people for the delivery of their services. The quality of the staff in institutions of tertiary education is thus central to their effectiveness, in the same way that it is to all people-centred organisations”.

Velnampy (2007). Finding of the study reveals that “the perceived level of motivation of the employees in both public and private sectors is high. As the factors influencing motivation, wages and salaries, physical working conditions, job descriptions, dependency, friendly working atmosphere, interpersonal relationships, prestige and work assignment, incentives and bonus, work facilities, security, power, challenging and advancement and personal growth are most important factors of motivation. Moreover, lower level employees in both the sectors give more important to lower level needs while middle and higher-level employees emphasize higher level needs”. Tella et al (2007). Further explain on the technique’s managers should use to effectively motivates their staff.

“Salary, Wages and Conditions of Service: To use salaries as a motivator effectively, personnel managers must consider four major components of a salary structures. These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of skills and fringe benefits. Staff Training: No matter how automated an organization may be, high productivity depends on the level of motivation and the effectiveness of the workforce. Staff training is an indispensable strategy for motivating workers”.

More so, Dieleman et al. (2003). Study indicates that “motivation is influenced by both financial and non-financial incentives. The main motivating factors for workers were appreciation by managers, colleagues and the community, a stable job and income and training. The main discouraging factors were related to low salaries and difficult working conditions”.

As can be seen clearly based on the above discussion, globally the academic staff work motivating factors can be concluded as moderately good compare to the context of Nigeria as discussed below.

Adewale et al. (2017) in their studies reveals that “members of academic staff in higher education institutions in Nigeria undergo a lot of stress when discharging their daily responsibilities. Their stress ranges from teaching, learning to other non-teaching responsibilities which have great influence on staff commitment and effectiveness in teaching and learning activities within the University system. The findings of their study revealed that academic staffs in Nigerian Universities are going through academic, administrative, job-related, student-imposed, social and psychological stress. In order to reduce academic staff stress and improve performance in Nigerian Universities, school administrators, policy makers and Ministry of Education need to provide an enabling environment for academic staff, increase teachers’ motivation, support them in achieving their set goals and facilitate their job satisfaction”.

Ogbogu (2017). Found that “regular payment of salary and provision of welfare packages, conducive working environment, opportunity for autonomy, creativity and innovative thinking which the job provides and the regular training which employee are exposed to motivated them to perform their jobs better. Results of her analysis further revealed that the motivational strategies preferred by the staff and which would make them more efficient and effective include: ensuring that the project staff attain tenure, recognizing and rewarding outstanding performance, making the existing retirement plan more reliable, provision of modern working facilities, increase in salary with welfare packages and bonuses, amongst others. Her study concluded that motivation is pivotal for enhancing staff job performance and a driving force for the overall efficiency of an organization. Hence, there should be diversity in the motivation techniques adopted to meet the needs of the staff as well as the changes in the work environment”.

In another study by Victor and Babatunde (2014). *Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin University, Ondo State, Nigeria)*. Revealed that “encouragement for creativity and innovation, appreciation on genuine effort, award with impressive titles and acknowledgement on achievement enhances the performance of University lecturers, also, 60% of their respondents agreed that there was lack of provision of regular payment of salary and other remuneration by the head to promote the performance. More so, provision of adequate chances for professional

growth, instructional facilities arguments lecturer's performance". As a solution to the above constraints they profound the following recommendations: "Universities managers and other tertiary institution should continue to provide adequate chances for professional growth and research development, availability of Institutional facilities, good relationship with academic staff and prompt payment of lecturers' salaries to further advance their performance among others".

In addition, the findings of Osakwe (2014). In his study confirmed that "A significant difference exists between the productivity of highly motivated and poorly motivated non-management academic staff with regards to motivation and job satisfaction. This shows that highly motivated academic staffs perform better in the workplace. The findings of his study also justify the importance of motivational factors to the job satisfaction of academic staff. Thus, it can be said that the adequate productivity and performance in the teaching-learning process depends so much on the motivation of academic staff. In other words, the efficiency of academic staff depends, to a large extent, on motivational factors (work environment, promotion opportunities, autonomy, professional development, safety and security, empowerment and authority etc). These, in turn, determine the success and academic achievement of the students".

Hurley et al. (2013). Findings suggest that "barriers to achieving scholarly outputs appeared to centre on support from senior academics, intrapersonal and demographic characteristics of staff and academics' perceptions of their roles as teachers and scholars".

In another study by Samuel and Chipunza (2009). Vindicated clearly that "the combination of intrinsic and extrinsic motivational factors such as training and development, challenging/interesting work, freedom for innovative thinking, and job security were found to have significantly influenced employee motivation and retention in both the public and private sector organisations".

Ogbogu (2009). In her study "An analysis of female research productivity in Nigerian universities", revealed that "female research output was generally low: 59.5 per cent of female academics published one paper annually; 23.6 per cent published up to two papers; 1.1 percent published three papers; and 15.8 per cent did not publish on an annual basis. Although most female academic staff published annually, most wished to increase their publication rate. The study's results found that marital status, religion, academic position and number of hours of lectures per week had an impact on their ability to carry out research and publish the results. The study concluded that female academics made contributions that are more significant to teaching than research and that the

Nigerian University system needs to develop strategies to enhance female research output”.

These reveals that performance of academic staffs in Nigerian higher education institutions need to be improved through effective motivation.

Findings on Past Studies

Major findings from the articles reviewed shows that variables such as promotion opportunities, job enrichment, performance appraisal, relationships and job security, authority in decision making, recognition and appreciation for work done, relationship with superiors, peers and job security, employee behaviour and attitude, employee responsibility, employee relationship, team work, increase in salary, overtime allowance, holiday with pay, provision of welfare packages, conducive work environment, recognizing and rewarding outstanding performance, strengthening the retirement plan, are applied as motivational tools to improve employee performance and almost all the articles reviewed affirmed that, the above mentioned variables and other motivational tools have a positive impact on employee performance in working places.

Conversely, the findings also show that there was lack of provision of regular payment of salary and other remuneration by the head to promote the performance. More so, provision of inadequate chances for professional growth, instructional facilities hinder effective lecturer’s performance. In view of all that has been mentioned so far, these studies provide important insights into the motivational factors of employees in general and particularly academic staff, and the strategies or techniques used in motivating employees to give in their best at workplace. The articles reviewed in general are very sound and the methodology used is appropriate for usage in this type of study. However, it is not reliable all the time. The methodology might be erroneous because some accepted conclusive studies that were consulted might have changed and the environment as well as variables of the study which can make their former status of acceptability no longer acceptable currently. The articles consulted adequate literature and made enough references, but some of the authors were not critical in their exposition of the literature in terms of the comparative analysis of the views in their points of convergence and divergence. Conclusively, the researcher here suggested that for a study of this nature in future, the methodology adopted in those articles that are not case study type should be changed with a case study approach and the literature should be thematic with critical expositions of the gap which should be clear.

METHODOLOGY

Research Design

A quantitative approach was used in the research design and a survey research was conducted in this study. Creswell (2014 p. 11). Elucidate quantitative research as “an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. To conduct this inquiry, the investigator specifies narrow questions, locates or develops instruments to gather data to answer the questions, and analyses numbers from the instruments using statistics. From the results of these analyses, the researcher interprets the data using prior predictions and research studies. The final report, presented in a standard format, displays researcher objectivity and lack of bias”. The survey design was used to collect data for describing the population of academic staff of Gombe State University from a sample of two hundred and seventeen academic staff in the university. In this study data was collected through online questionnaires distributed to targeted sample from the study population. This research design was chosen to meet the objectives of the study, which are to assess the motivational level of academic staff in Gombe State University, to identify factors motivating academic staff and to measure the strength of motivating techniques of academic staff in Gombe State University.

Study Population and Sampling Technique

The sampling technique or design used in this research is purposive sampling method. Sekaran & Bougie (2016 p.395). Defined purposive sampling as “A nonprobability sampling design in which the required information is gathered from special or specific targets or groups of people on some rational basis”. The target of study population in this research work are the academic staff working in Gombe State University, the total number of academic staffs in the University are 539. Therefore, two hundred and seventeen academic staffs were taken as a sample for this study, the sample size for this research is determined based on or adopted from Krejcie and Morgan (1970).

Procedure for Collecting Data

The procedure used in this research for collecting data is electronic and online questionnaire because the distribution is easy, fast, and more accessible. Online questionnaires are often used to gain a deeper understanding of respondents’ opinions and preferences. A big advantage of online survey research is that it makes the most of the ability of the Internet to provide access to groups and individuals who would be difficult, if not impossible, to reach through other

channels. A second advantage of online questionnaires is that a wide geographical area can be covered in the survey. A link to the questionnaire is sent to the respondents, who can complete it at their convenience, in their homes, and at their own pace. The automatic processing of the survey saves further costs, time, and energy Sekaran and Bougie (2016 p. 143). Two hundred and seventeen questionnaires were sent to five academic staff from different faculties in the University whom are purposely selected by the researcher to assist him in administering the questionnaires to their colleagues through emails, WhatsApp and other social media means. One hundred and seventeen questionnaires were filled which the researcher used in data analysis. The online filled questionnaires were downloaded from Google Forms to Excel spreadsheet. After transforming and coding the variables in excel they were later imputed into SPSS for analysis.

DATA ANALYSIS

In this research both primary and secondary source of data were used. Kumar (2011 p. 343). Describe primary sources as “Sources that provide primary data such as interviews, observations, and questionnaires are called primary sources while Secondary sources as Sources that provide secondary data are called secondary sources. Sources such as books, journals, previous research studies, records of an agency, client or patient information already collected and routine service delivery records all form secondary sources”. The primary data relied on was questionnaires administered to the target group of the study population and secondary data were journals, books, internet, published and unpublished information where past studies related to factors motivating academic staff work were reviewed starting from global perspective then narrowed down to Nigerian context.

Table 2. Items in Questionnaire

Item No.	Number of Item	Questions on
A1 – A8	8	Background of Respondents
B1 – B2	2	Motivational Level of academic staff
C1 – C9	9	Factors of Motivation of academic staff
D1 – D7	7	Techniques of Motivation of academic staff

(Source: Researcher’s Data)

Method of Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 25 was chosen to help the researchers in analysing the data, and the data collected in this study was analysed using Frequency distribution, Descriptive statistical analysis. The analysis was conducted using additional sources to buttress the data gathered

including an in-depth interview from some experts on the subject matter of study. The views of the experts together with that of the interviewers and the existing literature were discussed which enabled for the establishment of new knowledge from the study.

The Motivational Level of Academic Staff at Gombe State University

The motivational level of the respondents was assessed by asking them whether they enjoy working in the University and whether they are satisfied with the condition of service provided by the University, and summation of the above two question to get their mean using descriptive statistics.

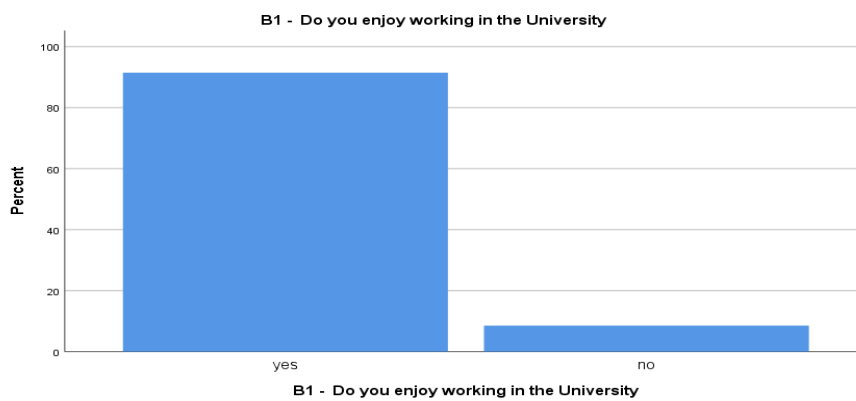


Figure 1: Enjoy working in the University

As can be seen in figure 1, almost all the academic staff working in Gombe State University said they enjoy working in the University that is, 91.5 percent, only 8.5 percent of the academic staff did not enjoy working in the University which shows that majority of academic staff in the University are motivated.

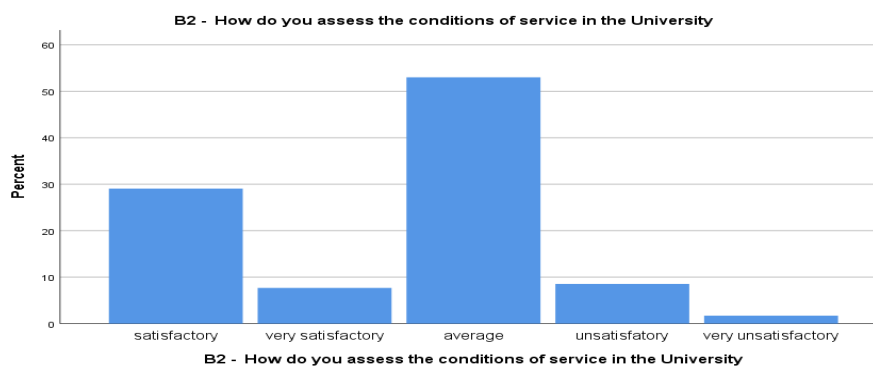


Figure 2: How academic staff assess the condition of service

Figure 2 Indicates how academic staff assess the condition of service in the University. About 53 percent agree that the condition of service is fair, almost 30

percent are satisfied, and 8 percent are very satisfied with the condition of service in the University. Less than 9 percent of the respondents are unsatisfactory and very unsatisfactory with the condition of service in the University.

The table below shows the factors that motivates and boost the performance of academic staff where 38.8 percent said salary increase boost their performance followed by 31.0 percent who said training and motivational talks motivates them most. The least factor that boost their performance is leave because only 1.7 percent choose it as what motivates them most and boost their performance, recognition and overtime allowance are 20.7 and 7.8 percent respectively.

Table 3. Factors that Motivates most and Boost Performance

Factors that motivates most and boost performance	Frequency N = 117 Percent (%)
Salary increase	45 – 38.8
Overtime allowance	9 - 7.8
Leave	2 – 1.7
Recognition	24 – 20.7
Training and motivational talks	36 – 31.0
Total	117 – 100.0

(Source: Researcher's Data)

Techniques of Motivating Academic Staff in Gombe State University

To measure the strength of the motivating techniques of academic staff in the University, responses received from the academic staff on seven questions designed to achieve this objective was used to do the analysis by using frequency distribution on one categorical question and descriptive statistics to measure the mean score of the remaining six questions. The respondents were asked to rate the following techniques of motivation such as salary increase, fringe benefits, training opportunities, payment of salary on time, etc. using the scale of good, fair and poor. These options were recoded as good =3, fair = 2, poor = 1 which reveals that the maximum score is 18 (that is if a respondent answered good in all the questions) and the minimum score is 6 (if a respondent answered poor in all the questions).

The table below shows six items on techniques of motivation were summed up together to measure the mean score of the total strength of motivating techniques which is 12.3 and is above half of the maximum score 18. Therefore, averagely the

strength of the motivating techniques used by Gombe State University to motivate its academic staff is fair.

Table 4. Mean score of Motivating Techniques

Items	Mean
Salary increase	2.06
Fringe benefits	2.21
Training opportunities	2.09
Payment of Salary on time	1.96
Relationship between Management and Academic Staffs	1.95
Recognition for excellent performance	2.30
Total	12.3

(Source: Researcher's Data)

The table below shows whether there is on time payment of salary in the University. Among the respondent's 29.9 percent are neutral to whether there is on time payment of salary. 27.4 percent disagree while 26.5 percent agree with the statement, 13.7 percent strongly disagree with the statement while 2.6 percent strongly agree that there is on time payment of salary in Gombe State University.

Table 5. Ontime Payment of Salary in the University

Rate the statement There is Ontime payment of salary in the university	Frequency N = 117 Percent (%)
Strongly disagree	16 – 13.7
Disagree	32 – 27.4
Neutral	35 - 29.9
Agree	31 – 26.5
Strongly agree	3 – 2.6
Total	117 – 100.0

(Source: Researcher's Data)

This research work had obtained one hundred and seventeen responses from the targeted sample, the data received from the academic staff of Gombe State University was used to do the analysis using SPSS version 25. This version was used because is the most recent version of the SPSS statistics traditional software licence. The three objectives of this research work were analysed using frequency distribution and descriptive statistics analysis as vindicated clearly in the tables above.

SUMMARY AND DISCUSSION

In this part, summary and major findings of this research work based on the three objectives of this study are discussed.

To Assess the Motivational Level of Academic Staff in Gombe State University

Findings from this study shows that motivational level of academic staff in Gombe State University is very high as more than 90 percent of the academic staff affirmed that they enjoy working in the University. This implies that the academic staff are motivated, because it is very difficult and rare for a person to enjoy doing a work or task if he/she is not motivated.

Academic staff motivational level was also assessed by getting the mean and standard deviation of the summation of total motivation score as a whole is 5.2 ± 0.95 (mean \pm SD). Which is greater than 3.5 half of the maximum score 7, based on this result it can be concluded that there is a high level of motivation among the academic staff of Gombe State University.

Surprisingly, this is one of the unanticipated findings of this study which is contrary to what is in the literature reviewed that Nigerian University lecturers have been de-motivated and dissatisfied with their jobs mainly due to poor remuneration. In the problem statement and chapter two of this study, it was established by many studies that a reasonable number of academic staffs in some Nigerian public Universities are unmotivated due to many reasons as explained earlier. But this does not directly affect academic staffs of Gombe State University as vindicated clearly by responses received from academic staff of the University which was used to arrive at the result shown above.

A further interview was carried out by the researcher with some of the academic staff of Gombe State University on why their motivational level is high compare to their counterparts in other Nigerian Universities, their response was that due to the few number of academic staff in Gombe State University they enjoy a consistent staff development programmes such as sponsorship to conferences and seminars, in-service training, research grants and sponsorship to further their studies within and outside the country compare to other older University like Ahmadu Bello University Zaria, Bayero University Kano, University of Maiduguri etc. that their academic staffs are more than 1500 which results in a lot of competition among the academic staff to enjoy the above mentioned staff developments programmes. Another reason which will profess and affirmed this finding is that most of the participants in this study are junior academic staff because the highest educational qualification of most of the academic staff that

participated in this study (69.2) percent is master's degree which shows that they are not among the senior academic staff. 40.1 percent of them are at the rank of lecturer II with the age range between 31 – 40 years which signifies they are still young and happy with the remuneration they received. This finding is similar to that of Egbule (2003). Where he showed an improving trend in the expressed level of job satisfaction and motivation of lecturers in Nigerian Universities.

Factors that Motivates Academic Staff in Gombe State University

Results from this study shows that a reasonable number of the respondents (43.6) percent and 28.8 percent agree that the University adopts in-service training and job security to motivates them. Among the various factors of motivation, 58.1 percent of the academic staff affirmed that promotion opportunities motivate them most. In addition, almost 45 percent of the respondents enjoyed promotion once which is a moderate result since most of them are junior staff and 31.0 percent confirmed that training and motivational talks motivates them most and boost their performance.

On the other hand, findings of this study show that other factors of motivation are rated moderately fair by the respondents such as improvement of retirement plan, involvement of academic staff in decision making related to them and welfare and benefit packages are rated also moderately fair by the academic staff of the University. This shows that for the management of Gombe State University to fully motivate its academic staff to function efficiently and effectively there is need for them to improve the factors of motivation available in the University and provide more motivational tools to boost the performance of academic staff.

Techniques of Motivating Academic Staff in Gombe State University

Findings from this study shows that the strength of the techniques of motivating academic staff of the University is moderately fair. After measuring the strength of the techniques of motivation, results indicate the mean score is 12.3 which is greater than half of the total maximum score 18. Another finding in this study reveals that almost 30 percent of the academic staff agree that the University management do pay salary on time, while 27.4 percent disagree with the statement there is on time payment of salary in the university. Base on this, the University management need to improve on payment of salary on time.

PRACTICAL IMPLICATION

The work has a practical implication for all stakeholders involved in the process of motivation particularly in the academic sector. It will help in giving a clear direction for the authorities and management of Gombe State University and indeed other Universities to apply some motivative measures to boost academic performances in Nigerian Universities through the increase in output, performance and productivity. It will further help the researchers in the field to build on the current work and expand to include more institutions and additional number of academic staff which will present a sample of the Nigerian Universities.

CONCLUSION

Based on this research work in the case of Nigeria as a whole, academic staff in public and private Universities are de-motivated compare to other Universities in developed and developing nations such as Europe and Asia. Poor remuneration, lack of good working condition, lack of career advancement opportunities and many other reasons already explained in the problem statement section in the early stage of this study which led to the de-motivation of academic staff in Nigerian Universities.

Even though Gombe State University was only been established within 15 years ago there is no issue of lack of motivation of academic staff as shown in the findings of this study. In addition, the motivational factors and techniques use in motivating academic staff in Gombe State University are moderately fair compare to some Universities in the country.

RECOMMENDATION

The federal and state government in Nigeria should pay heed to the following recommendations suggested by this study to further upgrade and motivate academic staff in the country: There should be increase in salary and welfare of academic staff, blending of small academic staff training colleges into larger once and expanding the capacity of their intake, developing unqualified academic staff through in-service training and upgrading the quality of programmes for academic staff educators, provision of good working condition and adequate modern equipment's such as library facilities, modern teaching facilities (ICT facilities).

More so, University administrators need to increase their academic staff motivation, support them in achieving their set goals and facilitate their job satisfaction, there should be diversity in the motivation techniques adopted to

meet the needs of the academic staff and adequate chances for professional growth should also be provided.

It is suggested that for researchers that want to dwell into this subject matter, should look into issues such as why is it that many academicians are migrating from Nigerian public Universities to Europe in search for better remuneration and good standard of living as reported by World Bank (2004). Why are a lot of academic staff in Nigerian public and private Universities are de-motivated and why does academic staff make up one of the lowest income groups in Nigeria and the way forward?

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