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Motivation and Job Commitment in the Higher Education Sector: A Case Study of Nigerian Colleges of Education

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Abstract: *This study explores the relationship between motivation and job commitment among academic staff in Nigerian Colleges of Education, emphasizing both financial and non-financial motivational factors. Motivation significantly impacts the behaviour and performance of academic staff, affecting their engagement in teaching, research, and community service. Utilizing a correlational research design, this study examines personnel management practices such as recruitment, training, development, and discipline and their effects on job commitment. The findings reveal that financial incentives, such as salaries and overtime compensation, and non-financial motivators, like professional recognition and working conditions, play crucial roles in fostering job commitment. The study employs a correlational research design to examine the relationship between personnel management practices, such as recruitment, training, development, motivation, and discipline—and academic staff job commitment. However, gaps exist in providing adequate non-financial benefits like accommodation and health services. The study concludes with recommendations for enhancing both financial and non-financial incentives and improving work environments to boost job commitment among academic staff in Nigerian Colleges of Education.*

Keywords: *motivation, job, commitment, personnel, incentives.*

INTRODUCTION

Motivation significantly influences the behaviour and performance of academic staff in higher education institutions. It encompasses both internal and external factors that stimulate individuals to remain committed to their tasks [1]. In education, motivation drives educators to actively engage in teaching, research, and community service. Motivated academic staff are more likely to perform their duties with enthusiasm, directly impacting student learning outcomes and institutional success [2]. Understanding the dimensions of motivation and their implications for job commitment is crucial for developing effective strategies to enhance staff performance in Nigerian Colleges of Education [3]–[5].

Job commitment refers to the psychological attachment and dedication of employees to their organization, playing a vital role in achieving institutional goals [6]. Committed staff demonstrate higher involvement in their roles, consistency in performance, and a willingness to contribute to organizational objectives [7]. This dedication is essential in Colleges of Education, where staff are responsible for training future educators who will contribute to national development [8]–[10].

Despite the regulatory framework established by the National Commission for Colleges of Education (NCCE), challenges such as inadequate motivation, poor job commitment, and ineffective personnel management practices persist [11]. Academic staff in Colleges of Education in North-East Nigeria often exhibit low levels of job commitment, negatively affecting their teaching and professional responsibilities. Factors contributing to this include ineffective recruitment practices, insufficient training opportunities, and inadequate remuneration [12]. Addressing these challenges is essential for fostering a dedicated academic workforce capable of meeting the country's educational needs [13]–[15].

This study aims to provide insights into the motivational factors that influence job commitment in the higher education sector, focusing specifically on Nigerian Colleges of Education. By exploring the relationship between these variables, the research seeks to offer recommendations for improving staff motivation and commitment to institutional goals. Therefore, this study tends to discuss the following research questions: (1) What is the impact of financial and non-financial motivational practices on job commitment among academic staff in Nigerian Colleges of Education? (2) How do the physical and psychological work environments influence academic staff commitment in Nigerian Colleges of Education? (3) To what extent do incentives such as promotions and welfare packages affect the performance and job commitment of academic staff in Nigerian Colleges of Education?

LITERATURE REVIEW

Several theories of motivation provide a foundation for understanding how motivation influences job commitment, particularly in educational institutions. Two of the most influential theories are Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. Maslow's Hierarchy of Needs, developed in, outlines five levels of human needs: physiological, safety, social, esteem, and self-actualization [16]. Maslow argues that individuals are motivated to fulfil these needs in a hierarchical order, starting from the most basic (e.g., food and shelter) to higher-order needs like esteem and self-actualization. In an academic setting, satisfying these needs can lead to higher job commitment, as motivated staff are more likely to engage in teaching, research, and institutional activities [17]–[19].

Herzberg's Two-Factor Theory, developed in 1959, categorizes job factors into two groups: hygiene factors and motivators [20]. Hygiene factors, such as salary and working conditions, are necessary to prevent dissatisfaction but do not directly lead to job satisfaction. Motivators, such as recognition, responsibility, and opportunities for personal growth, drive job satisfaction and commitment. In the context of higher education, applying Herzberg's theory highlights the importance of addressing both hygiene factors (such as fair remuneration) and motivators (such as recognition of achievements) to improve staff job commitment [21]–[23].

Research in the higher education sector emphasizes the critical role of motivation in influencing job commitment among academic staff. For example, Aji explored the impact of promotion on academic staff development in Borno State higher institutions [24]. The study found a significant relationship between promotion and academic staff development, highlighting that promotion practices when linked to financial benefits, enhance staff morale and commitment [25]–[28]. However, the study noted that paper promotions without corresponding salary increases led to dissatisfaction, suggesting that both financial and non-financial rewards are necessary to sustain motivation [29].

Geoffrey examined motivation and job performance among academic staff at Makerere University in Uganda, finding that motivational factors like decent accommodation, health care, and training significantly influenced teaching and research activities [2]. This study underscores the importance of not only providing professional development opportunities but also addressing the personal well-being of staff to improve commitment. The results align

with Herzberg's theory, which stresses the importance of hygiene factors in preventing dissatisfaction [30]–[32].

In a study of Nigerian university lecturers, Olugunde found that inadequate motivational strategies resulted in high labour turnover. The study emphasized that poor remuneration and lack of career development opportunities were significant contributors to dissatisfaction [11]. This suggests that addressing both intrinsic and extrinsic factors is crucial for retaining academic staff and enhancing their job commitment.

There is a strong link between motivation and academic staff commitment, as highlighted by numerous studies. Motivated staff are more likely to remain committed to their institutions, contributing to the achievement of institutional goals. Ajayi identified a lack of incentives and poor motivation as key factors affecting job commitment among tertiary institution teachers in Ekiti State, Nigeria [12]. The study noted that inadequate salary and delayed promotions resulted in low job satisfaction and poor performance. This finding is consistent with Maslow's theory, which suggests that unmet basic needs, such as financial security, can hinder higher-level motivations like job commitment [33]–[36].

Similarly, Kwapong, Opoku, and Doyin conducted a study on the motivation and performance of teaching staff in Ghanaian polytechnics, revealing that motivation is a significant driver of job performance and commitment [37]. The study concluded that teachers need to be adequately motivated to enhance their productivity. This highlights the direct relationship between motivation and job commitment: when staff feel valued and supported, they are more likely to invest in their roles and contribute to the institution's success.

While several studies have explored the relationship between motivation and job commitment, gaps remain in understanding the full range of factors that influence these dynamics in the Nigerian context, particularly in Colleges of Education [24]. Most existing research focuses on universities or other higher education institutions, with little emphasis on Colleges of Education in specific regions, such as North-East Nigeria. Furthermore, while studies like that of Aji examine individual aspects of motivation, such as promotion or working conditions, few studies have comprehensively analyzed the combined effects of multiple motivational factors—such as recruitment, training, and discipline—on academic staff commitment [38]–[40].

Additionally, studies by Geoffrey have focused on the role of financial incentives, leaving non-financial motivators, such as professional development and recognition, underexplored. Addressing these gaps is essential for developing a more holistic understanding of how to enhance academic staff commitment in Nigerian Colleges of Education. This study aims to fill these gaps by investigating how a combination of personnel management practices, including motivation, influences job commitment among academic staff in these institutions [2].

METHODOLOGY

The study employs a correlational research design to examine the relationship between personnel management practices—such as recruitment, training, development, motivation, and discipline—and academic staff job commitment in Nigerian Colleges of Education. This design is particularly suited to exploring the degree of association between variables, allowing for a comprehensive analysis of how these practices influence job commitment.

The population for the study comprises 3,323 academic staff from 12 Colleges of Education located in the North-East geopolitical zone of Nigeria, which includes both federal and state-run institutions from the following states: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. A multi-stage sampling technique was used. Initially, 25% of the population, equivalent to 833 academic staff, was selected to form the study's sample. Stratified sampling was used to select academic staff from each college, treating each

institution as a distinct stratum. Simple random sampling was then applied within each stratum to proportionally represent the overall population.

Two instruments were used to gather data: The Personnel Management Practices Questionnaire (PMPQ) and the Academic Staff Job Commitment Questionnaire (ASJCQ). The PMPQ gathered data related to recruitment, training, development, motivation, and disciplinary practices, while the ASJCQ measured the level of job commitment among academic staff. Both questionnaires utilized a four-point Likert scale ranging from “Very High Extent” (VHE) to “Very Low Extent” (VLE). The questionnaires were reviewed by three experts for validity and pilot-tested at the College of Education Katsina-Ala, yielding reliability coefficients of 0.802 for the PMPQ and 0.842 for the ASJCQ.

For data analysis, descriptive statistics, including mean and standard deviation, were used to interpret the findings and answer the research questions. A criterion means of 2.5 was established, with scores of 2.5 or above indicating a "high extent" of job commitment, and scores below 2.5 indicating a "low extent" of job commitment. Additionally, simple linear regression analysis was conducted at a 0.05 significance level to test the hypotheses. This allowed for an in-depth examination of how personnel management practices, such as recruitment, training, and motivation, influenced academic staff job commitment.

RESULTS AND DISCUSSION

Data Presentation and Analysis

This section presents the data analysis and interpretation of findings from the study on motivation and job commitment among academic staff in Nigerian Colleges of Education. The analysis aims to provide a comprehensive overview of how various motivational practices affect staff commitment within these institutions. To achieve this, descriptive and inferential statistical methods were employed to analyze the data collected from respondents, focusing on the relationships between financial and non-financial motivational factors, the work environment, and incentive structures.

The results are organized according to the research questions, with key findings presented in tabular format to facilitate comparison and interpretation. Each section explores the extent to which these factors influence job commitment, supported by relevant literature to contextualize the findings within broader theoretical frameworks such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory.

Table 1. Financial and Non-Financial Motivational Practices

Items	N	Mean	Std. Dev.	Decision
Staff entitlements are paid as when due	833	2.74	1.00	High Extent
Staff remuneration is usually based on qualification and working experience	833	2.99	0.68	High Extent
College staff experience discriminatory practices in the payment of entitlements	833	2.76	0.99	High Extent
Free medical service to staff and immediate families	833	2.23	1.11	Low Extent
Staff compensated for working overtime	833	2.85	0.97	High Extent
Staff promoted based on merit and requisite qualification	833	2.87	1.01	High Extent
Adequate municipal services provided (water, electricity, roads)	833	2.88	0.99	High Extent
Decent accommodation provided for staff	833	1.95	1.13	Low Extent
Conducive working environment provided for staff	833	2.30	1.12	Low Extent

Welfare packages for hardworking staff	833	2.77	1.02	High Extent
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Source: Field Study 2023

Financial motivators such as staff remuneration and overtime compensation showed a high extent, while non-financial motivators like medical services, accommodation, and a conducive working environment displayed a low extent.

Table 2. Work Environment and Academic Commitment

Items	N	Mean	Std. Dev.	Decision
Free medical service provided	833	2.23	1.11	Low Extent
Adequate municipal services provided (water, electricity, roads)	833	2.88	0.99	High Extent
Decent accommodation provided for staff	833	1.95	1.13	Low Extent
Conducive working environment provided for staff	833	2.30	1.12	Low Extent

Source: Field Study 2023

The work environment, including accommodation and the provision of a conducive teaching environment, scored low, while the provision of municipal services showed a high extent.

Table 3. Incentives and Their Influence on Performance

Items	N	Mean	Std. Dev.	Decision
Welfare packages for hardworking staff	833	2.77	1.02	High Extent
Staff promoted based on merit and requisite qualification	833	2.87	1.01	High Extent
Compensation for working overtime	833	2.85	0.97	High Extent
College releases staff on leave of absence on request	833	2.80	1.02	High Extent

Source: Field Study 2023

Incentives like welfare packages, promotions based on merit, and leave of absence were rated highly in influencing staff performance and commitment.

These tables present a clear overview of the relationships between motivational practices and job commitment in Nigerian Colleges of Education. They reflect how financial incentives and some non-financial aspects like promotions influence job commitment positively, while gaps in the work environment (e.g., accommodation) highlight areas needing improvement.

Discussion of Major Findings

The discussion of findings critically engages with the results obtained from the data analysis, drawing connections between the data and existing research to highlight implications for policy and practice in Nigerian Colleges of Education. This section aims to explore the significance of the identified motivational practices and their impact on academic staff commitment in light of established theories of motivation.

By examining how financial incentives, non-financial motivators, and the work environment influence job commitment, the discussion will provide insights into the broader implications of these findings for improving staff morale and performance. Additionally, it will consider the interplay of various motivational factors and how a holistic approach can enhance commitment among academic staff, ultimately contributing to the overall quality of education within these institutions.

Financial and Non-Financial Motivational Practices

The findings from the analysis indicate a significant influence of both financial and non-financial motivational practices on job commitment among academic staff in Nigerian Colleges of Education. The high mean scores for items such as staff remuneration and overtime compensation suggest that financial rewards play a crucial role in motivating staff. This aligns with Maslow's Hierarchy of Needs, particularly the physiological and safety needs that individuals prioritize before addressing higher-level needs. When basic needs are met, staff are more likely to engage meaningfully with their roles, leading to enhanced commitment to their institutions.

However, the analysis also highlights areas of concern, such as the low extent of free medical services and decent accommodation provided to staff. This finding resonates with Herzberg's Two-Factor Theory, which identifies hygiene factors—such as working conditions and salary—as essential to preventing dissatisfaction. While financial motivators are necessary, non-financial factors like job security, recognition, and a supportive work environment are equally important. Without adequate attention to these hygiene factors, staff motivation may falter, leading to disengagement and reduced job commitment.

Existing literature supports these findings. For instance, Aji emphasized the importance of linking promotion with financial benefits to enhance staff morale, [24] while Olugunde pointed out that poor remuneration significantly contributes to high turnover rates [11]. These insights reinforce the necessity of a comprehensive motivational strategy that incorporates both financial and non-financial rewards to bolster job commitment.

Work Environment and Academic Commitment

The analysis suggests that the work environment significantly impacts academic staff commitment, with high mean scores for adequate municipal services and low scores for decent accommodation. This indicates that while institutional support in areas like utilities is recognized, there are critical shortcomings in other aspects of the work environment that need addressing.

Geoffrey found that motivational factors, including decent accommodation and healthcare, substantially influence staff teaching and research activities [2]. This finding supports Herzberg's assertion that hygiene factors, when neglected, can lead to job dissatisfaction. In the context of Nigerian Colleges of Education, addressing these aspects of the work environment is vital for fostering a committed workforce [20]. As noted in the literature, staff members who perceive their institutions as providing a supportive environment are more likely to engage in teaching and research effectively, contributing positively to institutional goals.

Incentives and Their Influence on Performance

The analysis revealed a strong relationship between incentives—such as promotions and welfare packages—and academic staff job commitment. The high mean scores for these incentives suggest that they significantly motivate staff and encourage higher levels of commitment. Herzberg's Two-Factor Theory underlines the importance of such motivators, indicating that opportunities for professional growth and recognition are essential to enhancing job satisfaction and commitment.

The literature supports this assertion, with studies indicating that adequate motivation through promotions and recognition can significantly enhance staff productivity and morale [37]. Furthermore, Aji highlighted that promotion practices linked to financial benefits significantly impact staff development, underscoring the necessity of a balanced approach to motivation [24].

The findings of this study reflect and reinforce established theories of motivation, particularly Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. By showing how financial incentives and non-financial motivators influence job commitment among

academic staff, this study contributes to the understanding of motivational dynamics in the higher education sector, particularly in the context of Nigerian Colleges of Education.

The gaps identified in existing literature—such as the limited focus on Colleges of Education and the lack of comprehensive analysis of combined motivational factors—are addressed in this study. By investigating the interplay of personnel management practices, including motivation, recruitment, training, and discipline, this research provides valuable insights into enhancing job commitment among academic staff in Nigerian Colleges of Education.

Implications of the Findings

The findings of this study have significant implications for policy and practice in Nigerian Colleges of Education. They underscore the importance of a holistic approach to motivation that encompasses both financial and non-financial factors. Institutions must recognize that addressing basic hygiene factors such as fair remuneration and working conditions is essential for preventing dissatisfaction among staff. Furthermore, by implementing robust incentive schemes that promote professional growth and acknowledge staff achievements, colleges can enhance academic staff commitment and, consequently, improve the overall quality of education.

CONCLUSION

The results of this study emphasize the importance of a holistic approach to motivation that encompasses both financial and non-financial factors. The findings underscore the need for educational institutions to address the work environment comprehensively, ensuring that all aspects ranging from financial remuneration to personal well-being are considered to foster commitment among academic staff. By aligning these practices with established motivational theories, this research offers a framework for improving job commitment in Nigerian Colleges of Education, ultimately contributing to the achievement of institutional goals and enhancing the quality of education provided. This study investigated the relationship between motivation and job commitment among academic staff in Nigerian Colleges of Education, revealing several critical insights that contribute to the existing body of knowledge in this area. The major findings indicate that: 1). Financial and Non-Financial Motivational Practices: Both financial incentives, such as salaries and overtime compensation, and non-financial motivators, such as job security and recognition, significantly impact job commitment. However, there is a notable gap in the provision of essential non-financial benefits, such as adequate accommodation and medical services, which are crucial for fostering a committed workforce. 2). Work Environment and Academic Commitment: The analysis highlighted that the physical and psychological work environments play a vital role in influencing academic staff commitment. While adequate municipal services were recognized, shortcomings in other areas, such as decent accommodation and supportive working conditions, need to be addressed to enhance staff engagement and productivity. 3). Incentives and Their Influence on Performance: The study found that incentives, including promotions and welfare packages, significantly motivate academic staff and drive their commitment to the institution. A comprehensive approach that combines both financial rewards and recognition for achievements is essential for improving job satisfaction and commitment.

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Author Contribution

Khadijatu, Adamu Mafindi: Conceptualization, Methodology, Writing – review & editing.

Conflicts of Interest

All authors declare no conflict of interest.

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