



Motivational Techniques as Correlates of Job Performance of Members of Staff in Edusoko University Bida, Niger State, Nigeria

NDAGI Aliyu Abdullahi

Department of Business Management, Northwest International University, Armenia; ndagialiyu1965@gmail.com

BELLO Sunday Ade

Visiting Professor, School of Business Management, Entrepreneurship and Leadership; Northwest International University, Armenia; adetunbowale@gmail.com

ALIYU Mohammed Babadoko

Vice Chancellor, Edusoko University, Bida, Niger State, Nigeria
alymb2004@gmail.com

Abstract

This study was carried out to investigate motivational techniques as correlates of job performance of staff members in Edusoko University, Bida, Niger State, Nigeria. Three research questions guided the study while three hypotheses were tested at 0.05 level of significance. The study employed correlational research design. The population of the study comprised all the staff members in Edusoko University, Bida, Niger State, Nigeria. A sample of 150 staff members were drawn from the population using Solvne's formula. Two sets of questionnaires: Motivational Technique Questionnaire (MTQ) and "Job Performance Questionnaire" (JPQ) were used for data collection. The instruments were validated by requisite experts while Cronbach alpha statistics was used to assess the questionnaire items' internal consistency of which the reliability coefficient of 0.84 and 0.80 was obtained for MTQ and JPQ respectively. The collected data was analyzed using the Pearson Product Moment Correlation Coefficient. On the other hand, the hypotheses were tested using the Pearson correlation critical value table. From the findings of the study, it was revealed that motivational techniques have positive relationship with job performance of staff members. The hypotheses testing revealed that there is a significant relationship between motivational techniques and job performance of staff members in Edusoko University, Bida, Niger State. The study further revealed that out of the three motivational techniques, reward has the highest and most significant relationship with job performance of staff members of Edusoko University, Bida, Niger State. Based on the findings of the study, it was recommended among others that University administration should endeavour to provide a variety of welfare packages as a motivational strategy to their staff members especially those who have distinguished themselves positively. This will go a long way in enhancing their job performance. Additionally, suggestions for further studies were made.

Key words: Motivational Techniques, Job Performance, Staff Members, Edusoko University, Niger State.

Word Count: 290

1. Introduction

Education has been embraced by many nations as the greatest investment that can bring about civilization, modernization, development and socio-economic progress in the society. Education

has also been considered as a necessary tool for human building and development. Ofojebe and Nnebedum (2016) opined that education is a vital tool for the inculcation of the right values and skills necessary for the development of individuals and the society at large. The importance of education gave rise to the establishment of various institutions of learning. In the Nigerian setting, just as in many other countries of the world, these institutions of learning varies from the levels of pre-primary, primary, secondary and tertiary. Tertiary education refers to all formal post-secondary education acquired in school settings called tertiary institutions otherwise called institutions of higher education (World Bank, 2021). World Bank added that tertiary education is instrumental in fostering growth, reducing poverty, and boosting shared prosperity. Tertiary or Higher education covers a wider range of higher learning institutions such as colleges of education, polytechnics, technical training institutes, and vocational schools including the university.

A university represents both a higher learning institution and a community of scholars or persons who are engaged in study and research (Kalu, Ejiogu Chukwukadibia and Nleonu, 2021). It is a higher learning institution that brings men and women to a high level of intellectual development in the arts and science, and the traditional professional disciplines, and promotes high-level research (Alemu, 2018; Can and Tursunbadalov, 2019). In Nigeria, the university provides the last stage of formal education. It takes a minimum of 4 years, to complete the 6-3-3-4 educational system. According to Alemu (2018), university education in Nigeria follows the three-tier degree structures which are the bachelor's, masters and doctoral-level studies. Across these three-tier structures, students are exposed to a wide range of knowledge demands according to the dictates of their course outline anchored by their teachers (lecturers). Universities in Nigeria can be public or private. Following the increase in demand in enrolment and corresponding shortage in number of public universities in Nigeria, it became necessary to liberalize the education sector in Nigeria (Can et al 2018). Hence in 1999, the Nigeria government under the leader of president Olusegun Obasanjo introduced the education tax reforms which allowed individuals and corporate bodies to establish privately owned universities to make up for the shortfalls (Omotayo, 2017). The establishment of private universities in Nigeria has therefore brought development into the Nigeria economy through increase in human capital development and employment. Whether public or private, universities are overseen by the chief administrator (the vice chancellor) in company of the senate. According to Adeniji, Salau, Awe & Oludayo (2018), the vice-chancellor is considered to be highest in hierarchy of authority in university education charged with the tasks of planning,

controlling and co-ordination of human, material, financial and time resources to foster the attainment of the institutions' goals and objectives. To attain these objectives, the vice-chancellor has to ensure that the members of staff (who are co-executioners of the institutions' set objectives) are duly motivated. Motivation is one of the most vital concepts in human resource management and development. It is that desire or drive that an individual has to get work done (Management Study Guide, 2012). It is a critical aspect in functioning of every organization. It is capable of bringing forth the inner force to accomplish designed tasks effectively and productively. This is the focus of human resource management which every manager or leader is keenly interested in an effective organization. Motivation can be classified as being intrinsic or extrinsic.

Intrinsic motivation comes from within the job content which include recognition, work itself, responsibility, advancement and growth. Obiekwe (2016) posited examples of intrinsic motivation to include acceptance, curiosity, honour, independence power and order. It is intrinsic motivation that makes workers to respond to job challenges and work harder in order to prove their self-worth and integrity in the teaching profession. In the sense of this, workers deliver their personal commitment and desire for personal accomplishment when intrinsically motivated. Extrinsic motivation on the other hand is derived from outside the job content which include, company policy and administration, supervision, relationship with supervisor, working conditions, salary (money), relationship with peers, personal life, relationship with subordinates, status and security. Extrinsic motivation comes from outside the teacher and moves them to accomplish their tasks with a view to activating their rewards. In this sense, Getange (2016) expressed that extrinsic motivators such as good pay, retirement benefits, overtime allowances, good working conditions could spur or prompt a member of staff to give in or deliver their best toward higher productivity. There's always that possibility that a motivated employee will always goes the extra mile in carrying out his or her duties in an organization. Keeping the members of staff motivated may require listening to their plights and possibly applying motivational techniques.

Motivational techniques involve various techniques that can be used to induce, encourage and stir employees in any organization to put in their very best in the discharge of their duties (Orphtims, 2012). Ganta (2014) affirmed that it encompasses so many things like the use of fringe benefits, incentives, style of management, working conditions, wages and salaries, promotion and others to influence workers' productivity. Ganta further opined that in developing nations like Africa, there

is no greater motivation for workers like rewards usually in the form of wages and salaries. According to Getange (2016), giving a reward as an additional remuneration in recognition of a good job done now becomes a technique that could reinforce that good job the employee has done. In light of this, Jayaweera (2015) averred that people in various positions, even though at a similar level ought to be given salaries and bonuses that reflect their performances. According to Wambasi (2015), it shouldn't be taken for granted that reward can influence a person's level of motivation. This is given that there's a possibility that people can be de-motivated by the negative context of their job such as lack of recognition for work well done which cause non-commitment to school work. According to Jayaweera (2015), this reward can come in the form of wages, bonuses, piecework (getting paid for units produced at a certain quality level), mean status or power, stock options, company-paid insurance, or any of the other things that may be given to people for performance. Another motivational technique of essence is job enrichment.

Job enrichment entails an effort to instil in a persons' job, a higher sense of challenge and achievement. According to Wambasi (2015), a job may be enriched in variety, by giving workers more freedom in deciding about such things as work methods, sequence, and pace or the acceptance or rejection of materials; giving workers a feeling of personal responsibility for their tasks; taking steps to make sure that workers can see how their tasks contribute to a finished product and the welfare of an enterprise; involving workers in the analysis and change of physical aspects of their work environment, such as layout of the office or plant temperature, lightening and cleanliness. In this sense, an employees' job can be enriched when he is given freedom to decide how to apply various methods to achieve set objectives goals. Enrichment can also come in the form of supporting the workers to go for excursions to other related workplaces in order to learn better ways of service delivery. Aside job enrichment, there is also team building.

Making a team out of the employee workforce is another motivational technique of note. When the university management is interested in making a team out of the employee workforce, it could affect their motivation positively. According to Harper (2018), in the makeup of a team, team members set goals, make decisions, communicate, manage conflict and solve problems in a supportive, trusting atmosphere in order to accomplish their objectives. It is important that all team-building exercises are carefully balanced to ensure that they do not play to the particular strengths, or weaknesses, of employees but are designed instead to give everybody a chance of

success (Brain, 2014). In the spirit of team building, the university management could encourage healthy competition among staff members; give each member of staff the opportunity to show capability and efficiency. In this way, staff members could be highly motivated to yield the desired job performance. Job performance refers to behaviours or actions exhibited by employees that are deemed crucial to the goals of an organization. Managing employees' performance is necessary in order to achieve goals. Ensuring staff performance is one of the hinges of a good organization or institution. According to Olise (2018), job performance is directly related to organizational productivity and its success. This implies that better performance of each employee creates immense outcomes which mainly include congruence among employees' quality production and commitment at work place. Job performance has become notoriously significant in any organization because the desire to achieve optimal level of productivity is central to managerial objectives. Inefficient job performance will bring about a tragedy to the organization as it is associated with lower productivity, profitability and impairment of overall organizational effectiveness (Bevan, Okoyo and Ezejiofor as cited in Jayaweera, 2015). As pointed out by Viswesvaran and Ones as cited in Jayaweera (2015) job performance is the core construct of today's work place, and it is of important to all managers of various institutions and organizations.

Edusoko University (EU) is a first community based private university located in Bida, Niger State, Nigeria. It is a core objective of the university to play a crucial role in fostering academic and moral relationships among the students. Ensuring due and adequate realization of set objectives is one of the ideals of every organization or institution. Private universities like Edusoko University Bida Niger State, Nigeria strives to attain her set objectives by ensuring the maximum job capacity of it's' staff members. It is always left to the realms of empirical inquiry to reveal the extent the job performance of these members of staff is maximized. The issues of absenteeism from school, lateness to school, and combining jobs with other businesses noticeable among staff members keep the researcher wondering: To what level are these staff members motivated in their job, to what level are the school management utilizing adequate motivational techniques to enhance the job performance of the staff members? Based on the aforementioned considerations, it is imperative to explore motivational techniques as correlates of job performance of members of staff in Edusoko University Bida, Niger State, Nigeria.

Statement of the Problem

Edusoko University (EU) is a private university that was created not just to assist the public university in giving students higher education but also to foster academic and moral relationships among the students. The attainment of these lofty goals hinges on the effective cooperation between the school management and members of staff. This is based on the premise that the school management co-ordinates the human and material as well as physical resources in the school towards achieving the desired educational objectives. In Edusoko University, the researcher has been privy to instances of unrest among some staff members who seem to express seeming dissatisfaction over one issue or the other in the school. At other times, the researcher also witnessed issues and gaps in staff members' performance especially as it concerns due diligence and commitment to set out job specifications. Issues like absenteeism, lateness to school, and combining their jobs with other businesses tops the list of these misdemeanours. This keeps the researcher wondering if these staff members are duly motivated and also the extent the school management utilizes motivational techniques to ensure the job performance of its staff members. In the light of these considerations, this study sets out to explore motivational techniques as correlates of job performance of members of staff in Edusoko University Bida Niger State, Nigeria.

Purpose of the Study

The main purpose of the study is to explore motivational techniques as correlates of job performance of members of staff in Edusoko University Bida Niger State, Nigeria. Specifically, the study seeks to determine:

1. the relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria.
2. the relationship between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria.
3. the relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

Research Questions

The following research questions guided the study:

1. what is the relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria?
2. what is the relationship between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria?
3. what is the relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. there is no significant relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria.
2. there is no significant relationship between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria.
3. there is no significant relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

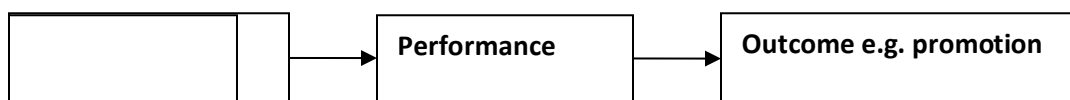
Scope of the Study

The study was delimited to determining motivational techniques as correlates of job performance of members of staff in a private university. The geographical scope covered only Edusoko University Bida Niger State, Nigeria. The content scope looked at the variables of rewards, job enrichment and team building. The unit of the study comprised only the staff members of Edusoko University Bida Niger State, Nigeria.

2. Literature Review

2.1 Theoretical Framework

Vroom Model of Expectancy (1964)



The Expectancy theory was propounded by Victor Vroom in 1964. Expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The principle of this theory is that a person's job satisfaction can depend on two factors: the relationship between effort and performance and the desirability of various work outcomes that are associated with different performance levels. This theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with task performance. This implies that the smaller the gap between these two, the more chance there is to get maximum job performance. Vrooms' expectancy theory averred that people are motivated on how much they want something and how likely they think they are to get it. The theory stated that motivation leads to efforts and the efforts combined with employees' ability (self-efficacy) together with environmental factors interplay to determine performance. This performance in turn leads to various outcomes, such of which has an association value called valence. The expectancy model further states that people are motivated to work when they expect to achieve things they want from their job. These things might include satisfaction of safety needs, the excitement of doing a challenging task, or the ability to set and achieve difficult goals. A basic font of the expectancy model is that employees are rational people. They think about what they have to do to be rewarded and how much rewards mean to them before they perform their job. In general expectancy model holds that individuals have their own needs and ideas about what they desire from work (rewards). They act on these needs and ideas when making decisions about what organization to join and how hard to work.

The present study is of essence to the study. The theory asserts that people as rational beings are enthused by rewards. This implies that staff members think about what they have to do to be rewarded and how much rewards mean to them before they perform their job. This implies that when the expectations of the employees are met (such as the application of motivational techniques), the staff members are likely to turn up in their job performance.

2.2 Conceptual Review

Factors of Poor Job Performance among employees

According to Halim and Sefer (2013), there are a number of factors that surrounds employees' poor job performance. These includes but not limited to:

Under-Payment of Salaries: Not being paid what you are worth is called being underpaid. If a person does not think they are being paid enough to do their job, then they perceive themselves to be underpaid even if the wages they make are in line with that position

Limited Career Growth: Not having the opportunity to climb the ladder and grow your career is another area that can foster dissatisfaction with a position. For this aspect, it is important to understand that not everyone wants to move up the ladder. However, for those who do, if the company does not afford them the opportunity of growth, they will become dissatisfied with their job thus leading to poor job performance. This could mean that the employee will potentially leave for another position that might have better opportunities.

Lack of Interest: A lack of interest involves having a position that does not interest you. People need to work and need jobs, so they might indeed take a position that does not interest them so they can pay the bills (Jima, 2014). In another instance, it could be that what a person is told a job is in the interview process does not materialize which makes the person to go for the next available job.

Poor Management: People usually want to work with people who inspire them and have a vision. To this end, not having the leadership required could be another reason for poor job performance. If an employee is a structured and focused type person, not having leadership is a killer and will certainly make them believe the company is not serious. Gheiasi, Gitifard, Rafiei, Karimi, Siahkali, and Hasanloo, (2022) stated that employee performance tends to be high when people believe their leaders are competent, have their best interest in mind and treat them with dignity and respect. Thus, the best supervisors and leaders are those who know what they are doing and committed to getting a job done, friendly and pleasant to works with employees.

Lack of Teamwork (Interpersonal or Social Relations): Co-worker relationships may also benefit the organization as a whole; given that, teamwork is a very important aspect of organization productivity and success. Allowing employees to develop a social aspect to their job may increase job performance as well as develop a sense of teamwork (Getange, 2016).

Motivation and Employees' Job performance

It has become obvious that the motivational level of every employee is different just like perception and attitude of everyone is different (Inayatillah and Jehangier, 2014). This is as a result of attested the motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual

and of his or her peers (Ganta, 2014). Ganta further opined that most employees need motivation to feel good about their jobs and perform optimally. In the light of this, some employees are money motivated while others find recognition and rewards personally motivating.

According to Kuranchie-Mensah and Amponsah-Tawiah (2016), among several factors that can affect employee performance like training and development opportunities, working conditions, worker-employer relationship, job security and company over all policies and procedures for rewarding employee; motivation that comes with rewards is of utmost importance. For employers who successfully motivate their staff, it often translates to less absenteeism and turnover, greater satisfaction and commitment and ultimately higher productivity or performance in the work place (Deaner, Balish & Lombardo, 2016). For Curvin as cited in Inayatuallah and Jehangir (2014), motivation is directly proportional to productivity. To this end, unless employees are highly disciplined they won't be productive if they are not motivated. Curvin further identified various types of motivation such as recognition, socialization, incentives, etc noting that each one changes individual behaviour in its own different way. Curvin explained further that, no one type of motivation works for everyone and that, people's personalities vary and so accordingly does the type of motivation, that is most effective at inspiring their conduct.

Motivation levels within the workplace have a direct impact on employee productivity. Workers who are motivated and excited about their jobs carry out their responsibilities to the best of their ability and production numbers increase as a result (Ganta, 2014). On the other hand, unmotivated employees are unproductive and as well force the organization to collapse. In this regard, administrators need to understand what motivates employees within the context of the roles they play and, as well provide adequate motivation for their employees. Imran, Arif, Cheema, and Azeem (2014) had in their study reported the most important reason for productivity loss was poor working morale. This includes absence of positive team spirit, low motivation, and poor sense of belonging, people feeling undervalued and poorly rewarded. It is in view of this that they opined that different types of reward practice may more closely complement different generic strategies and are significantly related to higher levels of perceived organizational performance. In agreement with this, in his research, Brain (2014) identified four factors that exist in every organization, and determine the levels of motivation of staff, whether positive or negative. These factors include: leadership style, the reward system, the organization climate and the structure of the work. Brain further said, each of these ingredients can be changed in a positive way, usually

when a new leader replaces a leader whose management style has not been conducive to bringing out the very best in each person. Brain concluded that the level at which employees are motivated determine the level of employees task performance.

The primary objective of any organization or institution is to obtain high level of productivity which can only be achieved if the overall task performance of the entire staff is enhanced. In every organization, it is the determination of every manager to obtain and maintain a high job performance. Variables such as job motivation and satisfaction are germane to improving the degree of task performance of staff in any organization which in turn determines the level of productivity. This is given the fact that any organization or institution usually consists of group of people working together for the attainment of set objectives (Katamba and Abdulsalam, 2014).

2.3 Empirical Review

Ijah and Muogbo (2013) investigated the relationship of extrinsic and intrinsic motivation on employees' performance of selected manufacturing firms in Anambra State. Three research hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The populations of the study were 100 workers of selected manufacturing firms in Anambra State. 63 respondents selected from 21 manufacturing firms across the three senatorial zones of Anambra State were sampled (3 from each firm). Questionnaire was used to collect data for the study which was validated by requisite experts and yielded a reliability coefficient of 0.82 using Cronbach alpha statistics. The Pearson Product moment Correlation Coefficient was used to test the three hypotheses that guided the study. The result obtained from the analysis showed that relationship existed between extrinsic motivation and the performance of employees, as such, the extrinsic motivation given to workers in an organization has a significant influence on the workers performance. The researchers recommended that all firms should adopt extrinsic rewards in their various firms to increase productivity.

Ufuophu-Biri and Iwu (2014) investigated job motivation, performance and gender relations in the broadcast sector in Nigeria. The study used descriptive research design method. Three research questions guided the study. The researchers utilized multi-stage sampling technique to obtain 600 respondents who served as the sample of the study. Data for this study was collected with the help of a questionnaire, which contained closed-ended, open-ended and Likert scaled questions. The questionnaire was validated by experts in the requisite field and yielded a reliability index of 0.82

using Cronbach statistics. Mean and standard deviation was used to analyse the collected data. The findings of the study established a common link between motivation and performance, a consequence of which high job motivations will lead to high performance. The study however found no significant correlation between gender and job motivation and performance respectively. Ibrahim and Bobbar (2015) carried out a study to investigate the relationship between motivation and employee performance in Ghana. The study specifically sought to examine the impact of employee motivation on organizational performance in the financial sector in Ghana. Three research questions guided the study. Correlational research design was adopted for the study. Data for the study was obtained from staff of four sampled financial institutions in Ghana. A sample size of 80 respondents was used for the study. This sample was selected through the simple random sampling technique. A structured questionnaire was used for data collection which yielded a reliability index of 0.84 using Cronbach alpha statistics. The collected data was analyzed using mean and standard deviation. Findings from the study suggest that leadership opportunities, recognition and employee appraisal, meeting employee expectations and socialization are the key factors that motivate employees. The findings further revealed that managerial standards, motivation, commitment, employee evaluations, positive work environment, technology, lack of incentives, comfort level and poor management are factors that affect employees' performance. Buberwa (2015) carried out a study on the role of motivation on academic staff performance in Tanzania public universities: underpinning intrinsic and extrinsic facets. Case study research design was employed for the study in which Moshi University College of Co-operative and Business Studies (MUCCBS) now known as Moshi Cooperative University (MoCU) was cased. Questionnaire was used to collected data for the study. The questionnaire was validated by requisite experts and yielded the reliability index of 0.78 using Cronbach Statistics. The collected data on perceptions and contribution of motivational aspects to academic staff performance was analyzed using Statistical Package for Social Science (SPSS). The study revealed both intrinsic and extrinsic aspects of motivation play undeniable role in boosting academic staff performance. Aspects like salary, allowances, good working conditions, recognition and career advancement emerged vividly during the cause of research and all academic staff sampled concurred to their positive role in enhancing high performance. It was concluded that provision of conducive intrinsic and extrinsic aspects of motivation will inevitably influence positively the performance of employees.

3. Method

The study's research design was correlational research design. The study used primary sources of data generated from survey questionnaires to gather information used in the study. The study was conducted in Edusoko University Bida, Niger state, Nigeria. The researcher's knowledge of the study area and the dearth of previous research on the issue of interest in the region guided the choice of the area for the study. The population of the study comprised all the members of staff working in Edusoko University, Bida, Niger State, Nigeria. 150 members of staff served as the sample of the study using Solvne's formula: $N=n/1+Ne^2$ (Where; n = Sample size, N = Population size, E = level of significance (0.05). Two sets of questionnaires: Motivational Technique Questionnaire (MTQ) and "Job Performance Questionnaire" (JPQ) were used for data collection. The Motivational Techniques Questionnaire (MTQ) was adapted from Halim and Sefer (2013) motivation scale and modified by the researcher. A total of 15 items will be used to measure the motivation of the respondents. The response format ranged from SA= Strongly Agree (SA), Agree (A), Disagree and Strongly Disagree (SD) for positively worded items while negatively worded items are reversely scored. Job Performance Questionnaire (JPQ) was adapted from Halim and Sefer (2013) Task Performance Scales and modified by the researcher. A total of 22 items were used to measure the job performance of the respondents. The response format ranged from SA= Strongly Agree 4, A= Agree 3, D = Disagree 2, SD= Strongly Disagree 1, for positively worded items while negatively worded items are reversely scored. The instruments were validated by requisite experts while Cronbach alpha statistics was used to assess the questionnaire items' internal consistency of which the reliability coefficient of 0.84 and 0.80 were obtained for MTQ and JPQ respectively. The direct-delivery method was used to gather data. The collected data was analyzed using Pearson Product Moment Correlation Coefficient. Nworgu (2015)' recommendations were taken into utilized in analyzing the study questions. The correlation coefficient (r) between scores was therefore rated as follows:

0.00 – 0.20 = Very low relationship

0.20 – 0.40 = Low relationship

0.40 – 0.60 = Moderate relationship

0.60 – 0.80 = High relationship

0.80 – 0.10 = Very high relationship.

On the other hand, the hypotheses were tested using Pearson correlation critical value table. In taking decisions about the hypotheses, the decision rule was that where the P-value was less than the significant value of 0.05, the null hypothesis was rejected; if not, it will not be rejected.

4. Results

Research Question One: What is the relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria?

Table 1: Pearson r on the relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	R	Remark
Male	Rewards	95	0.75	High Positive Relationship
	Job Performance			
Female	Rewards	55	0.83	Very High Positive Relationship
	Job Performance			

Table 1 show that there is a high positive relationship between rewards and job performance of male staff members in Edusoko University Bida Niger State, Nigeria. A very high positive relationship exists between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

Research Question Two: What is the relationship between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria?

Table 2: Pearson r on the relationship between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	R	Remark
Male	Job Enrichment	95	0.43	Medium Positive Relationship
	Job Performance			
Female	Job Enrichment	55	0.44	Medium Positive Relationship
	Job Performance			

Table 2 shows that there is a moderate positive relationship existing between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria. There's a moderate positive relationship existing between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

Research Question Three: What is the relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria?

Table 3: Pearson r on the relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	R	Remark
Male	Team building	95	0.44	Medium Positive Relationship
	Job Performance			
Female	Team Building	55	0.43	Medium Positive Relationship
	Job Performance			

As shown in Table 3, there is a medium positive relationship of 0.44 and 0.43 between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria. This indicates that there is a medium positive relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

Hypotheses

Hypothesis One: There is no Significant Relationship between Rewards and Job Performance of Staff Members in Edusoko University Bida Niger State, Nigeria.

Table 4: Test of Significance of Pearson Correlation between Rewards and Job Performance of Staff Members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	r	p-value	Remark
Male	Rewards	95	0.75	0.00	Significant
	Job Performance				
Female	Rewards	55	0.83	0.00	Significant
	Job Performance				

Table 4 shows that there is a significant relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The calculated r (0.75 for male and 0.83 for female) had P .values<0.05. The 1st null hypothesis was therefore rejected.

Hypothesis Two: There is no Significant Relationship between Job Enrichment and Job Performance of Staff Members in Edusoko University Bida Niger State, Nigeria.

Table 5: Pearson r on the Relationship between Job Enrichment and Job Performance of Staff Members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	r	p-value	Remark
Male	Job Enrichment	95	0.24	.02	Significant
	Job Performance				
Female	Job Enrichment	55	0.44	.00	Significant
	Job Performance				

Table 5 shows that there is a significant relationship existing between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The calculated r (0.24 for male and 0.44 for female) had P .values<0.05. The 2nd null hypothesis was therefore rejected.

Hypothesis Three: There is No Significant Relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria.

Table 6: Pearson r on the Relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria

Gender	Source of Variation	N	R	p-value	Remark
Male	Team Building	95	0.44	0.00	Significant
	Job Performance				
Female	Team Building	55	0.43	0.00	Significant
	Job Performance				

As shown in Table 6, there is a significant relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The calculated r (0.44 for male and 0.43 for female) had P .values <0.05. The 3rd null hypothesis was therefore rejected.

4.1 Discussion

Relationship between Rewards and Job Performance of Staff Members

The findings of the study revealed that there is a high positive relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The revelations from the study further indicated that there is a significant relationship between rewards and job performance of staff members in Edusoko University Bida Niger State, Nigeria, a consequence of which the first null hypothesis was rejected. The findings of the study agrees with Buberwa (2015) who revealed both intrinsic and extrinsic aspects of motivation play undeniable role in boosting academic staff performance. Aspects like salary, allowances, good working conditions, recognition and career advancement emerged vividly during the cause of research and

all academic staff sampled concurred to their positive role in enhancing high performance. It was concluded that provision of conducive intrinsic and extrinsic aspects of motivation will inevitably influence positively the performance of employees.

Relationship between Job Enrichment and Job Performance of Staff Members

The findings of the study revealed that there is a moderate positive relationship existing between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The study further revealed that there is a significant relationship existing between job enrichment and job performance of staff members in Edusoko University Bida Niger State, Nigeria, a consequence of which the 2nd hypothesis was rejected. The findings of the study agrees with Ibrahim and Bobbar (2015) who averred that leadership opportunities, recognition and employee appraisal, meeting employee expectations and socialization are the key factors that motivate employees. The findings further revealed that managerial standards, motivation, commitment, employee evaluations, positive work environment, technology, lack of incentives, comfort level and poor management are factors that affect employees' performance.

Relationship between Team Building and Job Performance of Staff Members

The findings of the study revealed that there is a medium positive relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria. The study further revealed that there is a significant relationship between team building and job performance of staff members in Edusoko University Bida Niger State, Nigeria, a consequence of which the 3rd hypothesis was rejected. The findings of the study agrees with Ufuophu-Biri and Iwu (2014), the findings of the study established a common link between motivation and performance, a consequence of which high job motivations will lead to high performance. The findings of the study further agrees with Ijah and Muogbo (2013) who showed that relationship existed between extrinsic motivation and the performance of employees, as such, the extrinsic motivation given to workers in an organization has a significant influence on the workers performance.

5. Conclusion

The revelations of the study indicated that motivational techniques have positive relationship with job performance of staff members in Edusoko University Bida Niger State, Nigeria. The study further revealed that there is a significant relationship between motivational techniques and job performance of staff members in Edusoko University, Bida, Niger State. It was also concluded that out of the three motivational techniques, reward has the highest and most significant relationship with job performance of staff members of Edusoko University, Bida, Niger State.

6. Recommendations

In line with the findings of the study, some recommendations were made. These include:

1. University administration should ensure to provide a variety of welfare packages as a motivational strategy to their staff members especially those who have distinguished themselves positively. This will go a long way in enhancing their job performance.
2. Workshops should be organized for university stakeholders especially the university management. With such avenue, they could be directed better on how to enhance their employees' performance especially through the use of motivational techniques.
3. Staff members should be encouraged to speak up when they are not carried along by their school administrators. Such a step will limit the problem of low motivation and enhance their job performance.
4. University management should collaborate with other stakeholders in university education sector in order to see that staff members' motivation is given a first-hand treatment. Such collaboration will go a long way to ensure the enhancement of staff members' job performance.

Suggestions for Further Studies

1. The present study could be replicated in another area, using a larger population and a wider scope.
2. A study could also be conducted on the extent to which staff members' motivation influences students' learning motivation in private universities

REFERENCES

- Adeniji, A., Salau, O., Awe, K., and Oludayo, O. (2018). Survey datasets on organisational climate and job satisfaction among academic staff in some selected private universities in southwest Nigeria. *Data in Brief*, 19, 1688-1693.
- Alemu, S. K. (2018). The meaning, idea and history of university/higher education in Africa: A brief literature review. *FIRE: Forum for International Research in Education*, 4 (3), 210-227
- Archibong, U. and Ibrahim, U. (2021). Assessing the impact of change management on employee performance. *International Journal of Research in Business and Social*
- Baskan, G. A. and Ayda, N. K. (2018). A case study on the problems of teacher training system based on the opinions of faculty members, school administrators, teachers, and unionists in North Cyprus. *Education Sciences*, 8 (1) 1-27.
- Brain, T. (2014). *Four factors of motivation*. Retrieved from <http://www.amanet.org/training/articles/the-four-factors-of-motivation.aspx>
- Burbewa, C. C. (2015). The role of motivation on academic staff performance in Tanzania public universities: underpinning intrinsic and extrinsic facets in Moshi University College of Co-operative and Business Studies (MUCCBS). *Global Journal of Educational Research* 11, (2), 137-142.
- Can, N., Tursunbadalov, S. and Keles, I., 2018. An assessment of scientific research in Nigerian universities. *Journal of Economics and Social Research*, 5(10), pp.32-38.
- Can, N. and Tursunbadalov, S., 2019. Performance analysis of Nigeria'n global innovation index (GII). *International Journal of Social Sciences*, 3(17), pp.119-132.
- Chandrasekar, K. (2017). Workplace Environment and its Impact on Organizations. *International Journal of Enterprise Computing and Business Systems*, 1 (1), 1-19.
- Deaner, R. O., Balish, S. M and Lombardo, M. P. (2016). *Touching the finish line: Predictors of motivation*. Retrieved from <https://www.grdspublishing>.
- Fred, C. L and Allan, C. O. (2018). *Educational administration: Concepts and practices, 5th Edition*. Thomson Higher Education, USA, Belmont.
- Ganta, V.C. (2014). Motivation in the workplace to improve the employee performance. *Engineering Technology, Management and Applied Science*, 2 (1), 48-50.
- Getange, K. (2016). Motivational strategies and teachers' productivity: Lessons of experience from public secondary schools in Kisii County, Kenya. *IOSR Journal of Research and Method in Education (IOSR-JRME)* 6 (4), 33-38
- Gheiasi, S., Gitifard, A., Rafiei, F., Karimi, V., Siahkali, S., and Hasanloo, M. (2022). Components of job motivation in operating-room and anesthesia staff. *Preventive Care in Nursing and Midwifery Journal*, 12 (3), 14-23. <https://doi.org/10.52547/pcnm.12.3.3>
- Halim, K. and Sefer, G. (2013). Measurement of employee's performance: A state of bank application. *International Review of Management and Business Research*, 2 (2), 27-30
- Ibrahim, M. and Bobbar, V. A. (2015). Impact of motivation on employee performance with the mediating role of motivation: A competitive study of global banks. *International Strategic Management Conference Procedia For Social And Behavioural Sciences*, 1510-1520.
- Ijah, B. and Muogbo, U.S. (2013). The influence of motivation on employees' performance: A study of some selected firms in Anambra State. *An International Journal of Arts and Humanities*, 2 (3), 134-151.

- Imran, H., Arif, T., Cheema, S. and Azeem, M. (2014). Relationship between job satisfaction, job performance, attitude towards work and organizational commitment. *Entrepreneurship and Innovation Management Journal*, 2 (5), 135-144.
- Jayaweera, T. (2015). Impact of work environmental factors on job performance with the mediating role of motivation: A study of hotel sector in England. *International Journal of Business Management*, 10 (3), 271-278.
- Jima, T. (2014). Teachers' job satisfaction and school performance in government schools of Laga Tafo Laga Dadi administrative town. *An unpublished M.Ed Thesis submitted to the Department of Educational Planning and Management, Haramaya University.*
- Kalu M. U, Ejiogu N. H, Chukwukadibia C. N. and Nleonu, E.C (2021). Socio-economic and health effects of cohabitation among off campus students in Nigeria tertiary institutions: A case study of Federal Polytechnic Nekede Owerri, Imo State. *Journal of Research in Humanities and Social Science*, 9 (3), 14-18 ISSN(Online):2321-9467.
- Katamba, A. S. and Abdulsalam, A. S. (2014). An assessment of the levels of job satisfaction as predictors of job performance of library personnel in Nigerian universities. *Journal of Balkan Libraries Union*, 2 (2), 26-33.
- Kuranchie-Mensah, E. B. and Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comprehensive study of mining companies in Ghana. *Journal of Industrial Engineering and Management*, 9 (2), 255-309.
- Man, S. (2017). Principle and significance of teacher education. *International Journal of Engineering Development and Research*, 5 (2), 195-200.
- Nwikpo, M. N; Anierobi, E. I., Okeke, A. N. & Etodike E. E (2021). Maternal educational attainment factor on academic achievements of in-school adolescents in Anambra State, Nigeria. *International Journal of Management, Social Sciences, peace and conflict Studies*, 4 (1), 1-16. ISSN: 2682=61355.
- Nworgu, B. G. (2015). *Educational research: Basic issues and methodology*. Nsukka: University Trust Publishers.
- Obiekwe, N. (2016). Employee motivation and performance. *Centria University of Applied Sciences*, 1 (10), 7-29.
- Ofojebe, W. N. and Nnebedum, C. (2016). Comparative analysis of principals' administrative strategies for effective human resource management in public and private secondary schools in Enugu State. *National Journal of Educational Leadership*, 3 (2), 174-183.
- Olise, V. (2018). *Emotional intelligence and employee's performance in the Nigerian banking industry*. A (M.Sc) Degree In Management Dissertation Submitted to the Postgraduate School, Delta State University, Abraka.
- Omotayo, B. (2017). Appraising new approaches to the funding of tertiary education for sustainable national development in Nigeria. *Sokoto Educational Review*, 17 (1), 10.
- Orphitims, I. P. (2012). *Work and motivation*. New York: John Wiles and Sons Ltd. *Science (2147-4478)*, 10 (4), 525-534.
- Ufuophu-Biri, E. and Iwu, C.G. (2014). Job motivation, job performance and gender relations in the broadcast sector in Nigeria. *Mediterranean Journal of Social Science*, 5 (16).
- Wambasi, M. B. (2015). The influence of motivation strategies on teachers' job satisfaction in public primary schools in Bungoma east sub county, Kenya. *A Research Report Submitted In Partial Fulfilment Of The Requirements For the Award Of The Degree Of Master Of Arts In Project Planning And Management Of University Of Nairobi.*

World Bank (2021). *The production Capacity*. Retrieved from <https://www.worldbank.org/en/topic/tertiaryeducation>