

THE INFLUENCE OF MOTIVATION ON TURNOVER INTENTION OF ACADEMIC STAFF IN SOME SELECTED PRIVATE UNIVERSITIES IN SOUTH WEST OF NIGERIA

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ABSTRACT

This study thus examined the extent to which motivational practices influence retention of academic staff in South-West Nigerian Private Universities. Descriptive survey of ex-post facto type of research design was adopted. The population consisted of 1,411 academic staff of private universities in South- West while sample size of 834 was drawn. The research instrument; Motivation, Job Satisfaction and Academic Staff Retention Instrument (MOJOSATREI). The Data was analysed and tested using Pearson product moment correlation. A significant relationship and influence was observed between motivation and degree of attraction of qualified academics ($r = 0.759$; $p < .01$; $R^2 = .0576$; $F\text{-cal.} = 1128.402$). Most of the institutions with unique motivational practices have been able to attract qualified academics into their workforce. Furthermore a significant positive relationship existed between motivational needs and retention ($r = 0.674$, $p < 0.05$), correct identification and anticipation of academics motivational needs discourage labor turnover and thus enhances the retention of the academics. However, there was a significant negative relationship between the motivational practices and retention ($r = -0.100$, $p < 0.05$). This could be as result of the significant difference that existed between what could motivate the staff and what the universities are offering. In conclusion, the study showed that motivation played an important role in job turn over intention. Therefore, in order for private universities to attract and retain qualified academics, the institutions must provide motivational practices that are valued by the academics; otherwise retention will be difficult. The study recommended that universities should find out the unsatisfied needs of their workforce and align such to the organizational goals to address the issue of retention of south-west academic staff in order to achieve excellence and sustainability in education.

Keywords: Job Satisfaction, Motivation, Turnover, Employee Retention.

INTRODUCTION

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

The concept of motivation has been defined in various ways by a number of researchers. Many researchers have approached it from the perspective of behaviour modification. This involves getting employees to move in a direction that their organizations want them to go in order to get results. Frank (1995), as cited in Ikenyiri (2007), supports this view as he refers

to motivation as the degree of readiness of an organization to pursue some designated goals. Ikenyiri (2007) also states that motivation is an internal arousal which directs and maintains set goals. In the same vein, Ololube (2005) defines it as the forces that maintains and alter the direction, quality and intensity of behavior. Olawoyin (2000) concludes that the optimization of work behavior can best be achieved by motivating the workers.

Pienar & Bester (2008) added that one of the primary variables which influence retention is employees' job satisfaction. Academic staff job satisfaction is a predictor of academic staff retention which has an impact on academic effectiveness (Na, Amzat & Abolhaija 2011; Brewer & McMhan-Lander, 2003). Nyanga, Mudhovozi, Chireshe & Maunganidze (2012) stress that an institution that is sensitive to its employees' job satisfaction is likely to survive in any economic environment.

Pienaar & Bester (2008) noted that academic staff turnover has several disadvantages such as costs related to decrease organizational loyalty, the loss of knowledge and experience regarding the institution, and the increase in time and cost in training novice academics. Tetey (2006) argues that while individuals who move to other organizations may contribute to the specific activities of that organization, their departure from academia means that the synergies that come with a group of academics working together is diminished, and the impact and scope of knowledge production and dissemination are lessened. Thus, the motivation of academic staff is, therefore, very important for private universities in Nigeria as this will help to attract and retain high quality academic staff. It is by retaining the best employees that the various institutions can have a competitive edge, recognition and excellence.

Therefore, it is essential to understand how to provide appropriate and adequate motivational practices that can enhance job satisfaction of employees and help to retain competent and qualified staff. This can be achieved by identifying the needs and drives of the employees which can be intrinsic, extrinsic or both in order to adequately motivate them as organizations cannot succeed without the personnel efforts and commitment. Rolley (1996) cited in (Lew 2009) also stressed that academic staff who are well motivated and committed to their institutions and universities can attract high caliber students, research funds and consultancy contracts. Naris & Ukpere (2010) also remarked that every educational institution wants to have a competitive edge in order to attract more students and potential employees. It is through retention of academic staff that they will be able to achieve competitive advantage by ensuring continuity in the provision of quality services and products. This implies that for private higher education to be effective, private universities must concern themselves with the extent to which their academic staff experience motivation as this will enhance their job satisfaction and retention. Therefore, there is need to put in place appropriate motivational practices that will meet the needs of academic staff for retention in private university system in order to achieve sustainability, recognition and excellence.

Much attention has not been given to the issue of motivation of academic staff in Nigeria Universities generally. Research has also shown that dissatisfaction with salaries, research, professional/career development, retirement age, promotions, unattractiveness of academic career, unsatisfactory working conditions of academics are also some of the motivational factors affecting the retention of academics (Awosusi, Omojola & Ekundayo, 2011; Pienaar & Bester, 2008; Tetey, 2006; Bollag (2003). Satope and Akintunde (2013) has identified the major factors in academic mobility in Nigeria University system as growth rate of the

university system, ownership traits, new pension scheme, leadership /management style, culture. However, Adediran (2010) disclosed that one other factor militating against adequate staffing in private universities is the perceived job insecurity in such institutions. The understanding of factors influencing the retention of academic staff is of utmost importance for the implementation of a successful, innovative, and vibrant educational system. Boomer (2009) stated that retention factors incorporating the needs and desires of employees at any age enhance levels of satisfaction, loyalty, and commitments. Kamau and Mberia (2012) also advised that in order to maintain high quality faculties in the coming years, universities must develop compensation policies and employment practices that are appropriate for the new economic and demographic environment. So, there is the need to establish the relationship between motivational practices and the retention rate of academic staff of private universities in South-West, Nigeria.

According to Omuta (2010) Nigerian universities have the problem of attracting and retaining quality academic staff. In the face of the shortage of academic staff in Nigerian universities, the recent surge in the establishment of private universities has put further strain on the existing inadequate stock. While the private universities work hard to retain quality academics, in most cases, without success because most of the quality lecturers in the public universities only accept to take employment with private universities on contract, sabbatical or adjunct which indicate that most of these academics prefer to maintain their employment with their employers. Consequently, most of the private universities do not have the required quantity and quality of manpower to take care of teaching and research, as well as other serious academic activities such as postgraduate supervision. This could impact negatively on the quality of service delivery because most of such lecturers will not settle down to do a thorough work in any of the universities. It is then important to investigate the relationship between motivational practice and ability to attract qualified academic staff in the selected South –west private universities.

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

Ho1 :Motivational practices do not significantly relate with retention of academic staff in private universities.

Ho2 :There is no significant relationship between motivational practices do not relate with the attraction of qualified academic staff.

Ho3: There is no significant relationship between motivational needs and retention of academic staff in private universities.

METHODOLOGY

Research Design

This study adopted the descriptive survey research design of ex-post facto type. It is a research design in which the researcher does not have direct control or manipulation of independent variable because its manifestation has already taken place.

Population

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

Sampling Frame

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

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

Research Instrument

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

Method of Data Collection and Administration of Instrument

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

Method of Data Analysis

Pearson Product Moment of Correlation (PPMC) to analysed the data.

RESULTS

Hypothesis One

H₀₁: There is no significant relationship between motivation and retention of academic staff in private universities. The hypothesis was tested using a Pearson Product Moment of Correlation (PPMC) to check the relationship between the variables.

Table 4.2.2: Model Summary of the Relationship between the Motivational Practices and Retention of Qualified Academic Staff in Private Universities

Variables	Correlation(r)	R ²	F	P
Motivation	-0.100**	0.010	8.420	0.004
Retention of academic staff				
N	834			

Prob. (F-statistic) 0.000

The result shown in table 4.3.2 above reveals a weak negative relationship between motivation and turn over intention of academic staff ($R = -0.100$, $p < 0.05$). This might be as a result of the workloads on the academic staff. Hence, there is no amount of motivational practices that could cushion the retention level. However, the coefficient of determination of R^2 which is the explanatory power of the independent variable, and f -value on the effect of the independent variable on the dependent variable ($R^2 = -0.100$; $F = 8.420$; $p < .05$) showed a significant effect. It was revealed further that the variability observed between motivational practices and retention of qualified academic staff in South West Nigerian private universities was one percent (1%). This result is absolutely insignificant to explain the level of relationship that exists between motivational practices and retention in these institutions. Therefore, the null hypothesis of no significant relationship between motivational practices and retention of academic staff in private universities was accepted and retained. Though, the hypothesis was rejected based on the relationship, further statistics (ANOVA) a significant influence of motivational practices and retention of academic staff in private universities on the same variable was established ($R^2 = -0.100$; $F = 8.420$; $p < .05$).

Hypothesis two

H_{02} There is no significant relationship between motivational practices and degree of difficulties in attracting qualified academic staff in south-west Nigerian private universities?

Table 2: Model Summary of the Relationship between the Motivational Practices and Degree of difficulties in attracting qualified academic staff

Variables	Correlation(r)	R^2	F	P
Motivational Practices	0.759 ^a	0.576**	1128.402	0.000 ^a
Degree of difficulties in attracting qualified academic staff.				
N	834			

** . Correlation is significant at the 0.01 level (2-tailed).
Prob. (F-statistic) 0.000

The result in Table 2 above reveals a strong positive relationship between motivational practices and degree of difficulties in attracting qualified academic staff. This was also tested using correlation which value is 0.759 and is significant at $p < .01$. The coefficient of R^2 (.0576) determination which is the explanatory power of the independent variable, and F -value (1128.402), which is ANOVA was employed to actually test the influence of the independent variable on the dependent variable. It was revealed that motivational practices has 57.6% influence on the degree of difficulties in attracting qualified academic staff, this is substantial enough to explain the level of relationship that exist between motivational practices and the degree of difficulties in attracting qualified academic staff.

Therefore, the hypothesis is significant since the relationship between motivational practices and degree of difficulties in attracting qualified academic staff in south-west Nigerian private universities can be sustained. The implication of this finding shows that retention of employees requires not just a competitive salary and great benefits, but employees' commitment to the organization which is as a result of job satisfaction ($r = 0.759$ at $P < .01$ $R^2 = 0.576$, f -value 1128.402, $P < 0.05$).

Hypothesis three

Ho₃ There is no significant relationship between motivational needs and retention of academic staff in South–west private universities.

Table 4.2.4: Model Summary of the Relationship between the Motivational needs and retention of academic staff

Variables	Correlation(r)	R ²	F	P
Motivational needs	0.674**	0.455	694.037	0.000
Retention of academic staff				
N	834			

Prob. (F-statistic) 0.000

The result in Table 4.3.4 above reveals a strong positive relationship between motivational need and retention of qualified academic staff in private universities. This was also tested using correlation which value is 0.674 and is significant at $p < .05$. The coefficient of R² (.0455) determination which is the explanatory power of the independent variable, and F-value (694.037), which is ANOVA was employed to actually test the influence of the independent variable on the dependent variable. It was revealed that motivational needs has 45.5% influence on the degree of retention of qualified academic staff, this is substantial enough to explain the level of relationship that exist between motivational needs and retention qualified academic staff, therefore, the hypothesis is of no significance since the relationship between motivational needs and retention of academic staff in South –west private universities was rejected while the alternate hypothesis was accepted ($r = 674$, $r^2=0.455$, f -value 694.037, $P < 0.05$).

DISCUSSION

The hypothesis one above reveals a weak negative relationship between motivation and turn over intention of academic staff ($R = -0.100$, $p < 0.05$). This might be as a result of the workloads on the academic staff. Hence, there is no amount of motivational practices that could cushion the retention level. However, the coefficient of determination of R² which is the explanatory power of the independent variable, and f- value on the effect of the independent variable on the dependent variable ($R^2 = -0.100$; $F = 8.420$; $p < .05$) showed a significant effect. It was revealed further that the variability observed between motivational practices and retention of qualified academic staff in South West Nigerian private universities was one percent (1%). This result is absolutely insignificant to explain the level of relationship that exists between motivational practices and retention in these institutions. Therefore, the null hypothesis of no significant relationship between motivational practices and retention of academic staff in private universities was accepted and retained. Though, the hypothesis was rejected based on the relationship, further statistics (ANOVA) a significant influence of motivational practices and retention of academic staff in private universities on the same variable was established ($R^2 = -0.100$; $F = 8.420$; $p < .05$).

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