

RELATIONSHIP BETWEEN MOTIVATION AND STAFF RETENTION: A CASE STUDY OF THE COLLEGE OF EDUCATION, LANLATE, OYO NIGERIA

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Abstract

This study investigated the relationship between motivation and staff retention at the College of Education, Lanlate, Oyo state. 200 respondents were sampled where academic staffs 40, 60 were non-teaching and junior staffs were 100. This was done using simple random sampling and purposive method. Four research questions were generated to guide the study. In the collection of data, likert structured questionnaire was used. The reliability coefficient of questionnaire were 0.786, 0.776, 0.627 and 0.865. Simple frequency count, percentages and graphs were used to analyze the data collected. From the analysis and finding, low and slow payment of monthly salary and majorly lack of motivation cause reduction of staff morale for teaching the student which causes low production in the college. It was recommended for college management to strategize ways to develop and improve income generating programmes in order to boost incentive for staff to remain and perform better in the college and cause retention capacity to be enhanced or increased.

Keywords: Motivation, retention and Staff effectiveness.

Introduction

To have effective and sustainable organization there should be spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence; hence, the capacity to retain people in that environment. Also, in order to make employees to stay long, to be satisfied and committed to their jobs, there is need for strong and effective motivation at the various levels of work departments.

Motivation is a very important tool that moves every human being to achieve his or her goal. People in an organization are the most valuable asset; thus, retaining staff in their jobs is essential for any organization. It is this guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. One of the eminent issues for tertiary institutions was one of attracting and retaining people with the skills to do the work. The situation became even more complex as economy of the country became worse, thus, forcing thousands of companies and institution to cut back or downsize their employee populations. Reichheld (2001) observed that institutions are now indicating that product quality is beginning to suffer; staff satisfaction is dropping to experience a significant increase in turnover of key talent especially amongst those individuals considered most crucial to the downsized institution. Some researchers have demonstrated that the quality of staff in an institution has a direct impact on its institution effectiveness (Erasmus & Strydom, 2008). Armstrong (2009) says there is a paradigm shift from human resources to human capital which consists of the knowledge skills and abilities of the people employed in institution which is indicative of their value. Any time the employees leave their jobs, it is often a sign that something is going wrong. Zhou (2004) says that the cost of academic staff turnover, such as subsequent recruiting expenses, disruptions of course offerings, discontinuities in departmental and student planning, and loss of student graduate advisors are borne at individual, departmental and institutional levels and have an impact on quality of services and the image of the institution. Pienaar (2008) also identified that academic staff turnover has several demerits such as costs related to decreased organizational loyalty, the loss of knowledge and experience regarding the institution, and the increase in time and cost in training novice academics. It was also argued that individuals who move to the specific activities of that organizations, their departure from academia means that the synergy that come with a group of academics working together is diminished, and the impact and scope of knowledge production and dissemination is lessened. Academic staff retention has been a pertinent issue in colleges of education particularly in College of Education, Lanlate. Researches have shown that in the future, successful organizations will be those which adapt their organizational behaviour to the realities of the current work environment where longevity and success depend upon innovation, creativity and flexibility. Also, the dynamics of the work environment will have to reflect a diverse population comprised of individuals whose motivation, beliefs and value structures differ vastly from the past and from one another. Robbins & Judge (2008) observes that the notions of staff motivation started to take roots in the 1960s and sought to tailor the work environment and incentive structure to harness as much as possible workers' untapped reserves of skills, ideas, and other potential benefits to an organization. Turner (1965) in Anthony (2010) suggests that a motivating job must allow a worker to feel personally responsible for a meaningful portion of the work accomplished. He further says it must provide outcomes which have intrinsic meaning to the individual and finally it must provide the staff feedback about his or her accomplishment. Researchers have demonstrated that the two variables are positively related in a particular fashion: a hardworking worker is a motivated worker; a happy worker is a good worker.

Statement of the Problem

Interacting with some employees of the College of Education, Lanlate, the researcher observed that there are misgivings among some staff regarding motivations interventions at the institution. Some of the staff members in the institution seem to be dejected and do not appear to be motivated to be retained in the college. This can undermine the achievement of the set goals of the college.

Purpose of the Study

This study is aimed at finding out the relationship between motivation and staff retention at the College of Education, Lanlate, Oyo State.

The study is meant to examine the positive effect of motivating people as correlate of staff retention in the institution. The major objectives are to:

- Identify, access and analyze motivation interventions for employees at College of Education, Lanlate.
- Appraise the constraints faced by the College authorities in providing motivation to staff.
- Observe the effects of motivation on staff retention at the College.

Research Questions

The following research questions were formulated in order to better appreciate the relationship between motivation and staff retention in the institution.

- i. What are the necessary motivation interventions in place for employees at the college?
- ii. What challenges do the authorities in the college face in their attempts at providing motivation to their staff for retention?
- iii. What are the effects of the motivation on retaining staff in the College of Education, Lanlate, Oyo State?
- iv. What are the problems associated with workers job schedules?

Significance of the Study

Ascertaining the singular and collective relationship between motivation and staff retention, the study would be of immense benefit to the college authorities, Academic Board, some stakeholders and union leaders. It will assist the leaders to appropriately maximize the use of this variable to retain academic staff in the institution or company. It also indicates how the concept of motivation and staff retention are both valued and meaningful and the need for all to pay attention to motivation issues for employees. The study will shed light on different forms of motivation that will inform the design of appropriate measures aimed at retaining staff. The findings would also assist in the development of effective and functional managerial strategies and policies which can help in improving the administration and realization of organizational goals. The finding will assist as a reference point for researchers, educators, organizational authorities and policy makers on the importance of motivation for retaining staff.

Literature Review

According to Adeyemi (2012) and Luthems (1998), motivation is the process that arouses, energizes, directs and sustains behaviour and performance. This means that is a way of stimulating people to action and to achieve a desired task. It is through employing effective motivation that people will be stimulated and workers will be satisfied and committed to their jobs. Blurnt, cited in Babalola (2009) opines that motivation consists of a driving force (motive) or state of need deficiency which persuades and pushes a person to behave at a particular manner or to develop a capacity for a certain type of behaviour. It is a process of

initiating and directing behaviour for an individual and group. According to White (1998), cited in Anthony and Angelina (2010) motivation is the direction of behaviour, the strength of response, and the persistence of behaviour. Robbins and Judge (2008), posit that motivation is the process that accounts of an individual's intensity direction, and persistence of effort toward attaining a goal. It therefore means that motivation determines how useful the effort a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort. The question which motivation may answer is 'why do workers of the College of Education, Lanlate do what they do'?

Motivation can come in form of intrinsic/internal/intangible packages. Intrinsic motivation relates to psychological rewards like opportunity to use one's ability, a sense of challenges and achievement, receiving appreciation, positive recognition and being in a position to care for. It refers to the direct relationship between a worker and the task, and is usually self-applied. Afful-Broni (2004) identified the forms of intrinsic motivation such as achievement, accomplishment, challenge and competence that are derived from performing one's job well. Extrinsic motivation relates to tangible rewards such as salary and fringe benefits, security, promotion, contract service, the work environment, external to the person and his work.

Mankoe (2006) says that good salary, fringe benefits, enabling policies and various forms of supervision are good example of extrinsic motivation. Barbuto (2007), cited in Nebguide (2012) and Adeyemi (2012) has identified some practical ways of motivating workers to make the workplace and the experience of working more enjoyable. They are:

- i. Find out which tasks are each of your employees' favourites.
- ii. Find ways to assign more of the tasks they enjoy and fewer of the ones they don't like to do.
- iii. Create clear work objectives and goals for workers to pursue in order to earn salary increments.

Employee retention creates one of the greatest challenges in many organizations particularly in higher institutions let alone academic institutions worldwide. There is a growing global interest in matters of motivation and staff retention in higher education institutions and Nigeria is no exemption. Though, all tertiary institutions in Africa are confronted with tremendous challenge of motivating and retaining higher caliber staff, particularly lecturers (Deluca, 2006).

Staff retention refers to the process of the ability of an institution to not only recruit qualified academic staff but also retain competent staff through establishing a quality of work life, motivated staff climate, best place of work and being an employer of choice contingent upon committed formulation and execution of best practices in human resource and talent management. Tetey (2006), observes that almost all African countries are losing, a fundamental resource in socio-economic and political development i.e. its intellectual capital. According to turnover and retentions framework developed from Expectancy Theory, decisions to stay or leave an organization can be explained by examining relationship between structural, psychological and environmental variables. Empirical studies of Zhou & Volkwein (2004); Daly & Dee (2006) employ the model of employee intent to stay that is grounded on expectancy theory which includes structural, psychological and environmental variables.

Work environment, autonomy, communication, distributive justice and workload are structural variables. Psychological variables are job satisfaction and organization commitment, while environmental variable includes availability of job opportunities. Sutherland (2004) posits that job satisfaction and organization commitment do not necessarily lead to loyalty. Longevity is defined as the intention to remain with the employer. Okey & Tabofudijo (2009) have identified various ways of retaining academic staff. These are:

- i. Arranging to have regular training workshops.
- ii. Sponsoring staff for relevant courses whenever they are available.
- iii. Granting periodic study leave.
- iv. Rewarding those who have undertaken further studies through promotion.

According to Herzberg (1960), cited in Afful-Broni (2009), for employee to perform, the work itself must be interesting; it must also provide opportunity for extra responsibility, recognition and promotion. Fairweather (2005) says employees will feel better and happier and work better, stay long if they perceive their employer as reasonable and fair. Cory (2006) contends that when workers perceive inequity, they will try to re-establish equitable changes. From this, leaders or authorities that develop and communicate a compelling vision of their organization can make a profound impact on employee's motivation.

Employees long for a job well done and being noticed and acknowledged when they do something well (Blanchard & Withs, 2009). Furthermore, they posit that when firms, institutions do not take the time to actively reward and recognize good performance, the passion for the job diminishes and disengages with every unrecognized accomplishment. Howes (2006) observes that employees are motivated by performance feedback with the desire to do well.

Involvement of employees in decision making increases their personal commitment and motivates them to be advocates for their decisions (Haizlip, 2008). Also, Across (2005) agrees that employees do not perform well in situations where they lack autonomy especially after they have gained the skills to work independently. To have job and career to be secured, it is important for employees to continually update and expand their work experience and job skills.

Employees' stability and to stay long depends on or is influenced by motivation. Motivation is basically important for workers. It also puts staff into action. The effectiveness and efficiency of the employees improve through motivation. Furthermore it leads to the achievement of organizational goals, it also creates cordial relationship among the workforce. It is therefore essential for the management at College of Education, Lanlate to identify the individual needs of their workers and motivate them accordingly to retain them and release their best.

Research Design

An ex-post facto descriptive research design was deemed most appropriate for the study, because it aided the researchers to collect accurate data on both academic and non-academic staff of College of Education, Lanlate (COEL) on variables underlying the study for concrete conclusions to be made.

Samples and Sampling Procedure

The samples were randomly selected from the College of Education, Lanlate, Oyo, South-western Region of Nigeria. In all, a sample size of two hundred (200) respondents comprising forty (40) Senior Member sixty (60) Senior Staff and one hundred (100) Junior Staff took part in the study. This constitutes about 55% of the total population of three hundred and sixty one (361) staff in the College.

Research Instrument

Self-designed 20 – item questionnaire was used for collecting data for the study. The questionnaire was in the following sections: Section A sought personal data of the respondents. Items on section B determined motivation interventions at COEL while C looked at the challenges faced by the College authorities in providing motivation at COEL. Section D considered the effects and impacts of motivation on Staff retention. All the selected questionnaire items were designed in line with modified Likert ranking scale with weights allotted. Respondents indicated the extent of agreement and disagreement with the supplied statement.

Validity and Reliability of Instrument

The face and content validation of the research instrument were re-assured through a critical appraisal by experts, colleagues and authorities. Other instruments were established using Cronbach's Alpha measure of internal constituency which states that reliability co-efficient of 0.74 is an indication of the presence of a high reliability. In the view of Hoy and Miskel (1991), the Cronbach Alpha measure of internal constituency is useful when measures have multiple score items such as attitudinal scale. The reliability co-efficient for the four main selecting of the instrument were determined after correlating the results from the data collected for the study.

Method of Data Analysis

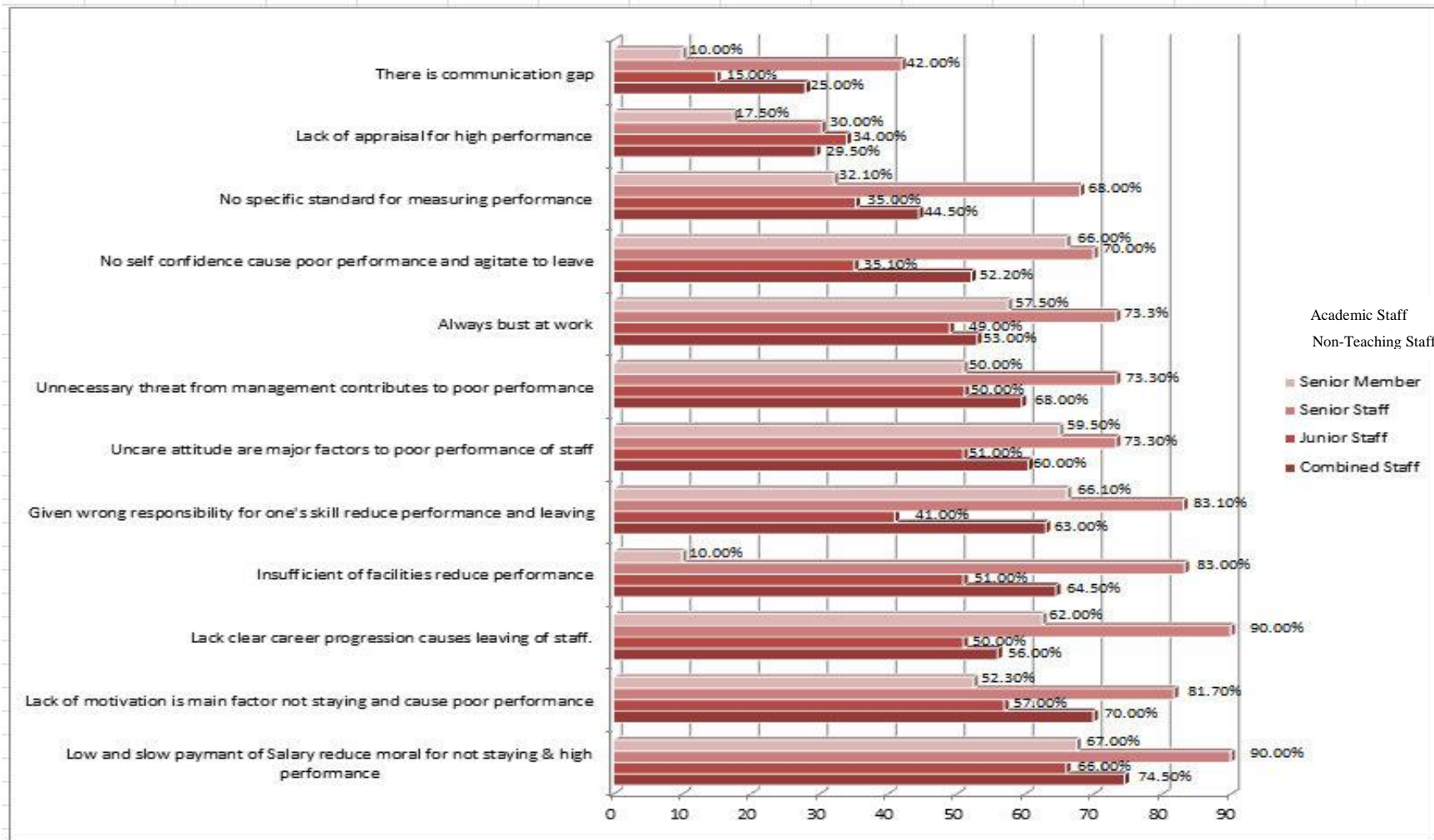
The information collected from the field were analyzed by both descriptive and inferential statistic and was transferred into data coding sheet and presented in form of table.

Hypothesis One: Motivation Intervention

Analysis of responses to motivation intervention at COEL

The study shows that motivation interventions at COEL, are either insufficient or not being properly implemented equitably because most of the respondents disagreed to most of the statements. Study shows that one hundred and thirty four (134) respondents representing 67% agreed that there is no periodic increase in income. Also one hundred and thirty (130) respondents i.e. 65% of the total respondents stated that there is no chance for career development for all staff in the College. It shows that some that agreed to this statement were the senior staff with 77.7% and junior staff with 69% accordingly. One hundred and twenty-nine (129) respondents representing 64.5% said college management does not involve employees to discuss matters on objectives of the college. Some respondents totaled 128, representing 64% agreed that incentives, allowances, rewards are involved in decisions that are committed to their department. This represents 61.5% of the total respondents. The respondents were senior staff 60% and junior staff 68%. Analysis reviewed that all this condition affects the staff adversely and caused them to look for better place for appointment.

Table I: To show the combined responses to motivation intervention at COEL



Hypothesis Two: What challenges the authorities in the college face in their attempts at providing motivation to their staff for retention?

Analysis showed that government had not released sufficient fund and this limits paying of salaries and provision of facilities. It was shown that twenty-seven (27) i.e. 67.5% are senior members, senior staff was thirty-seven (37) which is 61.7%, junior staff was forty-two (42) representing 42% expressed their views that government grants are usefully inadequate to the college. Also, twenty-one (21) senior members, 52.5%, senior staff which is thirty-six (36), representing 60%, junior staff is forty-one (41), i.e. 41% all believe that there is no internally generated funds or not inadequate and this cause delay in providing incentives and allowances for the staff. Deduction from the analysis showed that the college does not have enough funds to provide good salaries and facilities, and mostly the incentives and allowances.

Haizlip (2008) says that lack of good salaries, facilities, incentives and allowances breeds dissatisfied employees who in turn will be unproductive and eager to leave such environment. College management should by all possible means of having avenues to mobilize enough funds in order to reward deserving employees in order to retain competent staff. Both senior members 19 (47.5%) and junior staff 39 (39%) agreed that it is very hard or difficult to attract and retain qualified staff. Senior staff representing 33 (55%) showed their views that attracting and retaining qualified staff is a problem for college management, senior staff also believed that being a young college. College authorities would find it difficult to attract and retain hardworking staff since funds is not sufficient. Where there is no fair wage, an organization risks losing her best employees to a better paying employer.

Hypothesis 3: What are the effects of the motivation on retaining staff in the college of Education, Lanlate, Oyo.

Analysis showed that thirty-one, (77.5%) Senior members, fifty-five, (91.7%) senior staff and sixty-seven (51%) Junior staff supported the statement that a greater percentage of the respondents agreed that employees are keen to achieve high performance. But only nine (22%) senior members, five (8%) senior staff and thirty-three junior staff did not actually agree with the statement. The respondents said the motivation is basically rewarding and caused both initiation and innovation, and increase and boost the morale of working class by causing them to discharge their best to staying long and result.

It was shown that 75.5% of the respondent agreed that employees are ready to handle the challenging assignment for career progression. In any organization, if career progression is absent due to insufficient funds, this can cause dissatisfaction and employee discharging low output and leaving the system.

Hypothesis 4: What are the problems associated with workers job schedule

Table 2 shows the combined responses to problems associated with job effectiveness and staff retention at COEL.

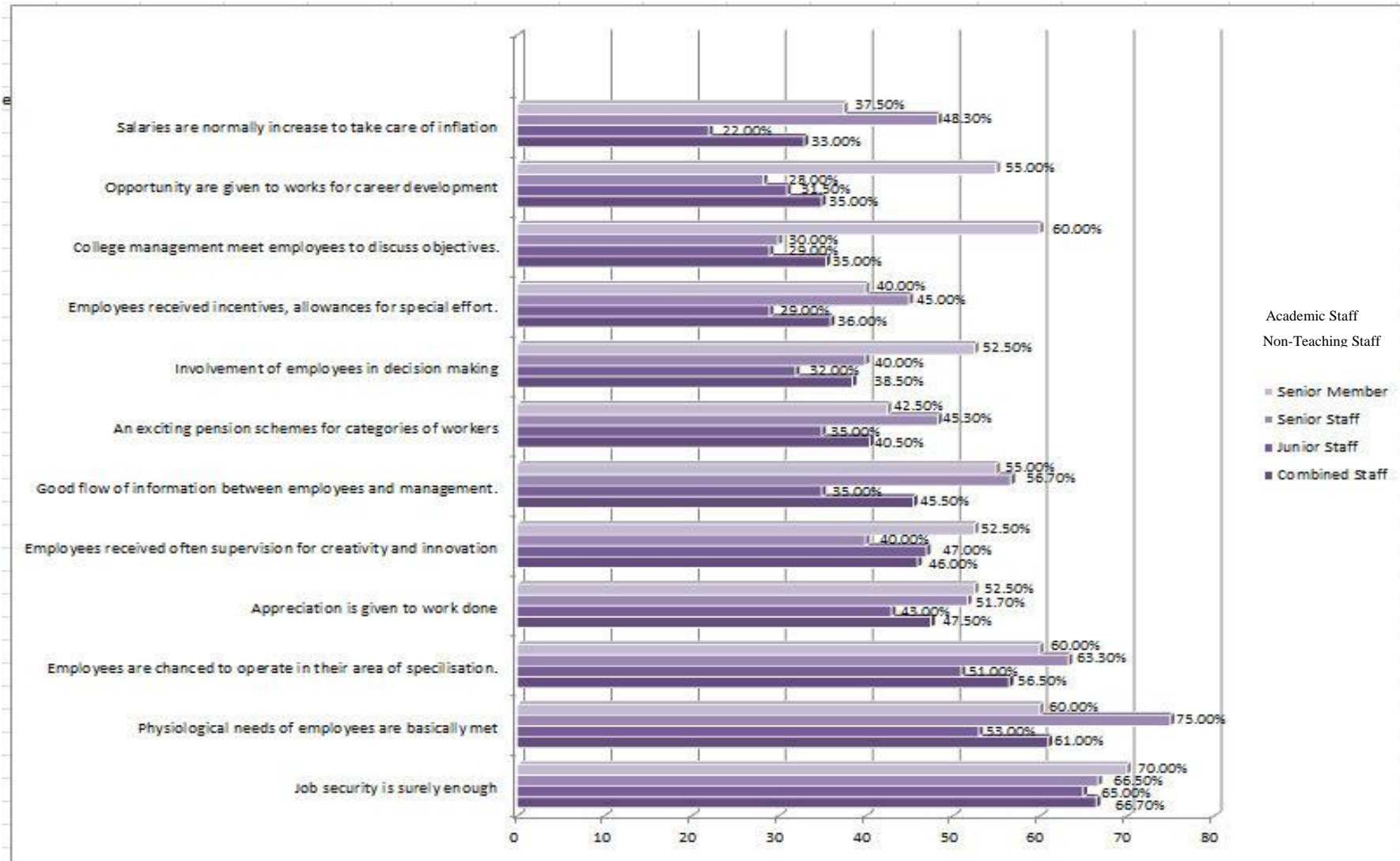


Table 2 analyzes the ranking of the combined response to problems that have been associated with job performance at COEL. It has been shown that all staff in the college (categorized staff) agrees that problems were been associated with job performance in the college. Almost all categories of staff (74.5%) agreed that low payment of monthly salary drastically reduces morale for high performance. Also, lack of motivation has been identified as a factor causing poor work performances; about 70.5% respondents agree to this. To this again, majority of the respondents attested that lack of clear career progression reduces morale not to perform as expected. Inadequate facilities also cause poor performance as observed by the respondents which is about 63%. Therefore, all staffs are eager to leave for better place.

Conclusion

From the analysis observation, it is shown that inadequate funding by the government is the major problem for the college management. It is not allowing them to motivate college staff to be retained as a newly state-created institution. It was expected that financial support would come from state government to have high staff retained and productive.

It was also shown that the facilities were not enough to increase the staff effectiveness and efficiency even to stay long at the college. Inadequate facilities cause poor performance in the field of various employees and discourage them to leave the institution. Also, low monthly salary or income and lack of element of motivation cause reduction in staff morale at the college. Almost all staff responded strongly to outcome on motivation intervention at the college. Some seem dissatisfied and disagreed with disparities among staff and this leads to leaving the college for elsewhere.

Finally, lack of clear progression and delays in promotion highly discourage the staff to leave, which is the major determinant of their success at the college. If many of the staff believes that the college management is uncared for providing a more serious and clear career progression and feels that promotion is unduly delayed, morale at times will be negatively affected and to stay long is doubtful.

Recommendations

1. For all three categories of staff in the college to be satisfied and retained, the college management should find way of interpreting the college objectives and immediately communicate to all staff on regular basis. Provision for communication and feedback in the departmental level should be catered for. In order to strengthen staff longevity in the college, their views and contributions should be allowed during decision making in order to foster total commitment. This would help the staff to work together towards a common goal.
2. The management teams should find way of generating funds internally for motivating staff. This could be handled by encouraging senior staff in the school of Vocational and Technical Education (VTE) to somewhere by starting moulding block for selling and designing of various cloths (adiire attire). Not only this, senior staff should also undertake consultancy services and distance learning programme. This is because government funds are inadequate for the college. This will help the staff to be initiative, creative and innovative and not dreaming to have the college.
3. Provision of facilities and equipment for staff should be adequate in order to equip them. Offices and learning environment should be conducive for all the staff to be creative.

To cater for career progression and delays in promotion, due consideration should be given to a clear cut promotion criteria and well communicated to employees in order to avoid unnecessary delays in promotion because this can cause dissatisfaction and lead to movement of staff to other institution.

4. The college management needs to be creative, innovative and proactive for strategizing new ways of motivating all categories of staff in the college. And this should be done by given opportunities for staff to ask questions and all their responses should be given candid responses.
5. The college management should find way of controlling salary and adjust their salary structure.

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