MOTIVATION AND MANAGEMENT COMMUNICATION AS CORRELATES OF STAFF JOB COMMITMENT IN COLLEGES OF EDUCATION IN OGUN STATE

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Abstract

The importance of workers' job commitment in Nigerian Colleges of Education has been a continuing focus of attention. This study examined motivation and management communication as correlates of staff job commitment in Colleges of Education in Ogun State, Nigeria. Three hypotheses were formulated and tested. The study adopted correlational research design while the population of the study comprised of 1,624 academic and non-academic staff in six Colleges of Education in Ogun State. Simple random sampling technique was used to select 345 academic and non-academic staff of four randomly selected Colleges. Three questionnaires (Staff Motivation Questionnaire, Management-Staff Communication Questionnaire, and Job Commitment Questionnaire) with reliability coefficients of 0.75, 0.78, and 0.80 were used for the study. The data obtained were analysed using frequency counts and percentages for demographic data, and hypotheses were tested using Pearson's Product Moment Correlation and Multiple Regression Analysis at 0.05 level of

significance. Findings showed that motivation and staff job commitment were significantly correlated (r=0.82; p<0.05) and management communication and staff job commitment were significantly correlated (r=0.74; p<0.05). The combined variables (motivation and management communication) accounted for 52.1% of the variance in the staff job commitment in Colleges of Education ($F_{(2, 344)}$ = 41.666; p < 0.05). The study recommended among others that management team of Colleges of Education should provide continuous motivation to staff and reduce communication gap between them so that desirable job commitment would be achieved.

Keywords: Motivation, Management, Communication, Non-Academic
               Staff, Job Commitment.

Introduction
The educational system of various countries remains the main source of human resources that when combined in the right quantity and quality would bring about the development of nations (Edoziem, 2017; Ijaduola et al. 2011). The National Policy on Education defined Higher Education as the post-secondary education system which is given in universities, polytechnics and colleges including courses given by the college of education, the advanced teacher training   college, correspondence colleges and institutes that may be allied to them (Federal Republic of Nigeria, 2013). Education is an enterprise in which both government and individuals invest their resources. The motive or objective behind this investment can be realized only if the resources invested are adequately utilized to realize educational objectives. There is no gain saying the fact that proper organization is required in the process of achieving educational objectives. Consequently, management brings workers into the organisation to achieve not only the organisational objectives but also by maintaining human relations for the survival and growth of individuals. The worker is concerned with such objectives as good pay, adequate working conditions, an opportunity to interact with other personnel and opportunity to do interesting and meaningful work.

        Job commitment in any organization, especially learning (school) organization must require standard motivation of workers, requisite managerial planning, effective supervision at works, good

communication between the management and workers standard organization and administration setup system (Ijaduola, 2002). Adams (2003) pointed out that because human beings are brought into the company for the purpose of achieving their aims and objectives, much effort should be made to ensure that they are putting their best into achieving this. Adams (2003) also acknowledged that an employee needs a little extra push to keep him engaged, energetic and pride while working.   Organizational involvement is one of the most important working behaviours in the study of management and organizational behaviour (Allen and Meyer, 2000), and it is one of the most studied subjects (Warsi, Fatima and Sahibzada, 2009). Cho and Faerman (2010) reported that organizational engagement continues to be a primary field of human resource management study. Meyer and Allen (1997) defined organizational commitment as a "psychological state that is concerned about how individuals feel about their organizational engagement, and the desire to remain and continue with the organization." Meyer and Allen (1987) divided job commitment into three interaction elements, namely: affective, continuing and normative.

An institution or agency should take advantage of a variety of strategies to motivate its workers and make them more successful. Keeping this in mind, it is very critical that workers are inspired to accomplish organizational objectives and goals. Motivation is a dynamic topic in an organization as the expectations and preferences of individuals vary from one employee to another, and the approach a manager can use depends on the view that he has of his subordinates. The management must be very involved in the motivational function of subordinates. Motivation according to Jones (2013) is defined as how behaviour get started, energized, sustained, stopped and what kind of subjective reaction is present in the organization.

An organization or establishment should use a variety of techniques to inspire its employees with the view to making them more productive. It is very important that employees are motivated so as to achieve organizational goals and objectives.

Contact now plays an important role in achieving the goals and objectives of various organizations, as effective communication between stakeholders during service meetings helps to solve various potential problems inherent in information and knowledge sharing

(Ammari, Kurdi, Alshurideh, Obeidat, Hussein and Alrowwad, 2017). The essence of communication and its effectiveness is the feedback (Adeyanju 2011). The selection of the right communication medium, the quality of contact and the relationship established at the service encounter between service providers and customers are crucial criteria used in the assessment of further commitment to the connection.

Creating successful communication management and empowered workforce is seen as the main target and a key to success in a competitive environment (Mohsan, Nawaz, Khan, Shaukat and Aslam, 2004). Hence, the main purpose of this research is to identify the relationships between motivation, management communication, and job engagement among staff Colleges of Education in Ogun State, Nigeria.

Statement of the Problem

An ongoing subject of attention has been the importance of worker engagement in Nigerian Colleges of Education. Several researchers have written about the variable (job commitment), but there is limited research in Nigerian Colleges of Education on the role of motivation and management communication in employee engagement. Within the learning organization (tertiary institutions) few researches is done to directly measure engagement and contact with management as a mechanism by which workers are committed to work. Therefore, in relation to the above, the purpose of this research was to determine whether motivation and management communication are associated with employee commitment at Colleges of Education in Ogun State

Objectives of the Study

The study was carried out to examine motivation and management communication as correlates of staff job commitment in Colleges of Education in Ogun State. It has the following specific objectives:

(1) To determine if there is significant correlation between motivation and staff job commitment in Colleges of Education in Ogun State

(2) To determine if there is significant correlation between management communication and staff job commitment in Colleges of Education in Ogun State

(3) To examine the joint contribution of motivation and management communication to staff job commitment in Colleges of Education in Ogun State

Theoretical Framework

There are so many theories of motivation but there are two theories that are related to employees job commitment and they include Fredrick Herzberg theory of motivation, Abraham Maslow's Hierarchy of Needs.

Fredrick Herzberg Hygiene Theory of Motivation

Herzberg classified human needs into two namely satisfiers and dissatisfiers. Fredrick called such factors as salaries and working conditions which surrounds the job and which prevent dissatisfaction but which do not provide satisfaction as hygienic factors (dissatisfiers or maintenance needs). He said further that they are important because without them, there will be strike and unrest. They help to retain workers and encourage new ones. They do not really motivate people. What really motivate people is what makes job meaningful. Miller (2016) cited Herzberg who identified the following motivating factors for increased productivity.

(a) Delegation of duties, access to information, freedom act, atmosphere to approve
(b) Personal growth and achievement
(c) Merit increase, discretionary awards, profit sharing.
(d) Company growth, promotion, transfer and rotations, education, professional memberships
(e) Utilized aptitudes, work itself
(f) Responsibility, recognition
(g) Involvement, goal settings, planning, problem solving work simplification and performance appraisal

Abraham Maslow's Hierarchy of Needs

The most popular theory of motivation was propounded by Abraham H. Maslow. Although, Maslow's Hierarchy of needs was propounded many years ago, Maslow pointed out that human needs are in five basic stages according to their importance. He said that when one need has been satisfied, human being want to meet another need. This is what

he called insatiability of human wants in Economics. Till we die, we can never be satisfied, after satisfying a want, the need to satisfy another one sets-in. This is the Hierarchy of needs as propounded by Abraham Maslow:

(a) Physiological Needs: According to Maslow, the physiological needs which are the lowest or at the base of the pyramid are needed for human survival and they are the most important needs. Until these needs have been met or satisfied, human being will not think of satisfying any other needs. These needs include water, food, sleep, sex, air and shelter.

(b) Safety Needs

(c) Social Needs: Every normal human being needs love, friendship association of companionship. These are the needs to be met after meeting the safety.

(d) Esteem Needs: The esteem needs requires satisfaction of self-respect and respect for others. Every normal person wants to aspire to the position of respect.

(e) Self-actualization Needs: This is the desire for an individual to attain one's ultimate goal of life. Every individual has this goal but before reaching this goal, the preceding needs have to be met. Someone in academics wants to be a professor, a civil servant wish to be a permanent secretary, and every worker likes to reach the peak of his career.

Methods of Modifying Employee's Motivation

According to Hammer (2015) there are four types of reinforcement available to the managers for modifying employees' motivation. They are positive reinforcement, negative reinforcement or avoidance learning, extinction and punishment.

a. **Positive Reinforcement:** Positive reinforcement is rewarding productive behaviour with incentive such as praise, social approvals, money, promotion and responsibility. Positive reinforcement strengthens behaviour. This is because individuals regard it as pleasant and are therefore likely to repeat the behaviour that earns these rewards. Reinforcement should follow the response (behaviour) as soon possible.

b. **Negative Reinforcement or Avoidance:** This is a particular reinforcement that is applied to prevent the occurrence of an

undesired stimulus. It is usually served to criticize a worker from a particular behaviour in order to avoid it. Avoidance takes place when individuals learn to avoid unpleasant consequences. For examples, people learn not to drink in order to avoid accident. In the workplace, avoidance learning occur when peers or supervisor criticizes an individual's actions. Sizeable number of employee will like to avoid future reprimand or criticism by improving their work performance.

c. **Extinction:** Extinction is meant to reduce or eliminate undesired behaviours. It is the withholding of positive reinforcement for a previously acceptable response or behaviour. Extinction is the absence of reinforcement following undesired behaviour if repeated. The behaviour will eventually disappear or become extinct. In other words, failure to apply reinforcement causes a particular behaviour to cease. For example teacher can use extinction to control disruptive behaviour in the classroom.

d. **Punishment**: This refers to the application of an undesirable reinforcement to an undesirable behaviour. Through punishment managers who try to correct improper behaviour of subordinates. The common forms of punishment in the workplace include giving harsh criticism, docking pay, denying privileges, demoting and reducing freedom to do his/her job. It might also create the consequence of tension and stress. Therefore, punishment should be used as a last resort.
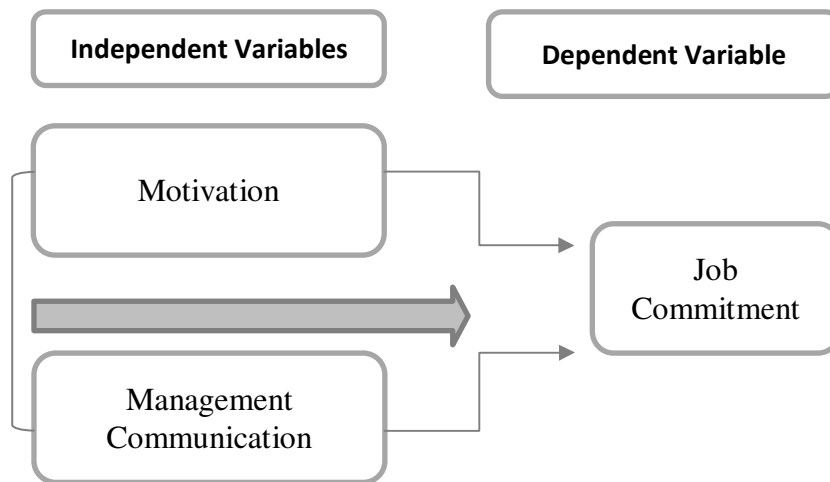
Figure 1: Conceptual framework of the relationship between the independent variables and the   dependent variable
Source: Researchers (2019)

In order to identify the relationships between the independent variables (motivation and management communication) and dependent variable (staff job commitment), three null hypotheses were formulated and tested in this study.

Hypotheses
The following hypotheses were tested:
H_01: There is no significant correlation between motivation and staff job commitment in Colleges of Education in Ogun State
H_02: There is no significant correlation between management communication and staff job commitment in Colleges of Education in Ogun State
H_03: There is no significant joint contribution of motivation and management communication to staff job commitment in Colleges of Education in Ogun State

Methodology
Research Design
The study adopted correlational research design. This design helped the researchers to describe the relationship between the two independent variables (motivation and management communication) and the dependent variable (job commitment) in Colleges of Education in Ogun State.

Population
The population of this study comprised 1,624 academic and non-academic staff in Colleges of Education in Ogun State, Nigeria. There are six (6) Colleges of Education in Ogun State out of whom one was owned by the federal government, one was state-owned and four are privately owned. The population is outlined on table 1.

Table 1: *Total Number of staff in Colleges of Education in Ogun State*

S/N	College of Education	Ownership	Number of Staff (Academic and Non-Academic)
1	Federal College of Education, Abeokuta	Federal	646
2	Tai Solarin College of Education, Omu-Ijebu	State	414
3	Yewa Central College of Education, Aiyetoro	Private	223
4	Awori District College of Education, Ota	Private	123
5	Royal City College of Education, Iyesi	Private	107
6	Piaget College of Education, Ibara	Private	111
	Total		1,624

Source: National Commission for Colleges of Education (2019)

Sample and Sampling Technique
The sample size used for this study was 345 academic and non-academic staff of four randomly selected Colleges of Education in Ogun State. Simple random sampling technique was used to select four from

the six Colleges of Education. Simple random sampling technique was employed by the researchers to select 25% of the staff from each of the selected Colleges of Education. The number of respondents selected is presented on table 2.

Table 2: *Number of Samples Selected for the Study*

Selected College of Education	25% of Staff Selected
Federal College of Education, Abeokuta	162
Tai Solarin College of Education, Omu-Ijebu	104
Royal City College of Education, Iyesi	51
Piaget College of Education, Ibara	28
Total	345

Instruments

Three different questionnaires were designed by the researchers to measure each of the variables in this study. The first questionnaire was Staff Motivation Questionnaire (SMQ). This questionnaire has 15 items that elicited responses on the level of motivation for the respondents. The second questionnaire was tagged Management-Staff Communication Questionnaire (MSCQ) and has 15 items on organisational communication between management and staff. The third instrument was tagged Job Commitment Questionnaire (JCQ). This instrument has five items each on affective commitment, normative commitment and continuance commitment. The three instruments were content, face and construct validated by three experts, two in the field of measurement and evaluation and one from Educational Management in Tai Solarin University of Education. This was done to ensure that the three questionnaires measured what they purported to measure. The psychometric property of the test instruments was carried out using test-retest reliability. The reliability coefficients of the questionnaires were 0.75 for SMQ, 0.78 for MSCQ, and 0.80 for JCQ. These showed that the instruments were deemed reliable.

Method of Data Analysis

Data were analysed using frequency counts and percentages for demographic data of the respondents. The hypotheses were tested

with Pearson's Product Moment Correlation and Multiple Regression Analysis at 0.05 level of significance.

Findings and Discussion
General Description of the Respondents

Table 3: *Demographic Information of Respondents (N=345)*

	Frequency (f)	Percentage (%)
Gender		
Male	190	55.1
Female	155	44.9
Staff Category		
Academics	134	38.8
Non-Academics	211	61.2

Table 3 showed that out of the 345 respondents surveyed, 190 representing 55.1% were males, and about 155 representing 44.9% were females.
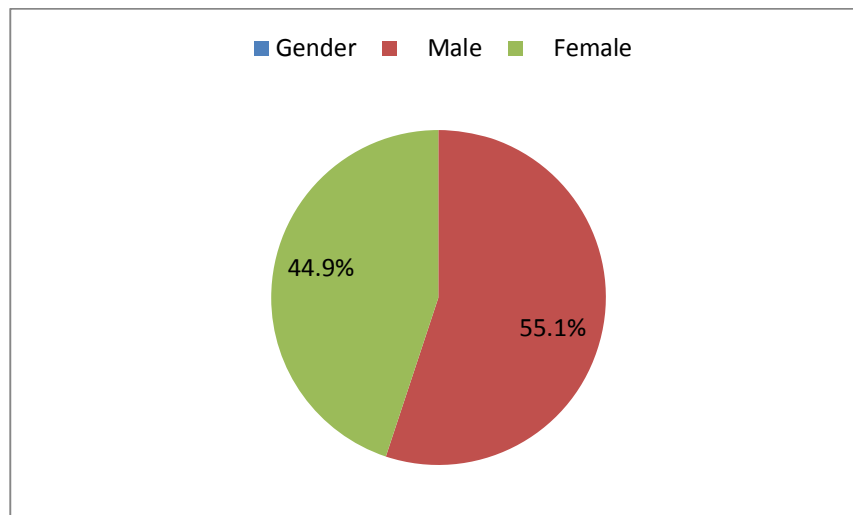

Figure 2: Gender Distribution of Staff in Colleges of Education

Table 3 revealed that out of the 345 respondents surveyed, 134 representing 38.8% were academic staff, and about 211 representing 61.2% were non-academic staff.
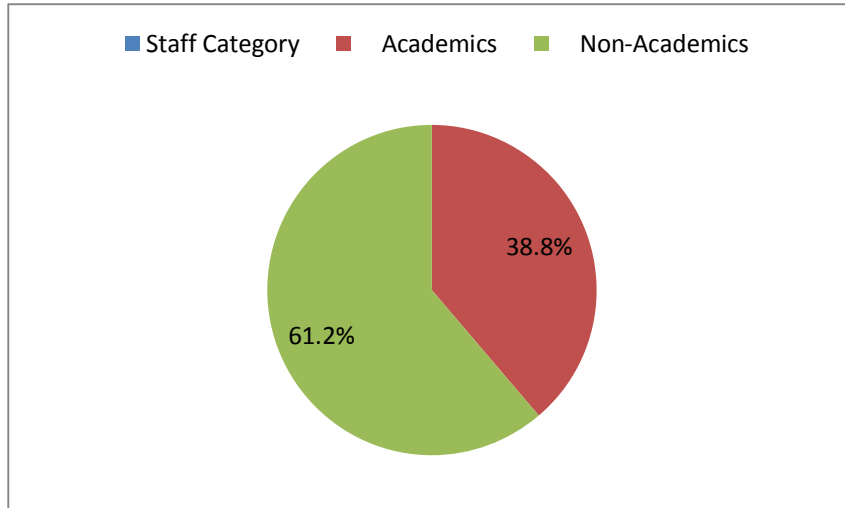
Figure 3: Distribution of Staff Categories in Colleges of Education

Hypothesis One

There is no significant correlation between motivation and staff job commitment in Colleges of Education in Ogun State

Table 4: *Pearson's Correlation between Motivation and Staff Job Commitment in Colleges of Education*

Variables	N	$\overline{X}$	SD	df	r	p-value	Remark
Motivation	345	45.61	10.52				
Job Commitment	345	38.73	6.97	343	0.82	0.000	Significant

As presented on table 4, the Pearson's correlation coefficient, r was 0.82 at 343 degree of freedom at p-value less than 0.05. This result showed that there was positive and significant correlation between motivation and staff job commitment in Colleges of Education in Ogun State. Thus, the null hypothesis one was rejected.

Hypothesis Two

There is no significant correlation between management communication and staff job commitment in Colleges of Education in Ogun State

Table 5: Pearson's Correlation between Management Communication and Staff Job Commitment in Colleges of Education

Variables	N	$\bar{X}$	SD	df	r	p-value	Remark
Management Communication	345	48.22	9.17	343	0.74	0.002	Significant
Job Commitment	345	38.73	6.97				

As presented on table 5, the Pearson's correlation coefficient, r was 0.74 at 343 degrees of freedom at p-value less than 0.05. This result showed that there was positive and significant correlation between management communication and staff job commitment in Colleges of Education in Ogun State. Thus, the null hypothesis two was rejected.

Hypothesis Three

There is no significant joint contribution of motivation and management communication to staff job commitment in Colleges of Education in Ogun State

Table 6: Joint contribution of Motivation and Management Communication to Staff Job Commitment in Colleges of Education

Source of Variation	Sum of Squares	df	Mean square	F-Ratio	p
Regression	7617.012	2	3808.506	41.666	0.000
Residual	31260.900	342	91.406		
Total	38877.912	344			

R = 0.731; R^2 = 0.534; R^2 (Adjusted) = 0.521; Stand error estimate = 4.744

The results presented on table 6 indicated that the two predictor variables (motivation and management communication) in the regression model jointly contributed to staff job commitment in Colleges of Education (R = .731; R^2 = .534; Adj. R^2 = .521; $F_{(2, 344)}$ = 41.666; $p < 0.05$). This showed that motivation and management communication accounted for 52.1% of the variance in the staff job commitment in Colleges of Education. The null hypothesis which stated that there is no significant joint contribution of motivation and management communication to staff job commitment in Colleges of Education in Ogun State was rejected by this finding.

Discussion of Findings

The first hypothesis revealed that there was significant correlation between motivation and staff job commitment in Colleges of Education in Ogun State. This finding implied that there was significant relationship between motivation and job commitment of employees in Colleges of Education. The direction of the relationship was positive and it implied that highly motivated employees were the most committed employees in an organization. Employees' motivation in the form of regular salaries, incentives, promotion, gift, praise and so on would go a long way in improving job commitment of staff in Colleges of Education. Al-Madi, Assal, Shrafat and Zeglat (2017) found a similar outcome in their study of the impact of motivating on the organisational commitment of the front line employees of retail stores in Jordan. The research was conducted with a convenience sample of 97 respondents from C-Town retail stores and Sameh Mall. Data collected were analyzed with the application of statistical tests i.e., Cronbach's alpha reliability, Pearson correlation and Simple Linear Regression using SPSS 20.0. Results showed that there was significant impact of employee motivation on organizational commitment (affective, normative and continuance).

The second hypothesis revealed that there was significant correlation between management communication and staff job commitment in Colleges of Education in Ogun State. This finding implied that there was significant relationship between management communication and job commitment of employees in Colleges of Education. The direction of the relationship was positive and it implied that high level of communication between employees and employers

led to highly committed employees in an organization. Management communication in Colleges is poor; but when school management and employees communication is regular the problems affecting organization effectiveness will be sorted out. According to the responses gathered from hypothesis two, it was revealed that lack of managerial communication to employee do not encourage employee's job commitment rather making the organization unproductive and there must be good communication between employer and employee so that the organization will attain desirable goals. This finding is in line with Ammari, Kurdi, Alshurideh, Obeidat, Hussein and Alrowwad (2017) who found out that communicational satisfaction has a significant and direct impact on organizational commitment.

The third hypothesis revealed that there was significant joint contribution of motivation and management communication to staff job commitment in Colleges of Education in Ogun State. This finding uncovered that half of staff job commitment was explained by motivation and management communication. The implication of this result was that since employees' job commitment was seen as positive, fulfilling, work-related, state of mind that is characterized by vigor, dedication and absorption towards achieving the objectives of the institution, the role played by motivation and management communication cannot be overruled.

Conclusion
The study concluded that motivation and management communication correlated significantly with staff job commitment in Colleges of Education. These two constructs both produced significant combined effect that contributed to changes in staff job commitment. It is therefore important for top level management to consider staff motivation and effective communication as its main administrative tools for enhancing work and job commitment of employees in the organization.

Recommendations
In the light of the findings, the following recommendations were made:
- Management should provide or reduce communication gap between them and employee so that desirable outcomes would be achieved

- Employees should be motivated so that organizational culture would be maintained and every employee would be committed to their duties.
- Management team in Colleges of Education should set up good strategies for the employees so that every employee would be committed to their job
- Requisite planning strategies should be adopted in an organization so that employees would create good morals while on their jobs
- Standard mentoring and supervision should be set-up in Colleges so that the management and employee would exposed to how to improve on their performances.

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