

Employees Motivation and Work Performance in Various Universities in Nigeria

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Abstract: *The general objective of the study was to establish the relationship between employees motivation and work Performance of private Nigerian investors in Nigeria. Study used a cross-sectional study design on a sample of 108 respondents. Data was collected using a questionnaire and was presented using frequencies and percentages, mean and standard deviation, correlation and regression analyses. Motivation in different part of the job by working along with knowledgeable and skilled supervisors, supplemented by lecturers by less efforts were undertaken to adequately orientate employees, even adequate job instructions motivation, apprenticeship for employee, and job recreation and forms of on the job motivation. The study found out that in relation to quantity of output, the work performance was only good in relation to submitting all required daily and weekly report but was only fair in as far as attending to the desired number of community people and achievement of target set by supervisor(s) in the private institutions. On the quality of output the employee had achieved a good performance only in relation to recording of low defect/failure rates in work but had only attained fair performance in relations to outputs meeting and specified various university standards and stake holders' satisfaction with the quality of work produced by the employee. On the timeliness of outputs, the employee felt that they were very good at using official time to perform official institutions duties but had only attained a fair performance in relation to attendance to the required number of community people in time and always meeting deadlines for the tasks assigned. The study found a high positive significance relationship between employee motivation and work performance. The study recommends that to achieve outstanding performance, various Nigerian Universities employee and other stakeholders should offer effective on the job and of the job motivation for employees*

Keywords: Employees, study, literature.

1. THE PROBLEM AND ITS SCOPE

Background of the study

Motivation in one of the most traditional topics in organizational behaviour and it has become more important in contemporary institutions as a result of the need for increasing productivity to be globally competitive and the rapid changes that institutions are undergoing in context of this study; when we speak about motivation we usually mean that a person 'work', 'keeps', his or her work, and direct his or her behaviour toward appropriate outcomes. And the basic tenets of motivation are seen to be: effort, persistence, direction and goals.

Motivation is the extent to which persistent effort is directed toward a goal this refers to the strength of the person's work – related behaviour, persistence; this refers to the persistence that individuals exhibit in applying effort to their work task, direction; this refers to the quality of a person's work related behaviour, and goals' this refers to the end result towards which employees direct their effort. Since aftermath of the Second world war (1945) the challenges of human resource management (HRM) have been presenting line employees with needs for the scaffolded at in America, but the Japanese embraced his theories and modified them. Japanese institutions and companies achieved a significant departure from the American model by gradually shifting form one inspection – oriented approach to quality control emphasizing employee involvement in the prevention of quality problems.

This study was based on the theories of motivation and management specially Frederick Hertzberg theory. In accordance with McGregor's theory X and theory Y (1960_

summarized two possible views of management in worker motivation. Theory X states that the worker dislikes work and tries to avoid it. The function of management, therefore, is to force the employee to work, through coercion and threats of punishment. The worker prefers in most cases to be directed and wants to avoid responsibility. The main motivator for the worker, therefore, is money. Theory Y however, is diametrically the opposite of theory X and states that work is natural and can be a source of satisfaction, and that when it is; the worker can be highly committed and motivated. Workers often seek responsibility and need to be more fully involved with management to become motivated.

Cambridge advanced learner's dictionary defines performance as 'how well a person, machine, e.t.c does a piece of work or an activity' (Armstrong, 2001).

The most worrisome problem education are facing today is the low employee's work performance.

In Nigeria, like elsewhere in the world, motivation, ability, and the work environment typically influence employees' job performance. Motivation is important because of its significance as determinant of performance and its intangible in nature. A number of authors with literature have commended the role of motivation of employees' in realizing the goal and/or objective of the organization efficiently and /or effectively. Lack of motivation of employees can seriously limit organization efficiency and effectiveness and it is a symbol of poor management. Therefore it is interesting to study the value of motivation in the management of institutions. Most institutions have no idea about how much employee dissatisfaction costs them each year. However there are some institutions that have made significant steps in considering motivation as a determinant to employee job performance in work place.

Statement of the problem

Nigerian Universities and organizations are facing problems related to human Resources management. Quite often there are work place strikes, dissatisfied labours, employee turnover and poor employee performance all these affect institutions work performance.

On the other side, employees, corruption and embezzlement, lack of commitment of job duties/tasks, and under performance-generally are on the increase. Some institutions both private and public nearly have collapsed while others are poorly performing or underperforming

Motivation theories have provided a basis on which high performance of employees can be realized. The basis of these theories is that the managers and workers should come together as partners as one group, knowing how and why to motivate employees is an important managerial skill.

Basically, there is insignificant literature to benchmark the correlation between motivation and work performance of employees, especially in the private institutions sittings. This premised the knowledge gap (relationship between motivation and work performance) to which this study was done to contribute to assess the two variables motivation and performance.

Purpose of the study

The purpose of the study was investigate the employee motivation and work performance of some selected private institutions in Nigerian universities

Objectives of the study

The study had the following objectives:

- To access the level of employees motivation
- To investigate the level of work performance
- To establish the relationship between performance and motivation

Research Question

- How can the employees be motivated?
- How can we assess the level of employee’s performance?
- What is the relationship between motivation and performance

Scope of the study

The geographical scope

This study was carried out in the capital city especially in Nigeria Universities in Nigeria.

Theoretical scope

The study was underpinned by the Fredrick Hertzberg on motivation theories

Content scope

The study examined he strategies and approaches to realize high performance. The researchers investigated the employee motivation and work performance and analyze the mechanisms used to realize commitment of employee at the workplace.

Time scope

The study covered the period 2015-2016 the time Nigerian Universities was implementing its strategic plan but experiencing problems with employee motivation and work perofmrance.

Significance of the study

The study will help the top management of primate institutions to ascertain he level of work performance of their employees. The study also will help the top managers to realize the importance of motivation and development that removes the deficiencies in performance of the study will be helpful by the private institutions to establish human resource managers in organizing employee motivation programs.

By investigating how motivation relates to employee performance middle managers are helped to put in place measures to empower motivation. The Study will stimulate further researchers by providing a building block of a body of literature and findings to start.

Private institutions will have benefit from this study to benchmark appropriate human resource policies. Project managers will learn to appreciate the rationale of training workers to achieve high performance of the institutions.

Review related literature

Introduction

This chapter discusses the literature related to the employee’s motivation and work performance in private institutions in Nigeria. It particularly focuses on the Motivation and its theories, role of motivation in institutions, performance, factors influencing performance and the relationship between motivation and performance

Conceptual framework for the study

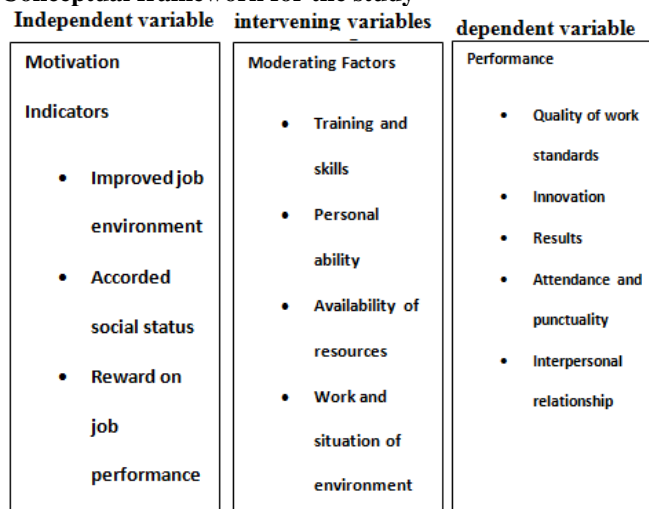


Figure: Conceptual framework

Performance can be defined as the extent to which an institutional member contributes to achieving the objectives of the organization. Although there is a positive relationship between motivation and work performance, the relationship is not one-to-on because other factors such as personality, general cognitive ability, emotional intelligence, task understanding, and chance can intervene. .

General Cognitive ability; this refers to a person’s basic information processing capacities and cognitive resources. General cognitive ability predicts learning and training success as well as job performance in all kinds of jobs and occupations. It is an even better predictor of performance for more complex and higher – level jobs that require the use of more cognitive skills.

Emotional intelligence (EL); this has to do with an individual’s ability to understand and manage his or her own

and others' feelings and emotions. Peter Salovey and John Mayer have developed an EL model that consists of four interrelated sets of skills of branches. The four skills represent sequential steps that form a hierarchy. Beginning from the first and most basic level, the four branches are: Perception of emotions, integration and assimilation of emotions, knowledge and understating of emotions, and management of emotions. El predicts performance in number of areas including work performance and academic performance and is particularly important in jobs that involve a lot of social interaction and emotional labour, An institution's success relies heavily on the participation and support of its employees, motivation, ability and the work environment typically influence an employees' performance. Motivation is important because of its significance as a determinant of institutional performance.

Employee's motivation is a pervasive condition that distinguishes companies with committed employees from those that experience less effective productivity and performance. In as well – running work place, motivated employees continually look for ways to improve what they do. When institutions or individual groups are struggling to meet expectations, leaders need to provide employee's the appropriate encouragement to say engaged. To realized organizational efficiency and/or effectiveness, employees' motivation is envisaged to be supreme. Motivated employee are crucial to an institutionalise success – this never been truer than today, when margins are thin (or nonexistent) and economic recovery remains elusive. These hard bottom – line realities may also mean that managers can't rely as much as they might have in the past on using financial incentives to drive employment engagement. Motivation and performance are very complex issues affected by many factors.

No one factor can guarantee motivation or performance in the absence of other critical factors. So in order to improve the performance of the organization, employees need to be motivated to give their best performance and thus institutional effectiveness. The conceptual framework as above illustrates correlations between motivation and work performance. Motivators and considered as the mediating factors to realized high institutional performance.

This study based on the theory of Fredrick Herzberg on motivation (Hygiene motivation theory) , called the two factor-theory, which says that men is motivated by two sets of needs, that is the hygiene factors, and motivators. Hertzberg, with his association, came up with the two factors theory, according to, which individuals have two different categories of needs, which are essentially independent of each other, but affect behaviour in different ways. Those factors are; hygiene factors and motivators.

Theories of motivation

The term motivation is defied from the Latin word mover which means 'to move'. Motivation can be broadly defined as the forces acting on or within a person that causes the arousal, direction, and persistence of goal directed, voluntary effort. Motivation thereby is thus concerned with the process that explain why and how human behaviour is activated.

The broad rubric of motivation and motivation theory is one of the most frequently studied and written – about topic in the institutional sciences, and considered on of the most important areas of study in the field of institutional behaviour. Despita the maginitude of the effort that has been devoted to the study of motivation, there is no single theory of motivation that is

universally accepted. The lack of a unified theory of motivation reflects both the complexity of the construct and diverse backgrounds and aims of those who study it. To delineate these crucial points, it is illuminating to consider the development of motivation and motivation theory as the objectives of science inquiry.

Historical Development

Early explanations of motivation focused on instincts. Psychologists writing in the late 19th and early twentieth centry have suggested that human beings were basically programmed to behave in certain ways, depending upon the behavioral cues to which they were exposed. Sigmund Freud, for example, argued theat the most powerful determinants of individual behaviour were those of which the individual was not consciously aware.

According to motivation and leadership at work (steers, porter, and Begley, 1996), in the early twentieth century researchers began to exam other possibly explanation for differences in individual motivation.

Some researchers focused on internal drivers as an explanation for motivated behaviour others studied the effects of learning and how individuals base current behaviour on the consequences of past behaviour. Still others examined the influence of individuals Over time, these major theoretical streams of research in motivation were classified into two major schools:

The content theories of motivation and process theories of motivation.

Major content theories

Content (or need) theories of motivation focuss on factors internal to the individual that energize and direct behaviour. In general, such theories regard motivation as the product internal drives that compel an individual to act or more (hence, 'motivat') toward the satisfaction of individual needs. The content theories of motivtion are based I large part on early theories on motivation that traced the paths

Maslow's hierarchy of needs of action backward to their perceived origin in internal drivers. Major content theories of motivation are Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's motivator-hygiene theory, and McClelland's learned need or three –need theory.

Abraham Maslow developed the hierarchy of needs, which suggested that individuals needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self – actualization needs.

Physiological needs are the most basic needs for food, water, and other factors necessary for survival.

Security needs include needs for safety in on's physical environment, stability and freedom from emotional distress.

Belongingness needs relate to desires for friendship, live, and acceptance within a given community of individuals.

Esteem needs are those associated with obtained the respect of one's self and others.

Finally, self – actualization needs are those corresponding to the achievement one's own potential, the exercising and testing of on's creative capacities, and, in general, to becoming the best person one can possibly be.

Unsatisfied needs motivate behaviour: thus, lower – level needs such as physiological and security needs must be met before

upper-level needs such as belongingness, esteem, and self – actualization can be motivational.

Alderfer's ERG theory

The ERG theory is an extension of Maslow's hierarchy of needs. Alderfer's suggested that needs could be classified into three categories, rather than five. These three types of needs are existence, relatedness, and growth.

Existence needs are similar to Maslow's physiological and safety need categories, relatedness needs involves interpersonal relationship and comparable to aspects of Maslow's belongingness and esteem needs. Growth needs are those related to the attainment of one's potential and are associated with Maslow's esteem and self actualization needs.

The ERG theory differs from the hierarchy of needs in that it does not suggest that low – level needs must be completely satisfied before upper – level needs become motivational

ERG theory also suggests that if an individual is continually unable to meet upper- level needs that the person will regress and lower – level needs become the major determinants of their motivation.

ERG theory implications for managers are similar to those for the needs hierarchy: managers should focus on meeting employees' existence, relatedness, and growth needs, through workout necessarily applying the proviso that, say, job-safety concerns necessarily take precedence over challenging and fulfilling job requirements.

Motivator – Hygiene Theory

Fredrick Hertzberg developed the motivator-hygiene theory. This theory is closely to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the work place.

Based on his research, Hertzberg argues that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would be prevent them from being dissatisfied. Only implication for managers of the motivator – hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other – contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by 'enriching' them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

McClelland's learned needs theory.

McClelland's theory suggests that individuals learn needs from their culture. Three of the primary needs in this theory are the needs for affiliation (n aff), the need for power (n pow), and the need for achievement (n ach), the end for affiliation is desire to establish social relationship with others. The need for power reflects a desire to control one's environment and influence others. The need for achievement is desire o take responsibility, set challenging goals, and obtain performance feed back. The main point of the learned needs theory is that when one of these needs is strong in a person, it has the potential to motivate behavior that leads to its satisfaction. Thus, managers should attempt to develop an understanding of whiter and to what degree their employees have one or more of

these needs, and the extent to which their jobs can be structured to satisfy them.

Major Process Theories

Process (or cognitive) theories of motivation focuss on concious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behaviour is energized, directed, and maintained in the specifically willed and self – directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behaviour is the result of conscious decision – making processes. The major process theories of motivation are expectancy theory, equity theory, goal-setting theory.

Expectancy Theory

In the early 1960s, Victor Vroom applied concepts of behavioral research conducted in the 1930s by kurt Lewin and Edward Tolman directly to work motivtion. Basically, Vroom suggested that individuals choose work behaviours that they believe lead to outcomes they value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

Their expectancy, meaning he degree to which they believe that putting forth effort will lead to a given level of performance; their instrumentality or the degree to which they believe that a given level of performance will result in certain outcomes or rewards and their valence, which is the extent to which the expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have no motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and and that performance will lead to valued rewards.

In the late 1960s, Porter and Lawler published an extension of the Vroom expectancy model, which is known as the Porter-Lawler expectancy model or simply the porter-lawler model in the same as for vroom's model, the Porter – lawler model is more complex in a number of ways. It suggests that increased effort does not automatically lead to improve performance because individuals may not possess the necessary abilities needed to achieve high levels of performance, or because they may have an inadequate or vague perception of how to perform necessary tasks. Whithout an understanding of how to direct effort effectively, individuals may exert considerable effort without a corresponding increase in performance.

Equity Theory

Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation. Equity exists when individuals perceive that the ratio of efforts to rewards in the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is the same fo them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so)

for them than it is for others to whom they compare themselves. There are two types of inequity – under – reward and over – reward. Under – reward occurs when a person believes that he/she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser rewards, for instance, if an employee works longer hours than her co-worker, yet they receive the same salary, the employee would perceive inequity in the form of under – reward. Conversely, with over – reward, a person will feel that his efforts to rewards ratio is higher than another persons, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under – reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over – reward. Individuals who are over – rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under – rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behaviour of the reference person, perhaps by encouraging that person to put forth more effort. Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For managers, equity theory emphasizes the importance of a reward system that is perceived as fair by employees.

Goal – Setting Theory

The goal – setting theory posits that goals are the most important factors affecting the motivation and behaviour of employees. This motivation theory was developed primarily by Edwin Locke and Gary Latham. Goal- setting theory emphasized the importance of specific and challenging goals in achieving motivated behaviour. Specific goals often involve quantitative targets for improvement in a behaviour of interest. Research indicates that specific performance goals are much more effective than those in which a person is told to do your best. Challenging goals are difficult but not impossible to attain. Empirical research supports the proposition that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve.

Several factors may moderate the relationship between specific and challenging goals and high levels of motivation.

The first of these factors is goal commitment, which simple means that the more dedicated the individual is the achieving the goal, the more they will be motivated to exert effort toward goal accomplishment. Some research suggests that having employees participate in goal setting which increase their level of goal commitment.

A second factor relevant to goal – setting theory is self – efficacy, which is the individuals' belief that he or she can successfully complete a particular task. If individuals have a high degree of self – efficacy, they are likely to respond more positively to specific and challenging goals than if they have a low degree of self efficacy.

Concept, Opinions and ideas from Authors

The role of motivation in private institutions

Questioning why organizations needs motivated employees, the answer is survival (Smith, 1994). Motivated employees are needed in rapidly changing workplaces especially in these

turbulent times of the 21st century. Motivated employees are vital in sustaining and ensuring organizational survival. Motivated employees are more productive and therefore higher performance. To be effective, it is necessary to understand what motivates employees within the context of the role they perform.

Work performance

Concerning job performance in the institutions setting, many theorists have had different views on how to make workers perform to their best ability. Job performance is premised on performance indicators like meeting the responsibilities of the job defined by the job description, quality of work (achievement of goals – results), initiative and e.t.c. a research in psychological laboratory, substantially by practical application, led Hugo Munster burg (1963) to publish a book, psychological and industrial efficiency. He contended in his book that psychology can help in industry by identifying individuals who are best suited to the job, identify the psychological conditions under which people perform at their best, develop strategies that would enable people to behave in ways congruent with the management objectives.

The wants of employees' divided into two groups. One group revolves around the need to develop in one occupation as a source personal growth. The second group operates as an essential base to the first and is associated with compensation, supervision, working environment and administrative policies. The fulfilment of the needs of the second group does not motivate the individual to higher levels of job performance and extra performance on the job. All we can expect from satisfying this second group of needs is the Preventing of dissatisfaction and poor performance.

Factors influencing performance

Performance is dependent not only on the ability to do (skills and ability of employees), but also on motivation, which in turn is determined by the power of incentives as well as disincentives. Performance itself is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. An institution's performance relies heavily on the participation and support of its employees, motivation, ability and the work environment (nature of the work itself) typically influence and employees' job performance. So not a single factor dictate all of a person's behaviour. A person's ability (intrinsic motivates), extrinsic motivates and so do factors like the resources of a person is given to do his or her job all contribute to explain performance. Getting the best out of people and attempting to improve performance is a campaign by allowing employees a greater say in decision that affect them at work (Mullins, 1996). It should still be noticed that no organization can be perform at its best unless each employee is committed to the organizational objectives and work as an effective team member. This can be achieved through employees' involvement.

A process of employee involvement is designed to provide employees with opportunity to influence and where appropriate take part in decision making on matters, which affect their work. Benefits of employees' involvement have been discovered as: improve performance and productivity, more cooperative atmosphere at the work place, reduced soldiering and turn over, reduce lost time through absenteeism and disputes, added value through inputs from all knowledgeable and skilled employees (Mullins, 1996). This is agreement with

a school of thought which postulates that the institutions will run better because staff will be more loyal, feel needed and wanted, feel respected and their opinions count (Bartel, 2003). Decisions in this respect also tend to be better than they can call on a wide range of knowledge, information and experience.

Related Studies

The relationship between motivation and work performance

Motivation is important because of its significance as a determinant of institutional performance. Employees' motivation is pervasive condition that distinguishes companies with committed employees from those that experience less effective productivity and performance. Worker motivation is one of the key areas of institutional psychology. Organizations frequently need to examine the structure and functioning of institution and the behaviour of the people within the organization. A person's ability clearly also matters, and so do factors like the resources a person is given to do his or her job. Successful work performance can arise from a variety of motivates. Two people doing similar jobs may both be successful but for very different motivates (David, 1997). This writer mentions a number of factors contributing to employee's performance, some factors are personal and others are not. Yet still motivation is considered to be major factor performance. However there is scanty literature on the relationship motivation of staff and level of performance. This put a gap in literature that needs to be examined and this is one of the specific objectives of this study to further explain the factors that contribute to employee motivation and work performance in private institution of Mogadishu Somalia.

2. METHODOLOGY

Research Design

This study was employed studies cross sectional survey designed to investigate the effects of employee motivation and work performance of private institutions in Nigerian Universities. Cross sectional survey design examines several groups of people at one time. On the other hand 'Surveys are used to collect data from a sample of a population at a particular time.

The research design is about the arrangement of variables, conditions and participant for the study. It also implies arrangement that aid conceptualising of variables, handling of research methods, sampling of respondents and handling of data analysis techniques.

Research Population

The research population of the study comprise a total of 150 managers and employee of institutions in Nigeria who were deemed to possess information about employee motivation and work performance.

Sample Size

Respondents were selected from the target population as a sample size, according to the Solvener's formula:

$$N = \frac{N}{1 + Ne^2}$$

Where; n= Sample size

N= Population size

E= level of significance (0.05).

$$150 / 1 + 150 (0.05^2) = 108.$$

Table 1 below shows the two categories of respondents who were used in this study.

Table 1: Population and sample of the study

Categories	Population	Sample
Managers	20	18
Staff	130	90
Total	150	108

Sampling techniques

This study employed satisfied random sampling and purposive random sampling techniques. Stratified sampling techniques were used to categorize the respondents to be included in the sample and ensure that the target population is divided into different strata and each stratum was represented in the sample. Purposive sampling was used to select only managers who possessed specialized information on employee motivation and work performance of private institutions in Nigeria

Research Instructions

The researcher used questionnaire as instruments. Research questionnaires' was structured and self administered with a combination of both open and closed questions were employed to collect the required data for the study in order to determine the employee motivation and work performance of private institution in Nigeria. A questionnaire is often one time data gathering device on the variables of interest to the researcher (Amin; 2005)

Data Collection procedure.

The researcher collected the data using qualitative and quantitative methods for the sampling population 150 respondent who are working with the private institution in Nigeria through questionnaire and interviews.

Reliability and validity of the instrument

Reliability is dependable and in the context of measuring instrument, it is the degree to which the instrument consistently measures whether it is measuring (Amin, 2005). A measure is considered reliable if a person's score on the same test given twice is similar.

Validity is the best available approximation to the truth or falsity of a given inference, proposition or conclusion (Cook and Campbell, 1979). To know the validity of instrument, context validity will be ensure that the content of the instrument corresponds to the content of the conceptual frame work.

Table 2. Content Validity Results

Variable	Number of items	CVI
Employee Motivation	10	0.80
Work performance	09	0.89

Table 2 shows that employee motivation yielded CVI of 0.80 while work performance yielded a CVI of 0.89. Since all variable yielded a CVI above 0.70 accepted for social sciences, it was concluded that the instrument had a good validity hence relevant In measuring employee motivation and work performance.

The reliability was tested using Cranach's alpha to test if the variables used in the questionnaire consistently measure what they are supposed to measure. Alpha coefficient values of 0.70 accepted as the minimum accepted for social sciences (Amin, 2005) was used as a basis for determining the reliability of the instrument and the results are shown in table 3 below.

Table 3. Reliability Results

Variable	Number of items	Alpha values
Employee Motivation	10	0.75
Work performance	09	0.85

Table 3 above shows that employee motivation yielded Cronach's alpha value of 0.75 while performance yielded Cronach's alpha value 0.85. Since all variable yielded alpha values above 0.75 accepted for social sciences, it was concluded that the instrument was reliable, thus consistently measured employee motivation and work performance

Data Analysis

This study was being applied both qualitative and quantitative methods for the data analyzing. As quantitative method the size of the findings was conducted to be appropriate and easy for readers. Tables and percentages charts were are used to present and analyze the data in appropriate way. The data was analyzed using statistical package for social science (SPSS) as a tool for analyzing the data.

Ethical Consideration

The respondents were informed that their participation was voluntary and they had the final decision of participation. The respondents were also informed of the purpose of the study and that at on moments will their responses be used against them. An introductory letter was issued to the relevant authorities for approval. The responses were kept in a safe place for privacy purposes and sealed for future reference.

3. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the major study findings on employees' motivation and work performance in Nigeria UNIVERSITIES in. The first section presents the summary of findings this is followed by the conclusion and recommendations of the study arising from the study findings.

Summary of findings

Profile of the respondent

The study found out that the male respondents constituted 56.1% of the respondents while the female constituted 43.9% while a majority of 48% of the respondents was aged between 31-40 years followed by 35.7% who were aged between 20-30 years. Those who were aged between 41-50 years constituted only 10.2% while those who were aged 51 years and above constituted only 5.1% of the total number of respondents. Similarly, the study found out that a majority of 32.7% of the respondents had attained a university degree while 30.6% had attained a diploma ad their highest level of education. Those who had attained secondary education constituted 21.4% while those who had attained a certificate constituted 12.2% yet those who had masters degree constituted only 3.1% of the total number of respondents. On working experience, the study found out that a majority of 29.6% of the institution employees had worked for 6 month only followed by 22.4% who had worked for 1 year only with the Universities. These were followed by 19.4% who had worked for 4 years and above,

15.3% who worked for 3 years and 13.3% who had worked for 2 years. On the job title, the study found out that a majority of 84.7% of the respondents were officers while the managers constituted only 15.3% of the employee in the undersides who respondent to this study the extent to which the uignanumerstios employees are offered motivation in terms of on job motivation and of the job motivation.

The study found put that effort was undertaken by prowatehstihfrns to consider to train fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lechers but less efforts were undertaken to adequately orientate employees, give adequate job instructions motivation, apprenticeship for employees, and job rotation ad forms of on the job motivation.

The study found out that the employee agreed that they received off the job motivation in form of attending class room lectures and always underwent programmed learning sessions to enable them perform their job effectively. On the other hand, the study found out that fewer efforts were undertaken subject the institution employees to special and case studies.

The level of work performance in SIMAD (SU) institutions in Nigeria.

The study found out that in relation to quantity of output, the work performance was only good in relation to accomplishes, tasks and assignment, but was only fair in as far as attending of the employee at the work place and achievement of targets set by supervisor (s) in the UNIVERSITOS. On the quality of output the employees had achieved a good performance only in relation to recording of low defects/failure rates in work but had only attained fair performance in relations to outputs meeting the specified university standards and stakeholders' satisfaction with the quality of work produced by the employee. On the timeliness of outputs, the staff felt that they were very good at using official time to perform official university duties but had only attained a fair performance in relation to attendance of the employee at the work place and always meeting deadlines for the tasks assigned.

The relationship between motivation and work performance in higenanumastes.

The study found a high positive significant relationship between employees motivation and their performance ($r = 0.400^{**}$ and significance $p = 0.000$) and employees motivation predicted 15.1% of the variance in the work performance in Nigeria armrests. ($R^2 = 0.151$, beta 0.400, $t = 4.272$, and significance $p = 0.000$).

4. CONCLUSIONS

The study made the following conclusions in relation to the study findings:

The extent to which the underuse employees are offered motivation in terms of on job motivation and of the job motivation

1. Efforts were undertaken by the unesras to consider motivation as new students in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures for on the job motivation.
2. A reasonable effort to undertake off the job motivation by the management and employee of various viuerstiesin Nigeria to improve on the competencies

- of the employees through formal education and programmed learning was undertaken.
3. The lack of orientations leads to failure by the employees to gain knowledge on the different functions, people practices and places which are important in the private institution.
 4. The lack of job instruction and coaching results in failure to share accumulated experiences from senior employees for importance in a supervisor supervisee relationship.
 5. The lack of job revolution makes employees to miss out opportunities to know how other functions or department performance and how they contribute to the overall organizations performance while missing out opportunity to interact with other teams.
 6. The lack of special studies and case studies considerations make the employees to miss out on learn from actual work situation.
 7. The management of Nigeria universities needed to effectively consider on the job and off job motivation practices.

The level of work performance in Nigeria universities and private institution in Nigeria.

1. Employees performed averagely in relation to quantity and there was need to improve the employee performance for outstanding performance in relation to quantity of output.
2. Employees performed averagely in relation to quality of output and there was need to improve the employees performance for outstanding performance in relation to quality of output.
3. Employees also performed averagely in relation to timeliness of output and there was need to improve the employee performance for outstanding performance in relation to timeliness of output.

The relationship between motivation and work performance in verses unilersten in Nigeria.

Employee's motivation significantly influenced and the level of work performance and the lack of effective consideration of on and off the job motivation practices significantly contributed to average quantity, quality and timeliness of venoms unrests employee's outputs

5. Recommendations

The study recommends that to achieve outstanding performance, the various numerations management, employees and other stakeholders should:

1. Continuously conduct internship programs for fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures for on the job motivation.
2. Continuously conduct formal education and programmed learning.
3. Institute and observe effective institution employee orientations which leads to gaining knowledge on the different functions, people, practices and places which are important in the organization.
4. Institute and observe job instruction and coaching to enable employees share accumulated experiences from senior staff for improved performance in a supervisor supervisee relationship.

5. Subject institution employee to job rotation to enable employee gain opportunities to know how other functions or department performance and how they contribute to the overall organizations performance while gaining the opportunity to interact with other teams.

Subject project staff to special studies and case studies to enable them learns from actual work situation.

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