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Industrial Motivational Variables and Job Performance of Business Education Lecturers in Public Universities in South-South, Nigeria

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ABSTRACT

This study employed a descriptive survey research design to examine industrial disputes and job performance of Business Education lecturers in the eleven Public Universities in South-South Nigeria. Five research objectives, research questions, and hypotheses were formulated to guide the study. The population of the study comprised all 176 Business Education lecturers in the eleven Public Universities in South-South Nigeria. Due to the manageable size, no sample was required. A structured questionnaire entitled "Industrial Motivational Variables and Job Performance of Business Education Lecturers Questionnaire" (IMVJPBELQ) was used for data collection. It was based on a 4-point rating scale. The instrument was face validated by three experts. 157 copies of questionnaires were returned, which represents a 89% return rate. The research questions were answered using Mean, and the hypotheses were tested using Simple Regression analysis at 0.05 level of significance. The findings showed that staff remuneration had a great extent of influence, while work environment had little extent of influence on the job performance of Business Education lecturers in Public Universities in South-South Nigeria. The study recommended, among others, universities and government agencies should ensure that Business Education lecturers are adequately compensated.

Keywords: Motivation, Remuneration, Work Environment, Job Performance

INTRODUCTION

Industrial motivation has grown into a central focus in workplace psychology and management, and for good reason: it is all about what drives people to show up, stay committed, and give their best at work. Whether it is the passion for problem-solving, the joy of team collaboration, or the simple but powerful promise of a paycheck, motivation is the fuel that powers performance, satisfaction, and productivity in modern workplaces.

Motivation in the workplace has always been about what makes people show up, stay engaged, and give their best. In education, especially at the university level, this question becomes even more important because the performance of lecturers has a direct impact on the quality of graduates and the nation's development. For Business Education lecturers in Nigeria's public universities, motivation is not just a theory; it is lived daily through the realities of pay, work environment, and professional recognition. These lecturers are expected to teach large classes, conduct meaningful research, mentor students, and take on administrative responsibilities. How well they perform these duties often depends on two practical drivers: whether they feel adequately rewarded for their efforts, and whether the environment they work in supports or frustrates their efforts (Bos-Nehles *et al.*, 2023).

In Nigeria's South-South public universities, Business Education lecturers do far more than teach routines, they coach students to think like entrepreneurs, to use office technologies well, and to turn classroom ideas into real, local

opportunities. But whether a lecturer shows up energized and goes the extra mile often depends on what I'll call industrial motivational variables: fair and timely pay, sensible welfare and fringe benefits, clear promotion pathways, meaningful recognition, and regular opportunities to grow professionally. These are not just payroll items on a spreadsheet; they shape everyday morale, how much lecturers commit to teaching and research, and ultimately the quality of students' learning (Oghenerhoro and Oroka, 2023; Adiele, 2025). Recent Nigerian studies show consistent links between remuneration/welfare packages and academic productivity, and they underline that non-pay supports (fringe benefits, promotion, training) matter just as much for retention and teaching effectiveness (Baba, Odaudu and Koku, 2025; Adiele, 2025; Onafowo, Ayoro and Dafiaghor, 2025). Put simply: treat lecturers as whole people, pay them fairly, recognise their effort, and invest in their growth, and you'll see better teaching, stronger research, and students who leave ready for work.

Remuneration is the most visible form of motivation, yet also one of the most sensitive. Lecturers, like professionals in other fields, expect that their salaries and allowances will reflect their qualifications, workload, and the rising cost of living. When remuneration is fair, it reinforces a sense of dignity and value; when it lags behind expectations, frustration grows, sometimes leading to disengagement or industrial actions. This is not about greed but about equity, knowing that the effort put into shaping young minds and building knowledge is fairly compensated. In the South-South, where the cost of living can be high, equitable pay becomes even more critical in sustaining lecturer morale and productivity (Oraegbunam *et al.*, 2025).

The work environment is the second key pillar. A conducive environment is more than just office space or classrooms; it includes access to teaching aids, reliable electricity, stable internet, supportive colleagues, and institutional policies that enable growth. For Business Education lecturers, whose discipline is tied closely to technology and modern business practices, the absence of functional ICT labs, updated software, or even basic teaching tools can be deeply discouraging. On the other hand, when universities invest in facilities, encourage collaboration, and reduce unnecessary administrative bottlenecks, lecturers are more likely to engage students creatively, publish quality research, and contribute positively to their institutions (Ademola-Popoola and Adesina, 2025).

Taken together, remuneration and work environment strongly shape job performance. A well-paid lecturer working in an enabling environment is not just more productive but also more innovative and committed. Conversely, poor pay and a discouraging work environment can drain motivation, limit creativity, and weaken performance. Job performance in this sense is more than a measure of output, it reflects how effectively lecturers balance teaching, research, and service in a system that depends on them to prepare students for the challenges of modern business and entrepreneurship. In South-South Nigeria, where public universities often face funding and infrastructural challenges, examining the extent to which remuneration and work environment influence the performance of Business Education lecturers is both timely and necessary.

Expectancy Theory by Victor Vroom (1964)

Expectancy Theory was introduced by Victor Vroom in 1964, which suggests that individuals make choices based on their anticipations regarding the consequences of their actions. The theory outlines that motivation is driven by three fundamental elements: expectancy, instrumentality, and valence. Expectancy is the conviction that one's effort will result in successful performance; instrumentality is the belief that successful performance will lead to certain results; and valence reflects the significance an individual assigns to those results.

The relevance of Expectancy Theory to the present study is that when applied to job effectiveness, it highlights the necessity of establishing clear expectations and attainable performance objectives. For business education lecturers, grasping this theory facilitates the development of an atmosphere where it is believed that efforts are duly rewarded. If lecturers are confident that their performance will lead to beneficial outcomes, such as career advancements, opportunities for professional growth, or increased job satisfaction, they are more inclined to exert effort into their teaching and academic duties.

STATEMENT OF THE PROBLEM

The quality of teaching and learning in Business Education programmes in tertiary institutions is largely dependent on the job performance of lecturers. Ideally, job performance of Business Education lecturers involves delivering well-prepared, engaging, and up-to-date lessons that connect theory with practice while using diverse teaching methods to meet different learning needs. It includes conducting relevant research, publishing scholarly work, supervising student projects diligently, and securing academic or industry collaborations. Lecturers are also expected to mentor students, model professionalism and ethical conduct, and continuously update their knowledge through professional development. However, in recent years, concerns have emerged regarding the declining effectiveness, commitment, and productivity of some Business Education lecturers. Issues such as inadequate motivation, insufficient instructional resources, high workload, poor working conditions, limited opportunities for professional development, and ineffective performance evaluation mechanisms have contributed to a noticeable gap between expected and actual performance outcomes.

This decline in job performance is reflected in poor lesson delivery, reduced research output, inadequate curriculum innovation, and suboptimal mentorship of students. Consequently, graduates of Business Education programmes may lack the requisite competencies, entrepreneurial skills, and practical exposure needed to thrive in the modern business environment.

If these performance challenges are left unaddressed, the long-term effects could be severe. The academic reputation of the programmes could decline, student enrolment into Business Education programme may drop, graduate employability could be further diminished, and the contribution of Business Education to national manpower and economic development may be undermined. Other consequences may include poorly trained graduates entering the labour market which could in turn perpetuate inefficiencies in the business sector, thereby slowing economic growth and reducing the competitiveness of the nation in the global economy. Hence, the researcher being worried with this debilitating situation, therefore carried out this research to determine if industrial motivation variables can be of help to address the situation.

PURPOSE OF THE STUDY

The main purpose of this study was to examine the extent of influence of industrial motivational variables on job performance of Business Education lecturers in Public Universities in South-South Nigeria. Specifically, the study sought to determine the extent of influence of:

1. Staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.
2. Work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

RESEARCH QUESTIONS

The following research questions were raised for the study:

1. What is the extent of influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria?
2. What is the extent of influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria?

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at .05 level of significance:

H0₁: There is no significant influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

H0₂: There is no significant influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

METHODOLOGY

The research design that was adopted for this study is a descriptive survey research design. Two specific research objectives, research questions, and hypotheses were formulated to guide the study. This study was conducted in South-South Nigeria. The population of the study comprised all the 176 Business Education lecturers in the eleven Public Universities in South-South Nigeria. Due to the manageable size, no sample was required. A structured questionnaire entitled “Industrial Motivational Variables and Job Performance of Business Education Lecturers Questionnaire” (IMVJPBELQ) was used for data collection. It was based on a 4 point rating scale. The instrument was face validated by three experts, two from the Department of Business Education and one from the Department of Psychological Foundations of the University of Uyo. The researcher deployed trial test to compute the internal consistency of the instrument. 157 copies of questionnaires were returned which represents 89% returns rate. The research questions were answered using mean and the hypotheses were tested using simple regression analysis at 0.05 level of significance.

RESULTS

Research Question 1

What is the extent of influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria?

Table 1: Extent of influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria **n=157**

S/N	Instruments	Mean	SD	Remark
1.	Wages/salary	3.71	0.46	VGE
2.	Teaching practice allowance	2.64	0.48	GE
3.	Internal examination allowances	2.29	0.45	LE
4.	Industrial training allowance	2.13	0.34	LE
5.	Earned academic allowance	2.86	0.51	GE
6.	Student supervision allowance	2.15	0.36	LE
7.	Postgraduate teaching allowance	2.15	0.38	LE
Aggregate Mean		2.56	0.42	GE

Source: Field Survey, 2025

The result presented in Table 1 shows the Mean scores of respondents on the extent of influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria. Using the criterion Mean of 2.50, the analysis of data as responded by lecturers of the institutions shows the Mean ranging between 2.13 and 3.71.

The aggregated Mean resulted in 2.56 which is above the criterion Mean of 2.50. This shows a great extent of influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

Research Question 2

What is the extent of influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria?

Table 2: Extent of influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria n=157

S/N	Instruments	Mean	SD	Remark
1.	Research facilities	2.21	0.41	LE
2.	Library facilities	2.17	0.38	LE
3.	Office space	2.18	0.51	LE
4.	Office furniture provision	2.37	0.48	LE
5.	Provision of steady electricity supply	1.87	0.45	LE
6.	Provision of ancillary services, such as convenience	1.44	0.50	LE
7.	Provision of security	2.01	0.38	LE
Aggregate Mean		2.01	0.44	LE

Source: Field Survey, 2025

The result presented in Table 2 shows the Mean scores of respondents on the extent of influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria. Using the criterion Mean of 2.50, the analysis of data as responded by lecturers of the institutions shows the Mean ranging between 1.44 and 2.37. The aggregated Mean resulted in 2.01 which is below the criterion Mean of 2.50. This shows a little extent of influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

Table 3: Extent of Job performance of Business Education lecturers in Public Universities in South-South Nigeria

n=157

S/N	Instruments	Mean	SD	Remark
1.	Effective communication skills	3.11	0.40	GE
2.	Active engagement of students in the teaching-learning process	3.27	0.50	GE
3.	Utilizing relevant methods of subject delivery	2.70	0.48	GE
4.	Timely feedback on students' assignments and examinations	2.22	0.41	LE
5.	Mentorship of students	2.86	0.52	GE

S/N	Instruments	Mean	SD	Remark
6.	Professional development	2.47	0.50	LE
7.	Conducting research	2.89	0.48	GE
8.	Publishing of scholarly articles	2.96	0.50	GE
9.	Making use of instructional aids	2.42	0.50	LE
10.	Timely submission of examination results	3.15	0.43	GE
Aggregate Mean		2.81	0.47	GE

Source: Field Survey, 2025

The result presented in Table 6 shows the Mean scores of respondents on the extent of job performance of Business Education lecturers in Public Universities in South-South Nigeria. Using the criterion Mean of 2.50, the analysis of data as responded by lecturers of the institutions shows the Mean ranging between 2.22 and 3.27. The aggregated Mean resulted in 2.81 which is above the criterion Mean of 2.50. This shows a great extent of job performance of Business Education lecturers in Public Universities in South-South Nigeria.

TEST OF HYPOTHESES

Research Hypothesis 1

There is no significant influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

Table 4: Summary of Simple Linear Regression Analysis of the influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

n=157

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.085	1	3.085	15.383	.000 ^b
	Residual	30.889	154	.201		
	Total	33.974	155			

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.726	.110		15.760	.000
	Staff Remuneration	-.325	.083	-.301	-3.922	.000

a. Dependent Variable: Job Performance

The results in Table 4 show the regression model, which accounted for 33.974 total sum of squares, 30.889 of which were ascribed to residual variance. The F-statistic was 15.383 with a p-value of 0.000, indicating that the model is statistically significant since the p-value is less than 0.05. The unstandardised coefficients show that the constant term is 1.726, implying that when the staff remuneration is at its baseline, job performance is projected to decline. The coefficient for the variable is -.325, and it is significant at the 0.000 level. This negative connection means that if the staff remuneration declines, job performance is projected to fall by 0.325 units for each unit decrease. The standardised coefficient (Beta) is -.301, indicating a minor effect size. The t-value of -3.922 indicates that there is a strong evidence against the null hypothesis. The regression analysis shows that the staff remuneration has a statistically significant influence on job performance, implying that improved remuneration may be critical to improving overall job performance. The null hypothesis one was rejected at .05 alpha level.

Research Hypothesis 2

There is no significant influence of staff remuneration on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

Table 5: Summary of Simple Linear Regression Analysis of the influence of work environment on job performance of Business Education lecturers in Public Universities in South-South Nigeria.

n=157					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	.064	1	.064	.290	.591 ^b
1 Residual	33.911	154	.220		
Total	33.974	155			

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.257	.092		13.788	.000
1 Work environment	.027	.051	.043	.538	.591

a. Dependent Variable: Job Performance

The results in Table 5 show the regression model, which accounted for 33.974 total sum of squares, 33.911 of which were ascribed to residual variance. F-statistic is .290 with a p-value of .591. Since this p-value is greater than 0.05, it indicates that the regression model does not statistically predict the outcome variable. This means that the independent variable (work environment) does not influence the dependent variable (job performance) in this model. The coefficients table also provides further insight into the extent of influence. The intercept (constant) is extremely close to zero (1.257), which does not carry practical significance. The regression coefficient for the predictor variable is .027, meaning that for every one-unit increase in work environment, there is an associated increase of .027 in job performance. However, since the associated

p-value is .591, the null hypothesis was accepted. This result implies that work environment does not significantly influence job performance of Business Education lecturers in Public Universities in South-South Nigeria.

DISCUSSION OF FINDINGS

Extent of influence of staff remuneration on job performance of Business Education lecturers

The result presented in Table 1 provided answers to research question one. The null hypothesis was rejected which indicates that staff remuneration influenced job performance of Business Education lecturers in Public Universities in South-South Nigeria. This finding agrees with Egbuchu and Osuagwu, (2023), who opined that the pay of Business Education lecturers influences the level of job performance. Accordingly, when Business Education lecturers receive fair remuneration, they will undoubtedly be inspired to work more; however, when they receive inadequate remuneration, they often become disengaged from their work, which will negatively impact the level of job performance. It is generally agreed that most employees work for an organisation because of their remuneration. The findings are also in consonance with the view of Ibrahim and Abubakar (2023) who opined that remuneration is important in raising job performance because it largely determines the qualities and basic necessities of life of lecturers. However, any effect on a lecturer's salary will no doubt have a spillover effect on their level of performance, commitment, and motivation since it is the major contributor to the lecturer's state of life. The Business Education lecturers are at the heart of the institution's operations, and their pay reflects how productive they are. It is critical that Business Education lecturers be fairly remunerated as unsatisfactory remuneration can negatively influence their job performance.

Extent of influence of work environment on job performance of Business Education lecturers

The result presented in Table 2 provided answers to research question two. The null hypothesis was retained which indicates that motivational variables arising from work environment do not significantly influence job performance of Business Education lecturers in Public Universities in South-South Nigeria. This finding is at variant with the views of Ruchi and Surinder (2020) who opined that the job performance of Business Education lecturers is significantly influenced by work environment. The scholars argued that conditions at work, whether beneficial or detrimental, have a great influence on Business Education lecturers' job performance. A positive work environment is one of the most crucial tools any institution, regardless of context, can employ to attract, use, and retain qualified individuals. Accordingly, the achievement of educational goals depends heavily on the work environment in the classroom. The work environment has the potential to both support and hinder the successful implementation of the school curriculum which will have an effect on job performances of business education lecturers. The researcher discovered from the findings that work environment has some levels of influence, but it does not have a major influence on the job performance of Business Education lecturers in public universities in South-South Nigeria.

CONCLUSION

The results underscore the importance of staff remuneration in improving job performance among Business Education lecturers at Public Universities in South-South Nigeria. The analysis shows a robust and statistically significant extent of influence of staff remuneration on job performance, indicating that well-structured remuneration plans can enhance lecturers' job performance. On the other hand, the evaluation suggests that the work environment has a negligible extent of influence on job performance, as no statistically significant influence was found. This indicates that while these aspect might aid in motivation, they do not substantially influence performance among lecturers.

RECOMMENDATIONS

1. Universities and government agencies should ensure that Business Education lecturers are adequately compensated, since remuneration is the strongest driver of performance. This means timely salaries, realistic allowances, and reward systems that recognize effort and excellence.

2. Universities should create non-financial motivators such as opportunities for professional growth, academic recognition, and less stressful administrative processes. These gestures, though not as powerful as remuneration, can make lecturers feel valued and supported in their daily work.

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