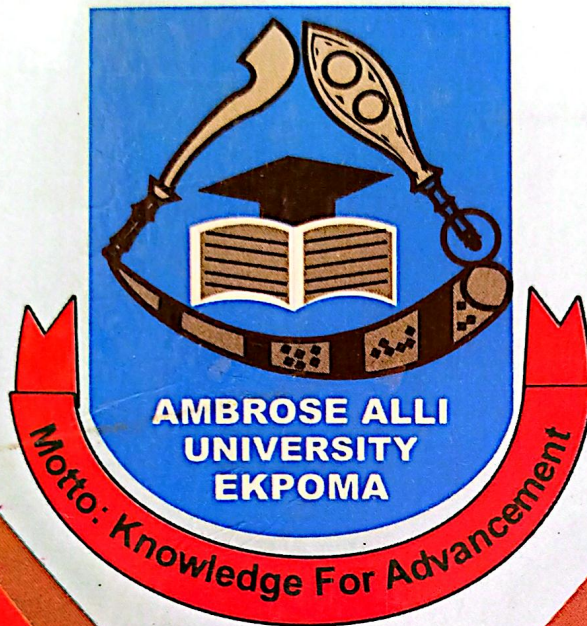


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Relationships between Motivational Factors and Attitude to Work of Academic Staff in Universities in Midwestern Nigeria

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Abstract

This study examined the relationship between motivation and attitude to work of academic staff in universities in Edo and Delta States of Nigeria. In order to guide the study, five hypotheses were formulated. The study adopted a correlational research design, academic staff of universities as at 2012/2013 session were the population used which amounted to two thousand, seven hundred and ninety-three (2,793), sample size was 25% that is six hundred and ninety-eight (698), instrument used to collect data was the Questionnaire which was content validated by experts, the reliability values for each of the variable of the study were as follows: university autonomy (0.85), academic freedom (0.74), material resources (0.60), Prompt payment of remuneration (0.90), promotion prospect (0.76) and attitude to work (0.79), respondents were made to tick their responds on a 4-point scale for motivation factors thus strongly Agree (4), Agree (3), Disagree (2), strongly Disagree (1) and for attitude to work; very often (4), often (3), Not often (2), Not very often (1). Six hundred and eighty-one (681) questionnaires were retrieved out of six hundred and ninety-eight (698) that were administered. Data collected were analyzed using the Pearson product moment correlation coefficient (r). The findings were that: motivation was significantly related to Attitude to work and academic staff attitude to work, therefore, it was recommended among other recommendations that proprietors should stop playing politics with the public universities and revisit the motivation factors of this study which include: University Autonomy, Academic freedom, Material Resources, Payment of remunerations and promotion Prospects, take them seriously and make them work so that skilled graduates which will contribute to the nation's development will produced.

Introduction

Organizations such as schools are set up to actualize predetermined goals, one of the major reasons schools are set up is to educate the people that will pass through them. Education is a powerful weapon needed for self, community and national development and advancement. Schools play important role in the life of humanity, when a school is not actualizing her set goals then it calls for questioning. One major essence of going to school is to learn and be equipped with knowledge to contribute to mankind, School is a place of process, when there is no difference between the input and output of school, the whole essence of school is defeated. The worry of this study is that graduates are incompetent, it has been observed from News broadcast, interviews that they involve in most societal vices such as kidnapping, armed robbery, Assassinations, human ritualist, advanced fee fraud popularly known as 419 and this has given the nation and her people bad name and reputation. To foreigners, Nigerians are bad people but this is not true, but they can

not be blamed perhaps they have experienced the bad side of the few bad ones. Every organizations except the non-profit making ones are set up to make profit and they would not want to employ graduates who will bring them loses instead of gains. In a bid to survive, graduates begin to involve in problematic ventures. One begins to wonder what went wrong; the study therefore looked at the school system and her major players, especially zeroing in on the academic staff who were the teachers of these graduates. A lot of questions come to mind but this study was only concerned with academic staff who are supposed to be the ones imparting the knowledge. It is generally believed that to have quality graduates, their teachers must also be quality teachers but then again even quality teachers will have problem imparting knowledge when there are hindrances and obstacles preventing them from making maximum delivery of what they have got. This is the area this study perused. There is an important part of a worker that should not be neglected, that is their enthusiasm to work, according to Vroom (1964) expectancy theory of motivation which believed that workers are drawn to work based on the expectations that their needs will be met, they believe that when workers perceive that there is a possibility of actualizing their needs when they contribute their own quota then they are energized to contribute their best. In other words, they are need-driven, to actualize a set goal. In this study one of the school goals is the production of competent graduates, while the needs to be looked at, are motivation which are university Autonomy, Academic freedom, material resources, prompt payment of remuneration, promotion prospects. Undoubtedly, there are other needs but this study concentrated on these ones.

University Autonomy according to the Advance English dictionary is the total powers and right given to the university to run itself without interference from the outside community. Nigeria as a nation is yet to come to the realities of university Autonomy, otherwise, how does one explain the unilateral sacking of a Vice-chancellor by the governor without due process, (Okafor 2005).

Academic freedom according to Kirk (2005), is the principle designed to protect the teacher or scholar from the hazards that tends to prevent him from meeting his obligation in the pursuit of truth. This phenomenon is also yet to be attained in Nigerian universities otherwise how does one explain being careful about the information that is released for fear of victimization, imprisonment and even death. Reynes (1972) in his research concluded that the untrampled search for truth and its successful transmission through learning is most likely to be achieved with minimum disturbances. Transmission of knowledge is done through material resources such as infrastructural and instructional facilities which enable the teacher to function maximally and pass knowledge adequately to students whether theory or practical. Academic staff of university would expect to be paid their remunerations such as salaries and other financial obligations at when due, but proprietors don't see it as important, if not how does one explain delayed salaries and remunerations partly paid. Every worker deserve to be promoted at their job places after fulfilling all requirement for promotion but how does one explain years of stagnation and pretending not to notice that the workers involved are not happy. Studies such as Boles and Davenport (2004), Stone and Porter (2010) have shown that these factors can positively or negatively affect attitude to work. This study suspected that the attitude of academic staff towards their jobs may have a relationship to the output of the academic staff.

Attitudes can be positive or negative, they are linked with perception, personality and motivation, this is why it can determine behaviour. Attitudes are subject to change and have three components namely: emotion, cognition and behaviour according to (Connolly, Conlon and Deutsch 2006). Academic staff attitudes to their jobs are regulated or dependent on the conditions or situations of the job which they have found themselves, because in as much as they want to give

their best, if the conditions are not suitable, it will be difficult for them to give their best. Based on the above background,

The following five (5) hypotheses were formulated to guide the study:

1. There is no significant relationship between university Autonomy and academic staff attitude to work.
2. There is no significant relationship between Academic freedom and Academic staff attitude to work.
3. There is no significant relationship between material resources and academic staff attitude to work.
4. There is no significant relationship between prompt payment of remunerations and academic staff attitude to work.
5. There is no significant relationship between promotion prospects and academic staff attitude to work.

Review of Literature

Studies on motivation and attitude to work abound all over the world because researchers and stakeholders are trying to find solutions to the problems that abound in schools. Some of such empirical studies are reviewed here.

In a study carried out by Lidner (2010) where importance of motivation factors such as

1) Job security (2) sympathetic help with personal problems, (3) personal loyalty to employees (4) interesting work (5) good working conditions, (6) tactful discipline (7) good wages (8) promotions and growth in the organisation (9) feeling of being in on things and (10) full appreciation for work done, were sought.

It was found that interesting work and good pay were key to higher employee motivation. Similarly in another study by Kovach (1995), which examined the importance of job attributes, using 350 academic staff and university management as sample in Ohio State universities, it was found that academic staff ranked interesting work as the most important job attribute and good wages ranked fifth whereas when it came to what managers thought academic staff wanted, good wages ranked first while interesting work ranked fifth. From all indication motivation has gone beyond earning good wages.

Amimiiye and Asuquo (2010) carried out a study to investigate university workers perception of the organisational retirement plan and their attitude to work. The purpose of the study was to establish the types of attitude, university workers develop towards work as a result of their university retirement plan and to identify universities retirements plan which have been established for their workers.

The findings from the data collected were that; worker's had very low perception of their universities organisational retirement plans. It was also found out that workers attitude to work was largely unfavourable

There are many universities in Nigeria owned and controlled by federal, state and private proprietors. However, inspite of the autonomy entrenched in the laws setting them up, proprietors have continually imposed conditions of service and bureaucratic rules on how the universities should be managed. Some of the areas whereby university autonomy have been eroded include: appointment of vice chancellors which is now the responsibility of the president, governor as the case may be; the establishment of National Universities Commission (NUC) whose responsibilities shifted from mere ensuring orderly development of university education, maintaining standards

and ensuring adequate funding, to an agency with the power to dictate what to teach and the number of students to admit into the university; the quota system which had the aim of rectifying imbalances and to ensure equity and fairness in admission, according Babalola (2007) has robbed the university the obligation to admit students not entirely on merit but on quota. (4) Joint Admission and Matriculation Board (JAMB). JAMB has been put in place to conduct examinations and admit students, recently Jamb now sell forms for change of universities to students! These are erosions of university autonomy. As laudable and desirable as these agencies are, their functional roles tend to impinge on the statutory functions of Nigerian universities. These agencies emphasize quality over funding instead of ensuring that there is adequate funding that will enhance quality (Mgbekem, (2004), Oyeneye (2006), Babalola (2007), Utile (2008)).

Academic freedom is important to the idea and definition of the university, at the international conference convened by the United Nations Education, Social Cultural Organization (UNESCO) in (1950, (1998) in Nice, the universities of the world stipulated three in-dissociable principles for which every university should stand namely: (1) The right to pursue knowledge for its own sake and flow wherever the search for truth may lead. (2) The tolerance of divergent opinions and freedom from political interference. (3) The obligation as social institutions to promote, through teaching and research, the principles of freedom and justice of human dignity and solidarity. Academic freedom according to Hongping (2006) is the freedom for members of the university community that is scholars, teachers and students to follow their scholarly activities with a framework determined by that community in respect of ethical rules and international standard, without outside pressure. The obligation to transmit and advance knowledge is the basic purpose for which concept of academic freedom lies and Nigerian universities are yet to experience the fullness of this concept judging from the studies of Ekhatior (2007) and Okon (2010). Okon (2010) in the area of university autonomy and academic freedom, sought to find out how satisfied the lecturers, were with these factors in their universities, using the academic staff of universities in the south-eastern states of Nigeria. The findings were as follows:

25% agreed they had autonomy but was it inadequate to be able to manage the university effectively; 75% agreed they had no autonomy; there was a significant relationship between inadequate autonomy and ineffective management of the universities; and there was a significant relationship between inadequate autonomy and academic staff unrest.

In the study by Ekhatior (2007), where 1,560 academic staff of federal government owned universities across the nation were used, the purpose of study was to find out the opinion of academic staff regarding university autonomy and its effects on some facets of their job life which included: job satisfaction, attitude to work, welfare of staff, university management, leadership, university achievements, and advancement in technology. The findings were as follows:- (1) Inadequate autonomy affected staff satisfaction on the job, (2) Their attitude to work was found to be related to inadequate autonomy, (3) Welfare of staff was positively related to inadequate university autonomy, (4) Inadequate university autonomy resulted to ineffective and inefficient management of the universities, (5) Corrupt leadership was found to be as a result of inadequate autonomy, (6) University achievements were few due to inadequate autonomy, (7) Technological advancements were stunted, because of inadequate autonomy.

So, basically all seven factors were seen as related to university autonomy. He concluded that the government needed to hands off the running of the university and respect the autonomy proposed by it. If there is a major problem that academic staff of universities are crying and wishing about is the material resources to teach and pass knowledge to students, infrastructural and

instructional facilities are in dire need of, in the public universities, as attested to in the following studies: In a study conducted by Osarenren-Osaghae (2011) the purpose was to access the availability and adequacy of human and material resource for the teaching and learning of skilled based courses in Nigerian universities, it was found out that human and material resources were found to be inadequate, and the available human and material resources did not meet the minimum standard required by the National University Commission.

Similarly, Chimanikere, Mutandwa, Gadzirayi, Muzando and Mutandwa (2009) wanted to find out the factors affecting academic staff attitude to work in tertiary institutions in Zimbabwe some of the factors looked at were working experience, income, personal responsibility, working environment, remunerations, status and gender. It was found out among others that an increase in the availability of facilities increased the probability of positive attitude to work. This findings also corroborated with that of Salmond (2006) who observed that the environment within which employees operate under, determined whether they were satisfied or not, it was deduced that satisfied worker have positive attitude to work and recommendations such as provision of adequate facilities and creation of an environment that encourages team work were made.

Festus, and Kpabep (2011) in their study, to know the "quality assurance in the provision and utilization of Technical Vocational Education and Training facilities: A catalyst for sustainable technological education development in Nigeria" this study utilized 305 technical instructor and vocational technical education students drawn from four tertiary institutions in Rivers State. the study found that high quality provision and maximum utilization of technical vocational education facilities can lead to a sustained technological education development. Recommendations were made based on these findings. Without adequate material resources to make teaching easier and more understanding, the academic staff attitude toward work can not be favourable because they will have to teach under stressful conditions and improvise in cases where they can. This is not a cup of tea.

One of the major reason workers go to work is for an economic factor called money which Hertzberg refer to as extrinsic factor to a worker but without it, intrinsic factors can not be fulfilling. According to Robin (1991), workers prefer jobs that reward them on the basis of what they perceive as economically justifiable. In a review of forty-nine (49) research studies on the relative importance of pay in relation to status and its influence on attitude to work, using 325 factory workers with varied ranks, Lawler (1967) found out that in comparison with other factors such as job security, interesting jobs, kind of company, management, appreciation of ones work and chances of advancement, pay was found to average third from the top of the list for the workers generally. Another method of ascertaining the importance of pay is to see how much of the variance it accounts for in other job relevant responses. Barnowe, Mangione and Quinin (1993) in a nation wide survey, using 2000 teachers to find out about the factors that gave them satisfaction on their jobs they constructed a model of job satisfaction from a national sample utilizing thirty-three job facets. They found that workers pay was ninth in importance among such factors and that it explained eleven percent of the criterion variance. Campbell, Converse and Rodgers (1996) replicated their finding in another national survey involving 2,221 sample, in an analysis of job attributes and personal characteristics. They reported that earnings contributed twelve percent (12%) of the criterion variance. It is however of importance to note that pay tends to affect the attitude of junior workers more than it affects the attitudes of the senior workers, this is because a number of studies report that the amount of pay that individuals receive is negatively related to the importance they attach to financial rewards as motivators. That is the poorly paid worker attached

more importance to money than the well paid worker (Lawler and Porter, 1971).

Money referred to as salary, compensation, pay, wages, earnings, incentives or remuneration is a vital part of a worker's life. Researchers have come up with different findings about the importance of money to attitude to work, while some claim that salary has little or no effect on attitude, others assert that workers attitude to work is closely related to reward or incentives in monetary form. Ubeku (2000) referring to salary as incentives, observed that for most organizations, incentives are used as motivating factors, if therefore, employees enjoy good incentives schemes which is mainly monetary, they will put in extra effort and produce more. He also emphasized the need for fringe benefits which represent for employees an extra income, additional security or work desirable working conditions that require no additional efforts, in addition he asserts that these benefits satisfies employees needs which are not satisfied by wages and this have considerable value in promoting employees morale, Kerman (2003) also supports the role of money as a motivator, he pointed out that all things being equal, pay and promotion opportunities are positively related to attitude to work.

Promotion is a sign of advancement, growth and achievement. It has continued to be believed that promotion is a managerial strategy that organizations use as an effective tool to encourage their staffs that has dedicated time and efforts to the up-liftment of the organization. Promotion is generally believed to facilitate positive attitude of workers towards their jobs. Lawler and Porter (1987) closely related to the correlation between pay, status and importance attached, is the issue of promotion, it brings with it increased responsibility, greater task complexity and higher pay. The study of Jamaan (1997) which examined the effect of motivation on employees attitude to work” for the purpose of employees, satisfaction and job enrichment, using sample of 2634 across Asian universities. Found that (1) Working environment had effect on attitude to work and seen as a disatisfier, (2) Promotion had effect on attitude to work but was seen as a satisfier, (3) Challenging jobs had effect on attitude to work and was seen as a satisfier, (4) Security had effect on attitude to work but was seen as a disatisfier.

From the above study it can be deduced that although the lecturers saw promotion as important, it was also a disatisfier, according to Hertzberg (1953) disatisfier are factors which helps the satisfier to make workers motivated about their jobs. They can not be done away with yet not the most important factor that will keep workers on their jobs, they are hygiene factors. Another similar study by Ologunde, Asaolu and Elumilade (2003) working on “Labour turnover among university teachers in South-Western Nigeria. Fifteen (15) motivational factors consisting of six economic and nine non-economic factors namely achievement, advancement, job enrichment, responsibility, recognition, training and development, challenging job, promotion, supervision quality, welfare, salary, work environment, security of tenure, corruptibility of workgroup and domestic were used and also ranked. A two part, twenty-one item, self administered questionnaires were used, the study found that: (1) there was no significant difference between the motivational factors as a factor motivating lecturers continued stay in the universities. (2) There was no significant difference between the two groups of motivational factors.

In this study, the following were the ranking of the motivational factors listed in order of importance-challenging job, achievement, compatible work group, responsibility, training and development, advancement, security of tenure, recognition, promotion, supervision quality, domestic, salary, enriched job work environment and welfare. Promotion was ranked on the 9th position which is virtually down the ladder as a motivational factor that will reduce turnover of teachers in the universities. Stone and Porter (2010) in their study of job characteristics and job

attitudes: A multivariate study obtained attitude data from 556 randomly selected samples of universities professors from Minnesota. Variables used in this primary analysis included job satisfaction, organisational commitment, promotion and sources of organizational attachment. Discriminatory power for the 16 groups' solution was .53. A secondary analysis was performed in which discriminant function means were related to means of jobs on several job characteristics variables. Variable were viewed jointly these two analysis suggested that the relatively high discriminatory power achieved in the primary analysis may have been a function of job scope- job attitude relationship demonstrated in the secondary analysis.

Studies carried out to examine the relationship between promotion and attitude to work, such as Karman (2002) have emphasized the importance of promotion to individuals in an organization using a total of 250 academic staff from universities in Lagos, the purpose of the study is to find out the "Effect of Promotion on attitude to work,". It was he found out that promotion was positively related to attitude to work, according to him pay and promotion had social prestige and are both tied up with occupational level. The more they are increased, the more they have the capacity to fulfil an increasing number of needs.

Methods

The study adopted a correlational research design. The population of the study consisted of two thousand, nine hundred and seventy-three (2,973) academic staff in the four public universities in Edo and Delta States of Nigeria, namely: Ambrose Alli University, Delta State University, Federal University of Petroleum Resources and University of Benin of the 2012/2013 session, the proportionate sampling method was used to select the sample which consisted of 25% of the total population, this amounted to six hundred and ninety-eight (698) academic staff. The research instrument was the questionnaire which had fifty (50) statement items of five bio-data questions, seven statements on each motivation factor and ten on attitude to work, for respondents to tick their choice of responds on a 4-point scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) rated 4,3,2,1 respectively. Instruments validity was by experts, reliability was found out using the pre-test method which was analyzed using PPMCC (r) and 0.62 was obtained, this figure was stepped up by using the spearman brown formula, the following reliability values were obtained for each factor: 0.85, 0.74, 0.60, 0.90, 0.76 and 0.79 for university autonomy, Academic freedom, Adequacy of material resources, prompt payment of remuneration, promotion prospects and attitude to work respectively. Administration of instrument was done by the researchers and assistants. Six hundred and eighty-one (681) (98.1%) questionnaires were retrieved from the field; these were analyzed using Pearson product moment correlation coefficient ®.

Results

Table 1: Pearson Correlation Analysis of Relationship between Motivational Factors and Attitude to Work of Academic Staff

| Variable | \bar{X} | SD | Pears on (r) | Critical value (p) | df | Level of significance | Decision |
|------------------------------------|-----------|-------|--------------------|--------------------------|-----|--------------------------|-------------|
| University autonomy | 15.067 | 2.567 | .112 | .003 | 679 | 0.05 | Significant |
| Attitude to work | 19.655 | 3.194 | | | | | |
| Academic freedom | 14.979 | 2.739 | | | | | |
| Attitude to work | 19.655 | 3.194 | .161 | .000 | 679 | 0.05 | Significant |
| Material resources | 17.207 | 4.298 | .172 | .000 | 679 | 0.05 | Significant |
| Attitude to work | 19.655 | 3.194 | | | | | |
| Prompt payment of Remunerations | 13.023 | 2.546 | .096 | .013 | 679 | 0.05 | Significant |
| Attitude to work | 19.655 | 3.194 | | | | | |
| Promotion prospects | 14.720 | 2.788 | .141 | .000 | 679 | 0.05 | Significant |
| Attitude to work | 19.655 | 3.194 | | | | | |

Results in the table showed that each of the motivational factors (university autonomy, academic freedom, material resources, prompt payment of remunerations and promotion prospects) has significant positive relationship with attitude to work of academic staff.

Discussion

It was found out that there was a significant relationship between University Autonomy and Academic staff attitude to work. University autonomy is a beautiful concept as already been defined by various authors, its content is vast and covers virtually all areas of the university governance. Laudable as it is, Nigerian universities as at today, are yet to experience its' fullness, the reason for this, may be perhaps the proprietors feel that because they pay salaries/remunerations of staff, therefore, power to control the universities and their staff. It is often said that "he that plays the pipe dictates the tunes". This saying however does not work for university management if it is to attain her vision of nation building, development, and technological advancement that will help to fit the nation into the global community of nations, often times the interferences of government and/or its agents has caused instability and unrests to the university system. Hinders the actualization of set goals; the whole system is politicized, corruption and victimization of fellow academic staff on the increase, vices, such as, examination malpractice, cultism, removal of tenured staff still persist, salary payment most times are delayed, with this kind of condition in the system, how can academic staff attitude towards their job be favourable? The negative effects are such as Braindrain, negative attitude to work, corruption, victimization etc. This study corroborates with Ekhatior (2007), Utile (2008), Aminiye and Asuquo (2010).

The goals of teaching, research and public service certainly requires an academic setting in which the academic staff can express himself freely and without disturbances from outside communities. Attempts to supplant academic freedom in the past included planting of informants

among students and lecturers, closure or banning of students/university newspapers, denial of research and/or permits etc, (Adewale 2006). Such happenings played a key role in students and other social unrests. Unrests which in turn led to violence and recurrent closure of the universities which contributed to the further erosion of educational standards, the obvious reactions from dictatorial regimes was a further clampdown with the attendant subjection of student leaders and lecturers in detention, jail, intimidation and various forms of harassment, some lecturers described as "extremists" were no longer to be heard. The reaction was closure of the universities, reinforcement of self-censorship, brain drain and for those who could not go into exile, opting for consultancy research or non-academic pursuits, (Idahosa 2003). Stonach (2008) said without academic freedom how then are academics expected to hold open debates and encourage their students to do so when each day they face the struggle to stay safe? How are they to freely and fearlessly express their thoughts in lectures, public talks, publications and interviews? The government claim that education is the key to national development and yet findings from genuine researches that can help in this regard are disregarded, who is deceiving who? This is perhaps one of the reasons why academic freedom was found out to be significantly related to academic staff attitude to work. This perhaps also explains the non-challant attitude towards research and teaching. This study corroborates with those of Oyeneye (2006), Ekhatior (2007) and Okon (2010).

Material resources are the operational inputs, which enables the teacher to achieve some level of instructional efficiency and effectiveness. Countless studies have proven that material resources in teaching and learning are indispensable for the effective impartation of knowledge in schools; the universities are no exception to this concept. The essence of teaching is to learn, a teacher is happier and more fulfilled when he perceives that his students have grasp the information that he has passed to them, there is no doubt that availability of materials resources would help the teacher to be effective in teaching. Salmond (2006) who observed that the environment within which employees operated determined whether they were satisfied or not. The human resources practitioners believed and professed that a satisfied worker is a happy worker perhaps this explains why the academic staff often put up a behaviour to buttress their grievances to their proprietors. Adequate material resources brings along positive attitude to work. This study corroborates with those of Salmond (2006), Chimanikere et al (2007), Osarenren-Osaghae et al (2011).

Money referred to as salary, compensation, pay, wages, remuneration, earnings or incentives is a vital part of a worker's life, although theories such as Hertzberg's debunked the fact that money is an intrinsic motivator and attributed it to be an extrinsic hygiene factor. Studies on salary, have often come to the conclusion that money is both intrinsic and extrinsic depending on environmental, cultural and personal factors that comes to play in the life of an individual employee, Arubayi (2008), Wenimont and Fitzpatrick (2002) etc. Money may be an extrinsic motivational factor for a worker in the developed nations such as Europe and the United States because they have gone beyond the level of physiological satisfaction, but a worker in an underdeveloped or developing nations like Nigeria would see money as an intrinsic motivational factor because he is yet to satisfy adequately his physiological needs like building a house, having a good car, three square meals a day and clothes on his back, pay children school fees, as far as he is concerned having these physiological needs satisfied is a big achievement which gives him inner satisfaction (intrinsic satisfaction) to the Nigerian workers money can give him/her achievement, advancement, recognition, responsibility and challenge. These factors are known all over the world as intrinsic motivational factors (Hertzberg 1956). Perhaps these were the reasons why this study is in support of studies such as Arubayi (2003), Sonmezer and Eryamao (2008) Chimanikere

(2009), that prompt payment of remuneration had significant relationship with the attitude of academic staff to work.

Promotion moves a worker from the present level to a next higher level; it gives recognition, sense of achievement, inner satisfaction that your organisation has appreciated your hard work. Although Hertzberg's (1956) debunked promotion as a motivator and sees it as a hygiene factor, that is, a factor that is important, but not as important as the motivator a worker needs to keep him/her on the job. The finding of Hertzberg could be as a result of the socio-cultural background where the study was carried out. The accountants and Engineers who responded to his questionnaires, were from the United States, a place where pay, promotion, physiological needs such as housing, feeding, clothing, company policy etc are seen as factors that must naturally come with the job and so not seen as motivators that can challenge them or make them feel they have achieved, rather they see these factors as extrinsic factors which Hertzberg also called dissatisfiers or hygiene factors which are important but do not have that capacity to keep a worker on the job unless added to motivators such as challenging jobs, responsibility, advancement, achievement and recognition. In a developing country like Nigeria, these basic needs are what is seen as important to the extent that they give workers that inner satisfaction to remain on the job. Promotion comes with higher pay, it is held in high esteem socio-economic status perhaps this may account for the reason why academic staff of universities regards promotion as a factor that can significantly relate to their attitude to work. This study corroborates with those of Janvian (1997), Karmar and Ologunde (2002), Asaolu and Elumidade (2003), Stone and Porter (2010). Based on the findings of this study the following recommendations were made.

Recommendations

1. Proprietors should stop playing politics with the public universities and revisit the motivation factors of this study which include: University Autonomy, Academic freedom, Material Resources, Payment of remunerations and promotion Prospects, take them seriously and make them work so that skilled graduates which will contribute to the nation's development will produced.
2. University autonomy embedded in the law creating the university should be allowed to thrive, that is, outside communities such as politicians, proprietors, government agents intrusions into the management of the university should stop. The implication is that intrusions from outside communities can destabilize the smooth day to day running of the school.
3. Scholars such as academic staff and students alike should be allowed to exercise their freedom power to interact, speak freely, research and publish findings without being afraid of being sacked or victimized on the job. The implication of this is better access to knowledge.
4. Adequate provision of material resources increase learning, greatly reduce frustration put up by academic staff. The implication of this is teaching and learning satisfaction.
5. Remuneration due to staff should be paid at when due, the implication of this is happy workers who are ready to move the organization forward by actualizing set goals.
6. Workers should be promoted at work when qualified without delay; the implication of this is that workers' growth in an organization is paramount to their views about their work and the organization, because promotion signifies employers appreciation to employees, increased financial income, increased responsibility and self actualization which can boost workers' morale.

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