

Relationship among Manpower Development, Motivation and Research Productivity of Lecturers in Federal Universities of North-West Nigeria

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Abstract

This study examined the relationship among manpower development, motivation and research productivity of lecturers of public universities in north-west zone Nigeria. Five research hypotheses were equally formulated in line with the objectives of the study. Correlation research design was used for the study; the population of the study was all the 14 public universities in the north-west zone, 61 school administrators and 782 lecturers of public universities of north-west Nigeria. The study employed multi-stage sampling technique. Purposive sampling technique was used to select the 11 public universities because the researcher was only interested in those Universities that offers education programmes. Research advisors (2006) was used to determine sample size of the study, a sample size of 44 school administrators and 248 lecturers were used respectively. Data was collected using questionnaire titled: Manpower Development, Motivation and Research Productivity of Lecturers Questionnaire (MDMRPLQ). The reliability of the instrument was realized through pilot testing using test retest method within an interval of six weeks and the result of the two tests were correlated using Pearson Product Moment Correlation coefficient (PPMC) and Cronbach alpha and the reliability index of 0.75 was realized. Data collected was analyzed using frequency counts, percentages, mean scores and, standard deviation. All hypothesis generated were tested using Pearson Product Moment Correlation coefficient and regression analyses. The findings of the study revealed among others that, there was no significant positive relationship between On-the job manpower development and research productivity of lecturers of public Universities in north-west Nigeria.

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I. INTRODUCTION

Manpower development and motivation are receiving considerable level of interest among researchers and practitioners as significant factors in the attainment of organizational goals and objectives. This is not unconnected with the fact that the productivity of any workforce is measured based on the knowledge, skills and competence they bring to the table in order to accomplish the goals and objectives of the organization. It is in the realization of the strategic role of manpower in nation building that it become imperative for all countries globally to make huge investment in manpower development more especially in tertiary institutions saddled with the responsibility of training and retraining manpower for all sectors of the economy.

Thus, an increasing interest by the Nigerian government to fund staff development programmes as well as research proposals more especially in Universities via TETFund and other similar interventions complimented by private organizations, companies and development partners across the globe. Hence, a comprehensive framework to guide and motivate lecturers to key into available staff development funding opportunities was drawn. These policies try to motivate and sharpen the competitiveness of Nigerian Universities to deliver on their mandate. University lecturers are provided opportunities to train and retrain by the management in order to update their skills and competence needed for effective knowledge transfer.

Universities like other tertiary institutions are witnessing rapid change and increasing complexity in their activities coupled with the need to ensure optimum productivity which is paramount for the maintenance of high standard in terms of service delivery. Thus, manpower training and development of lecturers whom the huge responsibility of furthering these goals rest must be a top priority. Uyeri (2016) pointed out that, lecturers development programmes are considered very crucial, they are planned activities which focuses on enhancing the conceptual skills of lecturers in order to posses the necessary abilities to handle complex situations and become more productive. Some of the strategies used for manpower development includes: induction training, in-service training, conferences, workshops, sabbatical leave, seminars etc.

Therefore, manpower development programs provide good opportunities for lecturers to become successful academics. It also inspires lecturers towards hard work, fills the gap of previous shortcomings and create an opportunity for future research development, Thus, lecturers knowledge and skills are developed to adapt to new technologies and other institutional changes making them more productive and efficient in handling issues. Onu, Akinlabi and Fakunmoji (2014) stressed that, productivity level of lecturers is not only a function of qualification and competence but also of motivation. Indeed getting employees to do their job even under strenuous condition is one of the most stable and greasy challenges that can be overcome through motivation. Motivation here means the way and manner in which an individual or groups of individuals are inspired to behave in a desired manner with a view or intent to receive some positive rewards or satisfy certain needs. Uzonna (2013) defined motivation as the intention of achieving a goal, an ability to change behavior, that inner directing drive leading to goal directed behavior towards attaining a goal. Thus, every organization regardless of its size must provide for the needs, interest and desire of its' employees within the work environment if its' to earn their loyalty, dedication, involvement and commitment necessary to compete effectively.

Some of the strategies used to motivate lecturers are: given lecturers a voice, involving them in decision-making, recognition of their effort and achievement, adopting a teacher centered leadership approach among other means. Emphasizing the importance of motivation, Machado, Soares, Brites, Ferreir and Gouveia (2011) maintained that, it is not just about working with teaching and other staff for the good of the students but also about working for the good of the faculty. Therefore, high level of motivation can trigger the commitment of employees to become more productive. Productivity was described as the optimal utilization of resources in the production of goods and rendering of services that meets predetermined objectives (Bawa 2017). However, productivity as a concept depends on the context in which it is employed meaning it does not have a singular definition criterion, measure or operational definition. Work productivity is usually multi-dimensional and it is generally not possible to measure all dimensions. Savermann (2016) observed that, in reality it is difficult to assess workers' productivity using just one measure. This is because worker jobs can include one or several tasks. In relation to university setting, University lecturers conduct research, are involved in teaching, and perform administrative task each of these in turn, can be evaluated along different dimensions i.e. the quality and quantity of a task workers could work quickly but provide low quality or slowly but with high quality outcome. Lecturers could be evaluated with separate performance measures for each relevant dimension. The task of conducting research for example could be measured by not only the number of publications but also by the quality of the publications e.g. measured by journal's impact factor. Therefore, University lecturers' productivity can either be administrative, teaching productivity or research productivity. Research productivity is typically defined by the number of publications in academic refereed journals and scholarly books. Some times the number of presentations at professional meetings is also included as are grants proposals, awards and the dollar amount of grants (Ilson in Zhang 2014).

Several empirical studies that relates to the variables of the study were reviewed. Sohail, Ahmed, Iqbal, Haider&Hamad (2014) conducted a study titled Impact of Employee Training and Development on Bank Employees' Performance in Punjab, Pakistan. The objective of the study was to determine the relationship between employee training and development as well as performance of employees of some banks in Northern Punjab, Pakistan. The sample of the study were 100 employees of 11 banks of two districts Multan and Bahawal of Punjab province Pakistan. Questionnaire was the instrument used for data collection. Data collected was analyzed using frequency counts and percentages, mean and standard deviation. Findings of the study revealed that, there is a positive relationship between on-the job training and employee performance as well as a positive relationship between delivery style and employee performance was established.

Similarly, Peritmode and Chukuma (2015) in their study titled Manpower Development and Lecturers Productivity in Tertiary Institutions in Delta State, Nigeria, the study examined the relationship between manpower development and lecturers' productivity in tertiary institutions. The population of the study consisted of 1021 lecturers while the sample of the study was 2015 lecturers. The study adopted the ex-post-facto design. An instrument titled "Manpower Development and Lecturers Productivity Questionnaire (MPDLPQ)" with a test-retest reliability coefficient of .734 was used to collect data from 250 lecturers selected from a population of 1021 lecturers based on proportionate stratified random sampling method. Five research questions and five hypotheses guided the study. Pearson product moment correlation coefficient and Multiple regression statistics were used to analyze the data. Findings of the study indicated a positive and significant correlation between manpower development and lecturers' productivity, the productivity of the lecturers was high after development activities but that of the University lecturers was higher than their counterparts in Colleges of Education.

Ngu in Halidu (2011) also noted that, any organization no matter how advanced in science and technology cannot be represented by its buildings and equipment: rather it is the achievement and development of human resource capital that is responsible for its increase in productivity. Olanriwoju and Folarin (2013) conducted a study on the relationship between manpower development and job satisfaction of staff of Lagos state university. A survey design was used for the study. The population of the study consisted of all academic

and non-academic staff of the institution. A simple random sampling technique was used in selecting 120 respondents consisting both academic and non-academic staff. Questionnaire was used for data collection, data collected was analyzed using descriptive statistics of frequency counts, percentages, standard deviation and Pearson product moment correlation coefficient was employed to test the relationship and also regression analysis was equally conducted. The findings of the study indicated that manpower development and job satisfaction are significantly and positively correlated with each other, a significant and positive relationship between manpower development and employees output was found. Agunyai (2014) conducted a study to ascertain the impact of manpower and capacity building on local government employees service delivery. The study adopted both quantitative and qualitative approaches. A total of 117 people were selected as sample of the study using stratified random sampling technique. Data collected was analysed using Chi-square test while content analysis was employed for qualitative data collected using interview technique. Findings of the study revealed that, there is no interconnectivity between staff training or capacity building and efficient services delivery. Both the statistical and content analysis has both shown that training and capacity building of staff do not translate into efficient services delivery.

Similarly, Suleiman (2015) conducted a study titled Impact of Staff Development Programmes on the Job Performance of Lecturers of Federal Polytechnics in Nigeria. The study sought to determine the impact of staff development programmes on the job performance of lecturers. Six polytechnics drawn from the six geopolitical zones serve as the sample of the study. The sample of the study was selected using stratified random sampling technique. Data for the study was collected using structured questionnaire. Data collected was analyzed using descriptive statistics such as frequencies, percentages, and analysis of variance (Anova) was also used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that, orientation and mentoring (on-the job manpower development programmes) have no significance impact on job performance of lecturers while workshops, conferences, higher education and Information Communication Technology (ICT) programmes (off-the job manpower development programmes) have several positive effect on job performance of lecturers on gaining new knowledge and skills that enable them perform their tasks better with job satisfaction and motivation.

Thus, Victor and Jonathan (2013) noted that, employee training and manpower development is very vital to job productivity and organizational performance since, the formal education acquired does not adequately provide specific practical job skills for some positions in a particular organization, they remarked further, while few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into these specific job functions, some others may still require other necessary skills to be able to fit into specific job functions and make their contribution to organizational performance. This therefore shows the importance of on-the job and off- the job manpower development as indispensable tool for enhancement of lecturers performance and productivity.

Several studies were also conducted in order to find out the impact of motivation on employees performance and productivity, Nabi, Islam, Dip & Alhassain (2017) examined the Impact of Motivation on Employee Performance: a case study of Karmasangsthan Bank Limited Bangladesh. The objective of the study was to explore how different key variables (extrinsic and intrinsic) motivates employee and assist an organization to rise and ascend as an economic super power. Population of the study was employees of 5 branches of karmasangsthan bank Limited with a sample of 130 employees selected from the target population. Findings of their study revealed that, there is a positive significant relationship between motivation and performance of employees. The findings also revealed that extrinsic motivation factors are great motivators. Similarly, Muogbo (2013) investigated the effect of motivation in increasing organizational productivity among manufacturing firms in Anambra State Nigeria. The study employed a descriptive survey design. The population of the study was 120 employees of 17 selected manufacturing firms, with a sample of 103 employees. Findings of their study revealed that, extrinsic motivation has a significant influence on the workers' performance and increase in motivational tools was also found to have a significant effect on employee performance.

Similarly, Uzonna (2013) examined the impact of motivation on performance of employees of credit west bank Cyprus. The population of the study was 13 branches of the bank while the sample of the study was 134 employees of the bank. Findings of the study revealed that with regard to monetary motivation variables: fringe benefits and salary have impact on employee performance and are the most important expected monetary motivation variables. The researcher concluded that, when it comes to bringing out the best performance out of employees, growth opportunities and challenges, recognition and non monetary rewards (intrinsic) are more effective motivators than money. Zhang (2014) examined factors that motivate academic staff to conduct research and influence research productivity in Chinese project 211 universities. The population of the study was 100 Chinese project 211 universities using a case study research design. Both qualitative and quantitative research methods were employed for the study. 600 academic faculty members were purposively selected as sample of the study from 20 universities. Questionnaire was used for the quantitative method. Data collected was analyzed using ANOVA while Duncan's multiple range test was applied for the qualitative method. 32

respondents participated in the focus group discussion and in-depth interview. Findings of the quantitative study revealed that, there was significant correlation between the extrinsic factors and research productivity of academic staff.

Victor and Jonathan (2014) examined motivation and effective performance of academic staff in higher education. Population of the study consisted of all lecturers and heads of various departments in Adekunle Ajasin University. Sample of the study was 50 lecturers and 10 heads of departments. Findings of the study revealed that encouragement, appreciation on genuine effort, award of impressive titles and acknowledgement on achievements enhances the performance of university lecturers. Similarly, Onu, Akinlabi and Fakunmoju (2014) conducted a study which focused on the influence of some motivational factors (remuneration, recognition and incentives) on employee's performance. Sample of the study consisted of fifty (50) employees of Babcock University Ogun state, Nigeria. The findings of the study revealed that, there exist strong positive relationship and significant effect of incentives, remuneration and recognition on job performance and that incentive factor has the highest contribution to boost job performance. Therefore, both intrinsic and extrinsic motivators are priceless tools that can be used to motivate workers.

Indeed, manpower is considered by many people to be the most significant factor for the success and survival of any organization. But despite the importance of manpower development, resources committed to the development of University lecturers are quite insufficient (Suleiman, 2015). There are speculations by both the University staff and the public that Universities do not give much attention for a well-defined and sustained manpower development programmes for lecturers in order to improve their productivity (Uyeri, 2016). In most cases the programmes are carried out only once in a while and also lopsided in terms of content and staff participation (Victor & Jonathan, 2013). Times Higher Education(2013) equally pointed out the fact that, although the government has showcased its commitment in continuous increase in the number of Universities in the country but surprisingly none of these institutions have been ranked among the first 400 in the world. As the giant of Africa this scenario ought not to be so.

Another issue is brain drain as a result of poor welfare packages. The issue here is that, some lecturers are leaving the institutions while others are not performing optimally and this has also been attributed to low motivation which is affecting the intellectual capacity of the institutions as well as their overall capacity. Equally observed is the fact that, people are motivated by different things in life, different employees work to satisfy different needs, some people work for money or other tangible things or rewards, others work to achieve their life goals. People may also work for the companionship that their jobs offer. Meaning various needs drive people to hold different jobs. Furthermore, there is also complain about lack of adequate knowledge about what rewards and incentives individual lecturers value so that when possible it could be provided. This is because according to several research works reviewed, the motivated worker does his job better and likes it more than those who are not so motivated. Zhang (2014) observe that, within an organization staff demonstrate a diversity of personality, some may show high performance by being given a decent pay, others may be eager to get recognized by management, colleagues and society. Furthermore, it has been observe that, quite a number of university lecturers output, though enough to gain promotion is far short of their optimality (Machado, Meira soares, Ferreira & Gonveir, 2011). All those issues have been attributed to lack of adequate motivation. Therefore, it is in the light of the aforementioned issues that this research work intended to find out the relationship among manpower development, motivation and research productivity of lecturers in Public Universities of North-west Nigeria.

Research Questions

This study sought to provide answers to the following research questions;

1. Is there any relationship between on-the job manpower development programmes and research productivity of lecturers in public Universities of north-west Nigeria?
2. Is there any relationship between off-the job manpower development programmes and research productivity of lecturers in public Universities of north-west Nigeria?
3. Is there any relationship between extrinsic motivational strategies and research productivity of lecturers in public Universities of North-west Nigeria?
4. Is there any relationship between intrinsic motivational strategies and research productivity of lecturers in public Universities of north-west Nigeria?
5. Do off-the job manpower development, on-the job manpower development, extrinsic motivation and intrinsic motivation relate to research productivity of lecturers of public Universities in north-west Nigeria?

Research Hypotheses

Based on research questions and objectives, the following hypotheses were tested at 0.05 level of significance;

1. There is no significant relationship between on-the job manpower development programmes and research productivity of lecturers of public Universities in north-west Nigeria;

2. There is no significant relationship between off-the job manpower development programmes and research productivity of lecturers of public Universities in north-west Nigeria;
3. There is no significant relationship between extrinsic motivational strategies and research productivity of lecturers of public Universities in north-west Nigeria;
4. There is no significant relationship between intrinsic motivational strategies and research productivity of lecturers of public Universities of north-west Nigeria; and
5. Off-the job manpower development, on-the job manpower development, extrinsic motivation and intrinsic motivation do not relate to the research productivity of lecturers of public Universities in north-west Nigeria.

II. METHODOLOGY

This study used a correlation research design. The target population of the study was all public Universities in North-west geo-political zone which is 14 with a total of 782 lecturers in the Faculties of Education. Purposive sampling technique was used to select all the public Universities that offers programmes in education which are 11 in number; this is because the study is interested in lecturers from the Faculties of Education only. Research Advisors (2006) table for determining sample size was used to take sample size of lecturers for the study which recommended a sample size of 248 lecturers and proportionate selection technique was used to determine the lecturers sample size required from each University under study. Afterwards, a proportionate stratified sampling technique was used to determine the required sample size of lecturers from each department in the faculty of education. Lastly simple random sampling technique was used to select sample size of lecturers' required for the study from each department. Questionnaire was used as the research instrument. The questionnaire was titled Manpower development, motivation and Research productivity of Lecturers Questionnaire (MDRPLQ). The questionnaire was designed by the researcher. The instrument has two sections respectively: section A consisted of items profile of the respondents, section B on manpower development, section C ON motivation while section D consisted of items on research productivity of lecturers. All the items on the questionnaire were closed ended questions where respondents are restricted to pick one response on opinions proposed from four Likert type scale responses such as: strongly agree (4 points), agree (3points), disagree (2points) and strongly disagree (1point).

The instrument was subjected to the professional scrutiny of experts in research methodology from the Faculty of Education in Usmanu Danfodiyo University Sokoto for the purpose of boosting its content and face validity. Pilot testing of the questionnaire was conducted in order to ensure reliability of the instrument. A test-retest reliability method was applied after an interval of six weeks so that respondents are not likely to remember or be influenced by their first set of responses in order to ensure that the instrument could consistently reproduce the same result overtime. The scores of the two test were correlated through Pearson product moment correlation and the Cronbach's alpha reliability method. The reliability index derived was 0.75 for the questionnaire. All null hypotheses generated were tested at 0.05 level of significance. The analysis was conducted with the help of Statistical Package for Social Science (SPSS) software.

III. RESULTS

This section presents analysis of the null hypotheses formulated for the study. The analysis was done taken the hypotheses one after the other as follows:

H₀₁: There is no significant relationship between On-the Job Manpower Development programmes and research productivity of Lecturers in Public Universities of North-west Nigeria.

Table 1: Relationship between On-the Job Manpower Development Programmes and Research Productivity of Lecturers (N= 248)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
On-the Job Manpower	248	27.92	5.34	.125	.051	Not Significant
Research Productivity	248	29.58	6.66			

Source: Fieldwork 2019

From the result of table 1, on-the job manpower development and research productivity were positively related but not significant, Pearson's $r = 0.125$, $p = .051$. This indicates that there is no significant relationship between on-the job manpower development and research productivity of lecturers in Public Universities of North-west Nigeria because the p-value (0.051) is more than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between On-the Job Manpower Development programmes and

research productivity of Lecturers in Public Universities of North-west Nigeria is accepted. This means that given on-the-job manpower development opportunities to lecturers might not improve their research productivity.

H₀₂: There is no significant relationship between off-the-job manpower development programmes and research productivity of lecturers in public universities of North-west Nigeria.

Table 2: Relationship Between Off-the Job Manpower Development Programmes and Research Productivity of Lecturers (N= 248)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Off-the Job Manpower	248	29.68	4.81			
Research Productivity	248	29.58	6.66	.266	.000	Significant

Source: Fieldwork 2019

From the result of table 2, off-the job manpower development and research productivity were positively related and significant, Pearson's $r = 0.266$, $p = 0.000$. This indicates that there is significant relationship between off-the job manpower development and research productivity of lecturers in Public Universities of North-west Nigeria because the p-value (0.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between off-the Job Manpower Development programmes and research productivity of Lecturers in Public Universities of North-west Nigeria is rejected. This means that given off-the-job manpower development opportunities to lecturers will improve their research productivity.

H₀₃: There is no significant relationship between Extrinsic Motivational strategies and Research Productivity of Lecturers in Public Universities of North-west Niger

Table 3: Relationship Between Extrinsic Motivational Strategies and Research Productivity of Lecturers (N= 248)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Extrinsic Motivation Strategy	248	30.67	5.22			
Research Productivity	248	29.58	6.66	.394	.000	Significant

Source: Fieldwork 2019

From the result of table 3, extrinsic motivation strategy and research productivity were positively related and significant, Pearson's $r = 0.394$, $p = 0.000$. This indicates that there is significant relationship between extrinsic motivation strategy and research productivity of lecturers in Public Universities of North-west Nigeria because the p-value (0.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between extrinsic motivational strategy and research productivity of Lecturers in Public Universities of North-west Nigeria was rejected. This means that existence of extrinsic motivational strategy opportunities to lecturers improves their research productivity.

H₀₄: There is no significant relationship between intrinsic motivational strategies and Research Productivity of Lecturers in Public Universities of North-west Nigeria.

Table 4: Relationship Between Intrinsic Motivational Strategies and Research Productivity of Lecturers (N= 248)

Variable	N	Mean	Std. Deviation	r-Cal	P-vale	Decision
Intrinsic Motivation	248	26.76	5.58			
Research Productivity	248	29.58	6.66	.247	.000	Significant

Source: Fieldwork 2019

From the result of table 4, intrinsic motivational strategy and research productivity were positively related and significant, Pearson's $r = .247$, $p = 0.000$. This indicates that there is significant relationship between intrinsic motivation strategy and research productivity of lecturers in public Universities of north-west Nigeria because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states there is no significant relationship between intrinsic motivational strategy and research productivity of Lecturers in

Public Universities of North-west Nigeria was rejected. This means that existence of intrinsic motivational strategy opportunities to lecturers improves their research productivity

H₀₅: On-the-job manpower development, off-the-job manpower development, extrinsic motivational strategy and intrinsic motivational strategy do not relate to the research productivity of lecturers in Public Universities of North-west Nigeria.

Table 5: On-the job, Off-the job, Extrinsic Motivation and Intrinsic Motivation in Relation to Lecturers' Research Productivity. Dependent Variable: Lecturers' Research Productivity.

Variables	R	R ²	Adjusted R ²	SE	F	B	T	P-value
On-the-Job Manpower	.125	.016	.012	6.62	3.926	.156	1.982	.000
Off-the-Job Manpower	.266	.071	.067	6.432	18.792	.369	4.335	.000
Extrinsic Motivation	.394	.155	.152	6.133	45.252	.503	6.727	.000
Intrinsic Motivation	.247	.061	.057	6.466	16.04	.295	4.005	.000

Source: Fieldwork 2019

In table 5, a look at the squared part correlations revealed that On-the job manpower development accounted for 1.6% of the variance in lecturers' research productivity $R^2 \text{ adj} = .012$, $F(1, 246) = 3.926$, $p < .05$. And Off-the-job manpower development accounted for 7.1% of the variance in lecturers' research productivity $R^2 \text{ adj} = .067$, $F(1, 246) = 18.792$, $p < .05$. The extrinsic motivational strategy accounted for 15.5% of the variance in lecturers' productivity $R^2 \text{ adj} = 0.152$, $F(1, 246) = 45.252$, $p < .05$. While the intrinsic motivational strategy accounted for 6.1% of the variance in lecturers' research productivity $R^2 \text{ adj} = .057$, $F(1, 246) = 16.04$, $p < .05$. Thus, the significant results of the procedure indicated that extrinsic motivational strategy was able to account for significant amount of variance in the dependent variable (lecturers' research productivity). Although On-the-job manpower, Off-the-job manpower and intrinsic motivational strategy are related variables to lecturers' research productivity, analysis of regression coefficients indicated that extrinsic motivational strategy, $\beta = .503$, $t = 6.727$, $p < .05$ emerged as the more predictor of the lecturers' research productivity than On-the job, off-the job manpower development and intrinsic motivational strategy. Thus, it can be concluded that extrinsic motivational strategy is more related to lecturers' research productivity than on-the-job manpower, off-the job manpower and intrinsic motivational strategy in Public Universities of North-west Nigeria.

IV. DISCUSSION OF FINDINGS

The first finding of this study revealed that on-the job manpower development does not relate to the research productivity of lecturers. This may be due to institutional issues that can constrain staff development. For instance: lack of adequate resources such as funds, equipment and instructional materials as well as excessive workload which can affect training. Also due to the fact that being aware of the opportunity alone does not fully motivate lecturers to utilize the opportunity. This finding support the findings of Agunyai (2014) which revealed that there is no interconnectivity between staff training or capacity building and efficient service delivery. The findings of this study also disagrees with the findings of Sohail, Ahmad, Iqbal, Haider and Hamad (2014) that revealed that, there is a relationship between on-the job manpower development training and employee performance.

The second finding of this study revealed that, off-the job manpower development relates to the research productivity of lecturers. This is because gaining new knowledge and skills enables lecturers to perform their task better enhancing their overall productivity. This finding is in agreement with the findings of Sulaiman (2015) which revealed that staff development programmes have a significant impact on job performance of lecturers. It also supports the findings of Peritimode and Chukuma (2015) and also the findings of Olanriwoju and Folarin (2013) which have both indicated that off-the job manpower development has a positive and significant correlation with lecturers' productivity. Therefore, off-the job manpower development is an effective tool for sustaining lecturers higher research productivity in the academia.

The third finding of this study revealed that extrinsic motivation is a key determinant of research productivity. This is because lecturers are supported with enhanced conditions of service by the university management which boost their morale. This finding is in agreement with the findings of Zhang (2014) whose findings revealed that, there was significant correlation between the extrinsic factors and research productivity of academic staff. The result shows that, extrinsic factors: promotion, performance appraisal, recognition and respect were considered as the main research motivators by most participants especially lower level academics. This findings also support the findings of Muogbo (2013) which reveals that, extrinsic motivation given to workers in an organization has a significant influence on the workers' performance.

The fourth finding of the indicated that intrinsic motivation has an impact on lecturers' competence in terms of research productivity. This is because of the inherent desire the lectures has towards task

accomplishments leading to research productivity. This finding support the findings of Uzonna (2013) who found that, when it comes to bringing out the best performance out of employees, intrinsic factors such as: growth opportunities, challenges, recognition and other non monetary rewards are more effective motivators than money. Zhang (2014) also found that, academics find their work intrinsically satisfying: they value the complexity of the work, their autonomy, the relationship with others and responsibility for other persons. with regard to intensive motivation, the researcher found that scholarly improvement, sense of achievement and contribution as well as responsibility and autonomy to be their greatest motivators. It is also in support of findings of Migosi (2011), among the 14 motivational he factors examined, self motivation (intrinsic) of academics, research content knowledge, research skills gained and early orientation to research were found to have the greatest influence on research productivity.

The fifth finding of this study also found that extrinsic motivation is the best predictor of research productivity. This is might be due to institutional support lecturers are receiving from University management. This finding is in agreement with the finding of Onu, Akinlabi & Fakunmoju (2014) The findings of their study revealed that, there exist strong positive relationship and significant effect of incentives, remuneration and recognition on job performance and that incentive factors (entrinsic motivation) has the highest contribution to boost job performance and it is also in support of the findings of Victor and Babatunde (2014) whose findings revealed that, provision of regular salary and other remunerations by the head promote performance. Their study also revealed that, provision of adequate chance for professional growth and provision of conducive and comfortable working environment is of utmost importance for the overall success and productivity of the institution. This is because without comfortable working environment, the employees are likely to be absent, have stress related illness, have low morale and their productivity and level of commitment can be adversely affected.

V. CONCLUSION

The researcher concluded that, on-the job manpower development does not determine the research productivity of lecturers. High productivity of lecturers' can be fully harnessed through the use of off-the job manpower development programmes. Also those both extrinsic and intrinsic motivation are great motivators. Furthermore, extrinsic motivation is a stronger predictor of research productivity of Lecturers in public universities in North-west Nigeria. Thus, Lecturers' research productivity will continue to improve significantly when incentives exist to satisfy lecturers' needs and aspirations.

Recommendations

The study made the following recommendations:

1. The University management should help to ensure that these institutional issues that may constrain on-the job manpower development such as lack of sufficient funds, equipment and instructional materials as well as excessive workload are fully addressed, so that lecturers can utilise on-the job training opportunities more efficiently in order to perform optimally.
2. The University management should provide off-the job manpower development opportunities more often for lecturers in order to enhance their research productivity.
3. The university should continue to employ extrinsic motivational strategies such as involvement in decision making, career advancement and improved welfare package so as to boost lecturers' morale to reach their optimal research productivity.
4. The university management should provide all necessary intrinsic motivational incentives such as recognition of efforts and make sure that work is stimulating and rewarding so that employees are motivated to work harder so as to improve in their research productivity.
5. The university management should use extrinsic motivational strategies such as promotion, professional development opportunities and monetary incentives more often so as to encourage lectures to venture into more productive and sustainable research.

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