

Assessment of Human Resource Management Motivational Strategies for Enhancing Business Educators' Job Performance in Tertiary Institutions in Edo and Delta States

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Abstract

The study assessed human resource management strategies for enhancing employees' motivation in Edo State. Four research questions guided the study. The population of the study was 182 business educators in tertiary institutions in Edo and Delta States. There was no sampling since the population was manageable. The descriptive survey research design was used for the study. The instrument used was validated by three experts. Pearson's Product Moment Correlation coefficient was used to compute the reliability of the instrument which yielded a correlation coefficient of 0.71. The questionnaire was the instrument used for the data collection. The data collected were analysed using descriptive statistics. Means were used to answer all the research questions. The results of the analysis showed that employers empowered their employees to a very low extent; employers rewarded their employees to a high extent, employers redesigned employees' jobs to low extent, and employers created flexible jobs for their employees to a low extent. Consequently, it was recommended among others that workers should be sufficiently empowered to give higher performance and more productivity as it would also go a long way in reducing attrition rate, The use of verbal praise and allowing workers' personal development should be given priority attention by management to enhance higher productivity; management should redesign tasks/jobs from time to time so as to enhance motivation, job satisfaction and commitment to reduce absenteeism and turnover; and management, as a matter of urgency, should create flexible jobs/tasks by allowing workers to control their work hours as well as allowing a portion of scheduled hours to be completed outside of their office so as to reduce boredom and work monotony.

Keywords: Employer and Employee, Human Resource Management, Job Performance, Motivational Strategies and Intrapreneurship

Introduction

The economic environment is changing rapidly as a result of so many factors such as globalization, customers' demands, product-market competition, and competing new technologies. To be able to compete favourably in this type of contemporary environment, tertiary institutions must be able to improve the performance of their employees by using different human resource management strategies. HRMS is concerned with the role human resource management plays in an organisation's performance, particularly focusing on the alignment of human resources as a means of gaining competitive advantage (Caliskan, 2010). Any tertiary institution that is able to achieve superiority in the area of training and retaining of staff, and providing a good working environment and other welfare packages with a higher degree of differentiation will be able to retain its staff for greater performance. This is where human resource management comes in.

Human resource management, according to Armstrong (2008) involves the operation of recruitment and selection procedures, management development and training activities linked to the needs of the business. This means taking steps to assess and satisfy people's future needs and enhance and develop the inherent capacities of people in relation to their contributions, potential and employability by providing learning and continuous development opportunities. To achieve all these, Armstrong and Baron (2003) opined that human resource management needed to achieve the following strategic goals in order for organizations to gain and sustain competitive advantage: to invest in people through the introduction and encouragement of learning processes designed to increase capability and align skills to organizational needs, to ensure that an organization identified the knowledge required to meet its goals and satisfy its customers and takes steps to acquire and develop its intellectual capital, to define the behaviours required for organizational success and ensure that those behaviours were encouraged, valued and rewarded; to encourage people to engage wholeheartedly in the work they did for the organization; and to gain the commitment of people to the organization's mission and value.

For these strategic goals to be meaningful, human resource managements in various tertiary institutions must be alive to their various responsibilities as people are the most complex resources to manage because other resources of competitive advantage are less powerful than they used to be. Moreover, the technological development of a nation is highly dependent upon the adequacy of its work force in number and quality. It is also presumed that no nation can develop above its human resources. When the needs of workers are not met, there

is bound to be dissatisfaction. Clark (2005) stated that when some of these needs were not met, they could result in low job attitude and consequently, poor performance, due to frustration on the part of the workers. In addition, where there is prolonged frustration, there are always negative actions such as lateness to work, poor quality of work, quarrels with colleagues, disputes with management, and the individual leaving the organization. In support of this assertion, Eduwen (2010) observed that an aggrieved worker was an unhappy worker and an unhappy worker could not work effectively. She becomes depressed, and has low morale and as a result, productivity drops. Nollen (2003) also observed that happy employees are productive and efficient. Tertiary institutions, as used in this study, are post-secondary institutions such as colleges of Education, Polytechnics and Universities which offer Business Education programmes, while business educators are those teachers who are professionally trained to teach business education courses in these tertiary institutions.

The teacher forms the pivot on which the learning process of a state or nation revolves. Since education is an instrument for the development and progress of a country, the teacher therefore occupies an important place as the facilitator and custodian of the teaching/learning process. The future of any country lies in the hands of its teachers. Over the years, the challenges of teachers range from poor conditions of service to lack of job security. For many, teaching seems to be a stepping-stone to other alternative jobs with better pay and incentives. Learning new skills, techniques, methods and/or theories through professional development may help keep the organization on top of its field and make the employee's job more challenging and exciting. Teachers, old and young, experienced and inexperienced, male and female, married and single, need to be motivated to find fulfilment and challenges in their work so as to enhance their productivity. When working conditions are made more attractive and salaries paid regularly, teachers may find fulfilment and challenges in their work. This is why human resource management has a big role to play in human capital development. Akinmayowa (2005) stated that human resources were the most potent assets that any organization possess. Without them, the equipment, materials and even capital of the company will amount to nothing as nothing gets done properly without the input of the manpower resource of the organization. Every organization is expected to be committed to creating an equitable, developmental and motivating working environment which values and empowers people at all levels. For any organization to operate optimally, the organization must provide training and development for its employees.

Training and development, according to Owenbiugie (2015), are the practices of providing training, workshops, coaching, mentoring, social

networking, job rotation, conferences or other learning opportunities to employees to inspire, challenge and motivate them to perform the functions of their positions for the best of their abilities and within standards. Shauna (2018) described motivation as the level of desire employees felt to perform, regardless of the level of happiness. Employees/teachers who are adequately motivated to perform may be more productive, more engaged and feel more interested in their work. McGuinn (2015) identified three simple ways to motivate employees to greater performance, they included a strong communication strategy between employees and their immediate supervisor; taking interest where employees' careers were headed; and helping employees feel heard by putting in place an internal communication plan with behavioural styles taken into account.

Job performance, according to *Hose* (2017) is the way employees perform their work. He also stated that an employee's performance was determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyse each employee on an individual basis. He concluded that job performance reviews were often done yearly and could determine raise eligibility, whether an employee was right for promotion or if an employee should be fired. Job performance is work-related activity expected of an employee and how well those activities are executed. This will in turn result in satisfactory interpersonal relations, financial reward, fringe benefits, training and promotion, decision making and a free channel of communication. Employees, teachers, lecturers, workers, and business educators were used interchangeably in this study.

Harcourt (2016) identified employees' empowerment, effective reward system, redesigning jobs and creating flexibility as motivational strategies human resource management should put in place to enhance the efficiency and effectiveness, of its work force. For Lecturers to be motivated, management of various tertiary institutions must treat them as individuals, empower them, provide an effective reward system, redesign jobs, and create a flexible work environment. Empowering employees occurs when Lecturers are given autonomy, authority, trust, and encouragement to accomplish tasks. Empowerment is designed to motivate the Lecturer and make the job his responsibility. In an attempt to empower and change some of the old bureaucratic ideas, management promotes corporate intrapreneurships. Intrapreneurship encourages employees to pursue new ideas and gives them the authority to promote those ideas. Intrapreneurship is not for the timid because old structures and processes are turned upside down. In the same vein, Dresser and Associates (2018) stated that empowered employees were engaged employees who had the tools they needed to

learn and grow, the tools to be productive leaders and contribute to the success of the business, and the tools to connect and collaborate with colleagues and other people in the company.

A reward is a work outcome of a positive value to the individual. Organizations are rich in rewards for people whose performance accomplishments help meet organizational objectives. People receive rewards either extrinsically or intrinsically. Extrinsic rewards are valued outcomes given to someone by another person, typically a supervisor or a higher-level manager, while intrinsic rewards are self-administered. A person feels good because he has a feeling of competency, personal development, and self-control over his work. Rewards demonstrate to employees that their behaviour is appropriate and should be repeated. If employees do not feel that their work is valued, their motivation will decline.

When redesigning jobs, heads of department should look at both job scope and job depth. Redesign attempts may include job enlargement, job rotation and job enrichment. Job enlargement is often referred to as horizontal job loading. It increases the variety of tasks a job includes. Although it does not increase the quality or the challenge of those tasks, job enlargement may reduce some of the monotony, and as an employee's boredom decreases, his work quality generally increases. Job rotation is the assignment of employees to different jobs or tasks to different people on a temporary basis. The idea is to add variety and expose people to the dependence that one job has on other jobs. Job rotation can encourage higher levels of contributions and renew interest and enthusiasm. The organization benefits from a cross-trained workforce. Job enrichment, also called vertical job loading, is the application of an increased variety of tasks, it also provides an employee with more responsibility and authority. If the skills required to do the job are skills that match the jobholder's abilities, job enrichment may improve morale and performance.

Creating flexibility is another way human resource management accommodates their employees' needs. These may include a compressed workweek. This is a form of flextime that allows a full-time job to be completed in less than the standard 40-hour, five-day workweek. Its most common form is the 4/40 schedule which gives employees three days off each week. This schedule benefits the individual through more leisure time and lower commuting costs. The organization would benefit through lower absenteeism and improved performance. Creating flexibility may also include job sharing or twinning which occurs when one full-time job is split between two or more persons. Job sharing often involves each person working one-half day, but it can also be done on weekly or monthly sharing arrangements. When jobs can be split and shared, organizations can

benefit by employing talented people who would otherwise be unable to work full-time. The qualified employee who is also a parent may not want to be in the office for a full day but may be willing to work a half-day. Although adjustment problems sometimes occur, the arrangement can be good for all concerned; while telecommuting, sometimes called flexiplace, is a work arrangement that allows at least a portion of scheduled work hours to be completed outside of the office, with work-at-home as one of the options. Telecommuting frees the jobholder from needing to work fixed hours, wearing special work attire, enduring the normal constraints of commuting, and having direct contact with supervisors. Home workers often demonstrate increased productivity, report fewer distractions, enjoy the freedom to be their own boss, and appreciate the benefit of having more time for themselves.

Statement of the Problem

In spite of the various roles played by government and other stakeholders to improve the welfare of teachers in tertiary institutions in Nigeria, the exodus of business educators from tertiary institutions to other sectors of the economy still persists. This state of affair was observed by Clark (2005) when she said that business educators left lecturing jobs for multinational companies, banks, politics, production companies, and so on. She stated that between 2006 and 2009, three business educators left the College of Education, Agbor; two left Delta State Polytechnic, Ozorro; four left Delta State University, Abraka; two left the Federal College of Education, Asaba, and one left Delta State Polytechnic, Ogwashi-Uku. Her findings were corroborated by Iyamu and Owenvbiugie (2014) who maintained that business educators left teaching jobs for other multinational organizations. What could be responsible for this attrition rate?

Purpose of the Study

The main purpose of this study was to assess human resource managements motivational strategies for enhancing business educators' job performance.

Specifically, the study sought to determine:

1. the extent to which tertiary institutions are empowering business educators to enhance their job performance in Edo and Delta States.
2. the extent to which tertiary institutions are providing an effective reward system for business educators to enhance their job performance in Edo and Delta States.

3. the extent to which tertiary institutions are redesigning jobs of business educators to enhance their job performance in Edo and Delta States, and
4. the extent to which tertiary institutions are creating flexibility for business educators to enhance their job performance in Edo and Delta States.

Research Questions

The following research questions guided the study

1. To what extent do tertiary institutions empower business educators to enhance their job performance in Edo and Delta States?
2. To what extent do tertiary institutions provide an effective reward system to business educators to enhance their job performance in Edo and Delta States?
3. To what extent do tertiary institutions redesign jobs for business educators to enhance their job performance in Edo and Delta States?
4. To what extent do tertiary institutions create flexibility for business educators to enhance their job performance in Edo and Delta States?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance

1. There is no significant difference between male and female business educators in tertiary institutions in Edo and Delta States as regards their job performance.

Methods

The descriptive survey research design was employed for this study. According to Leary (2010), a descriptive survey uses questionnaires and interviews to collect information on few people's attitudes, beliefs, feelings, behaviour, and lifestyles which is representative of a group. The population of the study consisted of 182 business Educators from state and federal universities, polytechnics and colleges of education in Edo and Delta States. The population was made up of male and female business educators. No sampling was done for the study as the entire population was used.

The instrument that was used to collect data for this study was a structured questionnaire titled Human Resources Management Strategies Questionnaire (HRMSQ). The instrument was divided into two sections; A and B. Section A consisted of demographic data such as name of school and gender of respondents. Section B consisted of 30 statements on assessment of human resource managements motivational strategies for enhancing employees' job performance. The instrument used for the study was a 4-point rating scale with response options Very High Extent, High Extent, Low Extent, and Very Low Extent.

The instrument designed for the study was validated by three experts from the Measurement and Evaluation, Faculty of Education, University of Benin. The reliability of the data collected was determined by using Cronbach alpha method. The instrument was administered to 20 Lecturers who were not part of the sample population. The coefficient for empowering employees was 0.71, effective reward system 0.65, redesigning jobs 0.68, and creating flexibility 0.79. The value of the reliability obtained for the entire variables was 0.71.

Copies of the questionnaire were administered to 182 business educators spread across Edo and Delta States. The researcher personally administered some of the questionnaire items to the respondents, while three research assistants who were employed and briefed for two weeks administered to others. One week was given to the respondents to collect the questionnaires from those who were unable to fill them immediately. Descriptive statistics of mean and standard deviation were used to answer all the research questions. Questionnaire items related to the research questions had four response categories. Real limit of values was used for decision in selecting the items that were appropriate in accepting high and low extents. Very High Extent (VHE)-4 (3.50 – 4.49); High Extent (HE)-3 (2.50– 3.49); Low Extent (LE)-2 (1.50 – 2.49); and Very Low Extent (VLE)-1 (0.50 – 1.49). To determine the extent of motivation strategies employed by tertiary institutions in Edo and Delta States, a decision rule was taken. The level of adoption of motivational strategies by tertiary institutions of each questionnaire cluster related to the research questions was determined based on grand mean.

Data Presentation and Analysis

The following was the presentation of the analysis of the data collected in respect of the study

Research Question 1

To what extent do tertiary institutions empower business educators in Edo and Delta States?

Table 1 showed the data collected in research question 1

Table 1: Respondents' Mean Responses to Employees Empowerment

S/N	Items	Mean	SD	Remark
1.	Provision of autonomy to employees	1.37	0.85	VLE
2.	Provision of authority to employees	1.18	0.61	VLE
3.	Giving trust to employees	1.24	0.66	VLE
4.	Giving encouragement to do things differently	1.14	0.47	VLE
5.	Giving employees encouragement to pursue new ideas	1.31	0.68	VLE
6.	Making a job a worker's responsibility	2.98	1.09	HE
7.	Giving authority to promote new ideas	1.19	0.56	VLE
	Grand Mean	1.49	0.70	VLE

Researcher's field work (2018)

The data shown in Table 1 revealed that the mean values of the respondents ranged from 1.14 to 2.98. It equally revealed that the standard deviation of the items on the table ranged from 0.47 to 1.09, with a grand mean of 1.49. The mean values showed that employees felt that their employers did not empower them as required in all the items except item 6 which was rated high extent. The grand mean of 1.49 revealed that employers empowered their employees to very low extent.

Research Question 2

To what extent do tertiary institutions provide an effective reward system for business educators in Edo and Delta States?

The data collected in respect of research question were shown in Table 2.

Table 2: Respondents' Mean Responses to Effective Reward System

S/N	Items	Mean	SD	Remark
8.	Giving bonus	2.69	1.25	HE
9.	Giving promotion	3.38	0.50	HE
10.	Giving time off	3.25	0.78	HE
11.	Giving special assignments	3.50	0.52	VHE
12.	Giving office fixtures	1.14	0.49	VLE
13.	Giving awards	2.97	0.27	HE
14.	Giving verbal praise	2.02	0.43	LE
15.	Feeling competency	3.06	0.26	HE
16.	Allowing personal development	2.32	0.40	LE
17.	Having self-control over work	2.17	0.42	LE
18.	Giving self-recognition	3.24	0.42	HE
Grand Mean		2.70	0.52	HE
Researcher's field work (2018)				

The data shown in Table 2 revealed that the mean values of the respondents ranged from 1.14 to 3.50. It equally revealed that the standard deviation of the items on the table ranged from 0.26 to 0.78, with a grand mean of 2.70. The mean values showed that employees felt that their employers' reward was good in all the items except items 16 and 17 which were rated low extent. The grand mean of 2.70 revealed that employers rewarded their employees to high extent.

Research Question 3; To what extent do tertiary institutions redesigned jobs for business educators in Edo and Delta States?

The data collected in respect of research question were shown in Table 3.

Table 3: Respondents' Mean Responses to Redesigning Jobs

S/N	Items	Mean	SD	Remark
19.	Reduction of monotony	1.16	0.51	VLE
20.	Reduction of boredom	1.18	0.54	VLE
21.	Having interest and enthusiasm in your job	1.11	0.47	VLE
22.	Assignment of workers to different jobs or tasks	2.32	0.40	LE
23.	Provision of more responsibility and authority	3.16	0.42	HE
24.	Provision of increased variety of tasks	3.44	0.36	HE
	Grand Mean	2.06	0.45	LE

Researcher's field work (2018)

The data shown in Table 3 revealed that the mean values of the respondents ranged from 1.11 to 3.44. It equally revealed that the standard deviation of the items on the table ranged from 0.36 to 1.54, with a grand mean of 2.06. The mean values of items 19, 20, 21 showed that respondents agreed that their employers redesigned their jobs to very high extent, item 22 showed that employers redesigned employees' tasks to low extent and items 23 and 24 revealed that employers redesigned employees' job to high extent. The grand mean of 2.06 revealed that employers redesigned employees' jobs to low extent.

Research Question 4

To what extent do tertiary institutions create flexible work for business educators in Edo State? The data collected in respect of research question 4 were shown in Table 4

Table 4: Respondents' Mean Responses to Creating Flexibility

S/N	Items	Mean	SD	Remark
25.	Allowing employees full-time to be completed in less than Five-day work week	2.17	0.48	LE
26.	Allowing job sharing arrangement	2.15	0.35	LE
27.	Allowing a portion of scheduled hours to be completed outside of the office	1.98	0.43	LE
28.	Assignment of workers to different jobs or tasks	3.44	0.67	VHE
29.	Allowing you to be your own boss	2.15	0.42	LE
30.	Allowing you to control your work hours	1.19	0.49	VLE
	Grand Mean	2.18	0.47	LE

Researcher's field work (2018)

The data shown in Table 4 revealed that the mean values of the respondents ranged from 1.19 to 3.44. It equally revealed that the standard deviation of the items on the table ranged from 0.35 to 0.67, with a grand mean of 2.18. The mean values of items 25, 26, and 27 showed that respondents agreed that their employers created flexible jobs to low extent, item 28 showed that employers created flexible jobs to high extent and item 30 revealed that employers created flexible jobs to very low extent. The grand mean of 2.18 revealed that employers created flexible jobs to low extent.

Analysis of Data related to Hypotheses

One hypothesis was tested at 0.05 level of significance.

Null Hypothesis 1

There is no significant difference between male and female business educators in tertiary institutions in Edo and Delta states as regards their job performance.

Table 5: Summary of t-test of Male And Female Business Educators' Job Performance

Variables	Gender	N	Mean	SD	df	t-val	p-val.	Dec
Lecturers' empowerment	Male	80	25.55	6.045	182	1.119	.265	NS
	Female	102	24.55	5.782				
Reward System	Male	80	19.20	4.319	182	1.008	.315	NS
	Female	102	18.52	4.606				
Jobs' redesign	Male	80	28.74	6.692	182	-.156	.876	NS
	Female	102	28.90	6.818				
Flexible work	Male	80	25.67	4.442	176	1.147	.253	NS
	Female	102	24.86	5.007				

NS: Not Significant

Source: Researcher's fieldwork (2014)

The results in Table 5 showed the summary of t-test of male and female business educators' job performance. The table showed t-values of 1.119, 1.008, -

0.156, and 1.147 for empowerment, reward, job's redesign and flexible work respectively as job performance variables. The corresponding p-values of the variables were 0.265, 0.315, 0.876, and 0.253 respectively. Since the values were greater than the alpha value of 0.05, the t-values were significant for the four variables; hence there was no significant difference between the mean responses of male and female business educators in their job performance as regards empowerment, reward, job's redesign and flexible work

Major Findings

The major findings observed in this study as per data collected based on the four research questions showed that

1. Tertiary institutions empowered their Lecturers to very low extent.
2. Tertiary institutions rewarded their Lecturers to high extent.
3. Tertiary institutions redesigned Lecturers' jobs to low extent.
4. Tertiary institutions created flexible jobs for their Lecturers to low extent.
5. There was no significant difference between male and female business educators in tertiary institutions in Edo and Delta States in their levels of job performance

Discussion of Results

The discussions of the results obtained in this study were organized according to research questions that guided the study.

The need for Lecturers to do their job consciously cannot be over emphasized. Tertiary institutions are passing through competitive environments that workers are moving away from one institution to another in the spirit of competitiveness. The basic purpose of the human resource and labour management is to enhance the confidence or to improve the employee's attitude towards their job performance in a well-organized manner. Employees are supposed to be more satisfied when they feel happy in their jobs. The main reason behind this is that satisfied employees are less likely to run away from their jobs, have low absenteeism rate and ensure more output than others.

The findings in Table 1 showed that Lecturers agreed that management empowered them to very low extent. The findings of this study were not in line with those of Loke (2001) who stated that encouraging employees' empowerment and self-initiative would make employees work in accordance with department goals to sustain quality. Employees feel important and motivated to attain organizational objectives. Block (1987) asserted that employees should have full autonomy on their jobs and high involvement in decision –making. In the same vein Barrett and O'Connell (2001) asserted that if employees felt a sense of

belongingness towards the company, they would work with efficacy resulting in high organization performance and less absenteeism and the company would retain the best workers.

Tertiary institutions are striving hard to develop and retain a high performing work force for uninterrupted organizational operations. In today's competitive global environment, an effective reward system is considered an important part of new human resource practices, because it inspires employees to increase their commitment to the organization thus ensuring increased organizational productivity and success since people are the most important assets of organizations.

The findings in Table 2 showed that lecturers agreed that tertiary institutions rewarded them to high extent. The findings were in agreement with those of Lockwood and Walton (2008) who stated that one way through which employers could retain the workforce were through offering a good compensation package. They further opined that an organization could only be successful in its retention strategy if it offered competitive, market-related pay and benefits because those motivated employees to become committed to the organization. In the same vein, Willis (2001) stated that compensation was one of the crucial issues as far as attracting and keeping talent in organizations was concerned.

New methods of job design encourage managers to adapt environmental and technological changes which ensure a better responsibility to beneficiaries' needs and increase work motivation of employees. One of the most effective methods for developing the horizon of employees is job rotation, especially human resource empowerment.

The findings in Table 3 showed that tertiary institutions redesigned Lecturers' jobs to low extent. The revelation contrasted the findings of Parvin (2011) who stated that the purpose of job design was to increase the level of job satisfaction which should ultimately cause the good performance of the employee. Job design may include job rotation, job enlargement and job enrichment. In the same vein, the University of Minnesota Libraries (2018) stated that how a job was designed had a major impact on an employee's motivation, job satisfaction and commitment to an organization, absenteeism and turnover

The findings in Table 4 showed that tertiary institutions created flexible jobs for their Lecturers to low extent. The revelation contrasted the one by Harris and Bonn (2001) who revealed that promotion was not the only source of satisfaction among employees; there were also other rewards to retain and attract employees. The identified practices such as decision autonomy, flexibility in work schedules and task impact as drivers of an employee's performance efficacy. In

the same vein, Almer and Kaplan (2000) explained the relationship of flexible job assignment with an employee's turnover/ retention they remarked that if the organization offered flexible job assignments to the employees, the employees would retain their jobs in the organization. Baltes et.al., (1999)and Gajendran and Harrison (2007) asserted that flexible job assignments were associated with a high level of job satisfaction.

The result of hypothesis one revealed that there was no significant difference in the level of job performance between male and female business educators. This findings agreed with those of Lacy, Bokemeier and Shepard (2003) who found no differences in the consequences of gender-specific childhood socialization for job performance. Nor did they find that a wide range of job characteristics differentially affected the work attitudes of men and women. The findings of this study were in agreement with those of Eduwen (2010) whose study revealed that there was no significant difference between male and female counselors in their levels of job performance. That could be attributed to the fact that all Lecturers in the schools were paid the same salaries and allowances according to their status in the field irrespective of sex. The findings were in consonance with the study by Spector (2007) that irrespective of sex, people would equally perform their jobs as long as they received pay commensurate with their economic obligations.

Conclusion

Based on the findings, it was concluded that empowering employees, providing an effective reward system, redesigning jobs for employees, and creating flexible jobs for employees were effective means of motivating and retaining workers in an organization.

Recommendations

In view of the findings, the following recommendations were made:

1. Lecturers should be sufficiently empowered to enhance a higher performance and be more productive. This will also go a long way in reducing attrition rate.
2. The use of verbal praise and allowing workers' personal development should be given priority attention by management to enhance higher productivity.
3. Management should redesign tasks/jobs from time to time so as to enhance motivation, job satisfaction and commitment to reduce absenteeism and turnover.
4. Management, as a matter of urgency, should create flexible jobs/tasks by allowing workers to control their work hours as well as allowing a portion of

scheduled hours to be completed outside of their office so as to reduce boredom and work monotony.

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