



## INFLUENCE OF MOTIVATION AND DEMOGRAPHIC FACTORS ON THE PRODUCTIVITY OF LANGUAGE LECTURERS IN COLLEGES OF EDUCATION

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### Abstract

Job productivity in any organization is influenced by several factors. In light of this, a study was conducted to investigate the influence of motivation and demographic factors on the job productivity of language lecturers in South West, Nigeria. The study employed a descriptive survey research design, and the population comprised language lecturers in Colleges of Education in South West, Nigeria. The sample size consisted of one hundred and twenty (120) respondents with ten (10) lecturers selected randomly from twelve Colleges of Education (Private, State, and Federal) in southwest, Nigeria. Two research questions were raised and one research hypothesis was tested at a 0.05 level of significance. A researcher-developed research instrument titled 'Rating scale on the influence of demographic factors on job productivity among language lecturers in Southwest Colleges of Education' was employed for the study. The instrument was validated and its reliability was determined with a reliability coefficient of 0.89. Data were analyzed using simple percentages, mean, and Spearman ranking correlation. Findings from the study revealed that salary, wages, and demographic variables such as gender, experience, and education can enhance the productivity of language lecturers, and other lecturers in different disciplines. It was recommended that employers prioritize their lecturers' salaries and wages, and ensure that working environments and conditions are attractive and conducive in the Colleges of Education in Southwest Nigeria.

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**Keywords:** motivation, demographic factors, job productivity, lecturers, language.

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### Introduction

The planning and development of any nation's curriculum is purposely to actualize the goals and objectives of that nation's educational system. Teachers play a key role in implementing the curriculum. They are professionally trained and certified individuals who possess excellent knowledge impartation skills, to ensure that knowledge and values are effectively passed to the learners (Oyekan, 2000). In language teaching, the roles of teachers are multi-dimensional including moderator, evaluator, director, planner, instructor, and counselor Oyekan (2004). Furthermore, teachers' and students' interests are to create a positive and supportive learning environment in the classroom (Akingunsoye & Erinsakin, 2016). Students' ability to learn a language depends on several teachers' factors, such as their attitudes towards work, experience, level of education, commitment to job, motivation, and school climate among others.

The Teaching English to Speakers of Other Languages (TESOL) International Association (2017) states that language teaching goes beyond transferring knowledge; it is like a coach who assists students in understanding the task at hand, motivating them, building discipline, and teaching them how to pursue tasks independently. Teachers are guides and observers in language teaching and learning processes and their roles go beyond imparting knowledge. Teachers' roles are very important in the teaching and learning of language. However, there has been a bit of controversy, debate, and argument among policymakers, researchers, and educators about how to ensure the success of teaching language to learners



by the teachers. Oyekan (2004) has identified teachers' motivation as a key factor in this endeavor. According to some scholars, demographic factors such as status, qualification, personality, and experience can also partly determine the overall success of teachers' input in the teaching and learning of language.

Motivation is a term that can be interpreted in many ways. However, incentives and good working conditions are said to bring out the best in employees in an organization. This is particularly true for teachers, whose motivation depends on effective management at the school level (Chilingaryan, 2015). The level of motivation teachers receive determines their commitment, discipline, and responsibilities at work. Lamb (2016) opined that motivation is a vital component in language teaching and learning. According to Clulingaryan (2015), the second value of motivation in language teaching and learning is its ability to increase teachers' performance and interest. Akingunsoye & Erinsakin (2016) states that a well-motivated lecturer will always enjoy teaching in a language class. Teachers will strive to give their best if working conditions are favorable to them.

Behaviorists have explained motivation in terms of external stimuli and reinforcement while the physical environment of the teacher is of prime importance (Chilingaryam, 2015). The first reward for teachers' intrinsic motivation is satisfaction, followed by extrinsic rewards such as the teacher's institution and employment, satisfaction, and rewards. Together, these rewards make up the success of teachers' delivery of tasks. These rewards are part of the job situation and are externally mediated and can best be thought of as satisfying lower-order needs. The second type of reward is intrinsic to the individual and stems directly from the performance itself. These rewards are internally mediated since the individual rewards themselves. These rewards can be thought of as satisfying higher-order needs such as self-esteem and self-actualization. Nawab, Bhati, and Shafi as cited by Lamb (2016) further illustrated that these rewards involve such outcomes as feelings of accomplishment, feelings of achievement, and feelings of using and developing one's skills and abilities.

To satisfy lecturers' motivational needs, institutions should ensure that each lecturer is motivated by the work they perform, which sometimes involves challenging jobs. Institutions should satisfy lecturers' needs for economic security by paying them fairly, providing job security, offices, good treatment, a good work environment, rewarding their career, teamwork, and cooperation. Social needs, as indicated in Maslow's hierarchy of needs, cannot be left out at workplaces. When institutions satisfy the intrinsic, economic, and social needs of employees, they make lecturers motivated, interested in their job, satisfied, and perform well (Cong & Van, 2013). Robbins and Judge (2003) define job satisfaction as positive feelings about one's job, based on an evaluation of its characteristics. High job satisfaction indicates that a person has positive feelings about their job. The terms "employee attitudes" and "job satisfaction" are often used interchangeably since job satisfaction is a crucial area of study in organizational behavior. According to Mullins (2006), job satisfaction is an emotional response, an attitude, and a matter of perception. It results from an employee's appraisal of their experiences at work and involves likes, dislikes, extrinsic and intrinsic needs. It is both within and beyond an employee's control. Nawab, Bhati, and Shafi's (2011) study indicates that there is a positive correlation between employee compensation, job interest, and satisfaction. The study revealed that employees have greater job interest and satisfaction if they are well compensated. The study concludes that when organizations compensate their employees better, their interest and satisfaction with the job increases. Similarly, a study conducted by Abugre and Sarwar (2013) demonstrates that compensation induces positive job interest and satisfaction and stimulates employee loyalty to organizations. However, the study also found that employees were highly dissatisfied with their pay and workload.



Teachers' motivation is the key to the success of any school system. It is the level of commitment, drive, and energy that a worker brings to the job every day. A motivated teacher is enthusiastic, driven, and takes pride in their work, resulting in higher productivity levels, lower levels of absenteeism, lower staff turnover, a great reputation, and stronger recruitment. Jonas (2015) considers motivation to be an important aspect of any workplace because it leads to better performance in any organization.

Demographic factors such as age, gender, race, and education have also been identified as determinants of effective service delivery and job productivity in any organization. De Vaney and Chen (2003) show that demographic variables affect job satisfaction. Malik (2011) observes that age, rank, job qualifications, and years of experience are slightly related to overall job satisfaction. Job satisfaction is enhanced by the rank attained by workers. Furthermore, Oshagbemi (2003) believes that some workers' educational level correlates with their overall job satisfaction. In the same vein, Sabharwal and Corley cited by Jonas (2015) identify current working status (rank) as a significant factor in faculty job satisfaction. The term "rank" refers to an employee's job level or job seniority in a particular occupational classification (Oshagbemi, 2003).

Oshagbemi (1997) conducted a study to determine the effect of rank on the job satisfaction of UK academics. The study found that rank has a direct and significant positive impact on the job satisfaction of university teachers, while age and gender have no significant effect. Among the different academic ranks, lecturers were found to be the least satisfied, followed by senior lecturers, readers, and professors. However, Eyupoglu and Saner's (2009) study revealed that job satisfaction does not necessarily increase with academic rank. Only four aspects of the job, namely advancement, compensation, co-workers, and variety, were found to be statistically significant to academic rank. Overall, the studies indicate that there are low satisfaction levels among academics in Northern Cyprus. Near et al. (1978) examined the relationship between age, occupational level, and overall job satisfaction and found that rank and age were the most important predictors of job satisfaction.

Holden and Black (1996) also found clear differences in productivity and satisfaction among psychologists based on their academic rank, with full professors showing higher levels of productivity and satisfaction compared to associate and assistant professors. Furthermore, some studies have shown that marital status can affect faculty members' job satisfaction. Cetin (2006) notes that marriage can have a positive impact on the satisfaction and productivity of academic staff. Several studies have been conducted on the influence of motivation and demographic factors on employees' job commitment in organizations. However, most of these studies were based on self-reports without empirical validation. Specifically, not much has been done on the impact of motivation and demographic factors on job productivity among language lecturers in Colleges of Education in South West, Nigeria. This study was conducted to address this gap in the literature.

### **Statement of the Problem**

The search for the appropriate strategy to enhance organizational productivity through the motivation and demographic factors of employees remains a significant and ongoing issue in Nigeria today across all sectors. In the educational sector, particularly in the teaching and learning of language, teachers play a central position in the implementation of language curriculum. Effective teaching and learning are highly dependent on the performance of teachers, and learning can only be possible when teachers are performing well. However, despite various strategies put in place to improve the process of language

teaching and learning, such as establishing language labs and providing schools with language teaching aids, the teaching and learning of language has remained problematic in Nigerian schools.

While Several studies have explored factors that aid job satisfaction among workers, there has been no examination of the factors affecting language lecturers in Colleges of Education in South West Nigeria. Consequently, this study seeks to evaluate the impact of motivation and demographic factors on the productivity of language lecturers in Colleges of Education in South West Nigeria.

### Research Questions

1. What is the relationship between lecturers' satisfactory work environment and job interest?
2. What is the relationship between lecturers' ranks and their job satisfaction?

### Research Hypothesis

One research hypothesis was tested in this study.

**Hypothesis 1:** There is no significant relationship between language lecturers' status, ranks, and job commitment in Colleges of Education in South West, Nigeria.

### Methodology

A descriptive survey research design was adopted for this study. The study population comprised language lecturers in Colleges of Education in South West Nigeria. The sample size of the study consisted of one hundred and twenty (120) respondents who were selected through a simple random sampling technique. Two research questions were raised, and one research hypothesis was formulated to guide the research. A self-developed questionnaire titled "Rating Scale on Influence of Motivation and Demographic Factors of Productivity among lecturers of Colleges of Education in South West, Nigeria" was used to gather data. The questionnaire was tailored on a four-point Likert rating scale: strongly agree (SA), agreed (A), disagreed (D), and strongly disagreed (SD). The research instrument was validated by two experts in test and measurement, while its reliability was determined through the test-retest method at two-week intervals, obtaining a coefficient of 0.89. Simple percentages, and mean were used to analyze data generated on the research questions, while Spearman correlation coefficient analysis was used to analyze data generated on the research hypothesis.

### Results

**Research Question 1:** What is the relationship between lecturers' satisfactory work environment and job interest?

**Table 1:** *The Relationship between Lecturers' Satisfactory Work Environment and Job Interest*

S/N	ITEMS	SD (%)	D (%)	A (%)	SA (%)	MEAN	DECISION
1	I am always teaching my course when my salary is paid, timely by any employer.	9 (7.5)	4 (3.33)	5 (4.12)	102 (85)	3.66	Accepted
2	I do not teach when my salary is delayed by any employer	103 (85.8)	9 (7.5)	3 (2.5)	5 (4.2)	1.25	Rejected
3	My annual increment and timely promotion do motivate me to always put in my bust	8 (6.7)	2 (1.6)	11 (9.2)	99 (82.5)	3.67	Accepted
4	Failure to receive annual	89	12	9	10	1.5	Rejected

	increments and promotions when due discourages me from working well	(74.2)	(10)	(7.5)	(8.3)		
5	I can only work better in a conducive environment	6	9	10	95	3.61	Accepted
		(5)	(7.5)	(8.3)	(79.2)		
6	Working in a poor condition to commit to discharging my duties	92	14	8	6	1.4	Rejected
		(76.7)	(11.7)	(6.6)	(5)		
<b>Weighted Average</b>						<b>2.51</b>	

$\bar{x} > 2.50$

Table 1 shows the findings of research question one. It shows that the majority of the respondents agreed that they are always teaching their course when their salary is paid, timely by any employer (mean = 3.66), their annual increment and timely promotion do motivate them to always put in their best (mean = 3.67), they can only work better in a conducive environment (mean = 3.61). However, the majority of the respondents disagreed that they do not teach when their salary is delayed by any employer (mean = 1.25), failure to receive annual increments and promotions as at when due, do discourage them from working well (mean = 1.50), working in a poor condition to commit to discharging their duties (mean = 1.40). Meanwhile, based on the value of the weighted average (2.51 out of 4.00 maximum value that can be obtained), which falls within the decision value for positive, it can be inferred that there is a positive relationship between lecturers' satisfactory work environment and job interest.

**Research Question Two:** What is the relationship between lecturers' ranks and their job satisfaction?

**Table 2:** *The Relationship between Lecturers' Ranks and their Job Satisfaction*

S/N	ITEMS	SD	D	A	SA	MEAN	DECISION
1	My current rank as a lecturer encourages me to teach well.	1	1	3	115	3.93	Agreed
		(0.8)	(0.8)	(2.5)	(95.9)		
2	As my rank increases, I find myself fulfilled as a lecturer.	5	4	6	105	3.76	Agreed
		(4.2)	(3.3)	(5)	(87.5)		
3	My current rank motivates me to always put in my best.	7	5	9	99	3.67	Agreed
		(5.8)	(4.2)	(7.5)	(82.5)		
4	An increase in rank which also reflects a salary increment gives me joy to be a lecturer.	2	4	13	101	3.78	Agreed
		(1.7)	(3.3)	(10.8)	(84.2)		
<b>Weighted Average</b>						<b>3.79</b>	

$\bar{x} > 2.50$

Table 2 shows the findings of research question two. It reveals that the majority of the respondents agreed that their current rank as a lecturer encourages them to teach well (mean = 3.93), as their rank increases, they find themselves fulfilled as a lecturer (mean = 3.76), their current rank motivates them to always put in their best (mean = 3.67), increase in rank which also reflects in increment in salary gives them joy to be a lecturer (mean = 3.78). Meanwhile, based on the value of the weighted average (3.79 out of 4.00 maximum value that can be obtained), which falls within the decision value for positive, it can be inferred that there is a positive relationship between lecturers' ranks and their job satisfaction.

**Hypothesis 1:** There is no significant relationship between language lecturers’ status, ranks, and job commitment in Colleges of Education in South West, Nigeria.

**Table 3:** *The Relationship between Language Lecturers’ Status, Ranks, and Job Commitment in Colleges of Education in Southwest, Nigeria*

S/N	COLLEGES OF EDUCATION IN SOUTH WEST, NIGERIA	LECTURERS’ RANK/STATUS	RX	JOB COMMITMENT	RY	D=R1 – RY	D <sup>2</sup>
1	Adeyemi College of Education, Ondo	19	1	20	1	0	0
2	Federal College of Education Abeokuta	17	3	15	2	1	1
3	Federal College of Education (Special), Oyo, Oyo State.	16	4	14	3	1	1
4	Ekiti State College of Education Ekiti, Ekiti State	18	2	13	4	-2	4
5	Tai Solarin College of Education, Ogun State	10	6	9	7	-1	1
6	Osun State College of Education, Ila-Orangun, Osun State	8	7	12	5	2	4
7	Federal College of Education, Akoka, Lagos	7	8	5	10	-2	4
8	Adeniran Ogunsanya College of Education, Ogun State	5	10	6	9	1	1
10	Osun State College of Education. Ilesha, Osun State.	3	12	10	6	6	36
11	Assanusiya College of Education, Odeomu, Osun State.	12	5	8	8	-3	6
12	Emmanuel Alayande College of Educ. Oyo, Oyo State	6	9	2	11	-2	4

$\sum D^2 = 63$

VARIABLES	N	DF	D2	P-Cal.	P-Critical	Decision
X	120	10	63	0.96	0.648	Sig.
Y	120					

X = Significant at 0.05 alpha level

Since p-calculated is greater than p-critical, the hypothesis is rejected. This implies that there is a significant relationship between language lecturers’ rank or status and their job satisfaction in College, South West, Nigeria.



## Discussion

The findings of the research show that there is a positive correlation between the wages and working environment of language lecturers and their interest in teaching. This is supported by the research of Chilingaryan (2015) who suggested that extrinsic motivation factors such as the physical environment of the workplace can contribute to teachers' job performance. Jonas (2015) also supports this idea by stating that better workplace conditions can lead to better employee performance in any organization.

The research also indicates that there is a positive relationship between the rank of language lecturers and their job satisfaction. Lecturers are encouraged to perform well and give their best when they are satisfied with their current rank. As their rank increases, they feel more fulfilled and happier in their roles. This finding is in line with Sabharwal and Corley's (2009) research, which found that the rank of lecturers is a significant factor in their job satisfaction. Malik (2011) also suggests that demographic variables such as rank are related to overall job satisfaction.

Furthermore, the research hypothesis indicates that there is a positive and significant relationship between the rank and status of language lecturers and their job satisfaction in Colleges of Education in South West Nigeria. This reinforces the idea that workplace conditions are a significant factor in determining faculty job satisfaction, as suggested by Sabharwal and Covey (2009). Oyekan (2000) also notes that employee productivity and good performance can only be guaranteed when employers provide all the necessary benefits to their employees.

## Conclusion

Based on the findings of the study conclusion was made that motivation like, wages, salaries, and working conditions, coupled with demographic factors, such as; age, sex, education, experience, and so on could positively influence language Lecturers' job productivity in Colleges of Education in South West, Nigeria.

## Recommendations

The following recommendations were made based on the conclusions of the study:

1. Employers of workers in Colleges of Education in Nigeria should prioritize workers' salaries and wages to increase their productivity.
2. The management of these colleges should allot funds to create attractive and conducive working conditions for language lecturers and other disciplines.
3. Apart from salaries and working conditions, providers of teacher education programmes should support the human resources within the system to undertake training and re-training programmes so they are well informed about the latest innovations in this fast-changing world. This can be achieved by allowing and sponsoring them to attend conferences, workshops, and seminars regularly.
4. Employers of workers in Colleges of Education in Nigeria should ensure that lecturers are promoted as and when due. This will motivate them towards their job and enhance their productivity.
5. A performance award pay system should also be introduced into the system for lecturers whose students perform exceptionally well.



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