



## Motivation as Correlate of Job Performance Among Lecturers' in Public Tertiary Institutions in Gombe State

Sani Yakubu Gombe<sup>1</sup>, Sani Ahmed Yauta<sup>1</sup>, Yusuf Mohammed Abdullahi<sup>2</sup>

<sup>1</sup>Department of Educational Foundations, School of Education, Federal College of Education (Tech.), Gombe, Gombe State

<sup>2</sup>Department of Basic Clinical Studies, Faculty of Medicine Gombe State University, Gombe

\*Corresponding Author: Gombe S. Y

E-mail: [sanigombe925@gmail.com](mailto:sanigombe925@gmail.com)

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### Abstract

This paper has explored motivation as a job performance correlate of lecturers at the Gombe State public tertiary institutions. The research was aimed in four hypotheses which took the style of correlational research. This population comprised 2,561 lecturers out of which a sample population of 366 were selected by use of a proportionate sampling method. Two adaptations of the data collection tools were used, including the teacher motivation scale by Namutebi (2019) and a job performance questionnaire. The instruments were made to be reliable with Cronbach Alpha of 0.882 and 0.886, and the content validity was determined by use of three experts. The drop-and-pick strategy was used to administer questionnaires. The methods of data analysis included inferential statistics, and relationships were analyzed by Pearson Product Moment Correlation (PPMC), group difference was analyzed by independent sample t-tests, and one-way ANOVA was used to test the differences among groups. The results showed that there was a positive correlation of high strength between the motivation and job performance among lecturers. The difference in job performance between genders was not significantly different. The research concludes that motivation is crucial to the performance of lecturers in the Gombe State tertiary institutions of learning which are state-owned. It suggests enhancing intrinsic motivation through the development of actual interest in work and developing mentor-mentee relationships to make professional growth.

## INTRODUCTION

Job performance is one of the fundamental attributes of organizational growth and development and success. Job performance can be described as the overall organizational expectancy of the individual behavioral episode discrete actions that an individual performs at an average period of time (Gol and Royaei, 2013). Employee performance is one of the factors that determine whether an organization will achieve its desired goals or increase its levels of attaining its goals. Tertiary institutions are

institutions that solely depend on job performance of their staffs though the staffs are of various classes. The aggregates of such types of employees however post the key performance indicators (KPI), and their measurements furnish the overall of level of performance or how the category works in concert to provide a yardstick of measurement and assessment (Han, Yin, and Wan, 2016). One of the most significant groups of employees in the public tertiary institutions is the lecturers. Some of the functions of lecturers include conducting research with the aim of solving an existing problem or utilizing the opportunities in the society; training students who will ultimately manage the affairs of various sectors of the economy which include court, schools, hospitals, banks, politics, engineering, etc. They also work as resource persons whereby they are consulted by companies and governments as well as individuals. The lecturers have community service and a myriad of activities. Many factors both positively and negatively influence the task or set routine schedules of lecturers in the public tertiary institutions. Nevertheless, even with all the efforts of lecturers some factors influence their performance at work place. Some of the most significant factors, in the case of the Nigerian setting, are large classrooms, salary, status, unfavorable work conditions, stress, workload, increased hours of work, and the population of students (Awodiji, Oluwalola, Ogbudinkpa, and Awotunde, 2020). Moreover, poor leadership, greed, unhealthy competition, low interest in job, poor orientation, command of the subject matter and rapport with fellow workers, incentives and high expectations are other factors which influence job performance among lecturers in public tertiary institutions (Periyasamy, 2020).

Contextually, employment performance of lecturers in public tertiary institutions in the Gombe state is disintegrating as a result of numerous factors such as the working environment, high stress, reward, job satisfaction, resource mismanagement, low entrepreneurial skills, poor facilities and remuneration poor motivation, low self control and loss of values. Other researchers believed that lecturers job performance in the public tertiary institutions is influenced by work motivation, relational and structural capital, job satisfaction, employee engagement, low morale and institutions culture, training and development, goals and expectations, teamwork and shifting priorities (Periyasamy, 2020; Hermanto, Widyasut and Lusy, 2019). In addition, the quality of the tertiary institutions in the eyes of the populace largely depends on lecturers and their performances that may easily be identified through the level of employability of their graduates, the quality of the research published and the amount of problems addressed to the community. Nevertheless, the performance of lecturers is most commonly evaluated through three simplistic elements that are the main tasks of a lecturer namely: teaching, research, and community service (Amin, 2022). All these are the key roles of the lecturer in the public tertiary institutions which cannot be effectively achieved unless the management, governing councils, and other stakeholders ensure that their motivation levels and their levels of self-regulation is maintained or at least at moderate levels (Monogbe & Monogbe, 2019).

Nonetheless, motivation is just one of the fundamental means of retaining lecturers who are all-important resources within our public tertiary institutions and still use their knowledge and talents towards the good of the society in the short, medium, and long term (Corneliben, 2006). By definition, motivation has been considered as energy or drive that forces people to do something (Han, Yin, and Wang, 2016). Nevertheless, in correlating motivation with lecturers at publicly based tertiary institutions, Sinclair and Johnson (2008) assume that motivation can be addressed as a factor of attraction, retention and concentration as a factor that is determinant of what draws people to the lecturing profession, how much they stay longer in their first courses as teacher trainee, and ultimately the profession of lecturing. Lecturers need high level motivation mechanism that can establish a conducive environment

where they can always deliver their best in all the three major elements of their core job. Public tertiary institutions are motivated lecturers who have abilities and capabilities to develop in build mechanisms that can govern them.

The gender could affect the job performance of lecturers in the public tertiary institutions in one way or another, which impacts their experiences, opportunities, and perceptions in the academic environment. Moreover, gender has a dramatic impact on job performance of lecturers in public tertiary institutions based on the structural, social, and cultural factors. These influences need to be understood so as to favor equity and provision of conducive surroundings where all lecturers (non-depending on gender) can perform optimally. Tertiary institutions in Gombe state, being public and capable of serving as an important player, can contribute significantly by adopting policies that will help tackle the issues of gender biases and provide equal opportunity to develop professionally and receive prioritization. With these gaps identified, this paper concluded motivation as a job performance correlate among lecturers of publicly tertiary institutions within the Gombe state.

### **Research Objectives**

The research aimed at attaining the following objectives:

To establish a correlation between motivation and job performance in lecturers working in the public tertiary institutions in Gombe state.

To establish relative contribution of the motivation in predicting job performance among lecturers in the public tertiary institutions in Gombe state.

To establish the gender variation in job performance among public tertiary institutions lecturers in Gombe state.

The aim was to identify the difference in job performance of lecturers in various public tertiary institutions Gombe state.

### **Research Hypotheses**

The null hypotheses that were formulated and tested in the study are as follows:

Ho1: Motivation is not significantly related to job performance amongst lecturers in tertiary institutions in Gombe state that is state owned.

Ho2: Motivation does not play significant role as contributors of job performance among lecturers in the public tertiary institutions in Gombe state.

Ho3: The level of gender difference in job performance between lecturers in the public tertiary institutions in Gombe state is not significant.

Ho4: No significant difference is found between job performance of lecturers in various public tertiary institutions in Gombe state.

### **Literature review and Theoretical Framework**

#### **Concept of Job Performance and Lecturer's job performance**

Job performance is broadly covered and connoted, but the scholars defined it depending on their experience, field of expertise, and differently and at various times. Job performance, in a general view and literally, means how the employees carry out their jobs. However, in the broader context, the job performance is simply a behavior and distinctly different to job results that pertain to success and productivity (As'ad, 2018). A successful role attainment is job performance, which is gained by an individual through his action (As'ad 2018). The capability of an organization to manage and control its resources has a strong influence on job performance (Fatihudin, Jusni, and Mochklas, 2018). Based on the above explanation, one can make a conclusion that performance is the outcome that is attained by an individual

depending on the size that is applicable in the work under consideration. Victor and Babatunde (2014) and Subarto, Solihin, and Qurbani (2021) lecturers performed their work adequately, which is the extent to which the members of the academic staff do their daily work, which can be lectures, research, and community service planning. In a similar manner, Alfagira, bin Zumrah, bin Mond Noor, and bin Ab (2017) have applied the same description, although they correlate job performance with motivation and mention lecture planning as the primary values when describing primary assignments. In addition, job performance of lecturers encompass lecturing the students in accordance with the time schedule on the timetable, and assessment of the students through issuing and marking the coursework, prescribing tests and exams, invigilating and marking the tests and exams and their submission results/marks to be assessed, graded, and accredited (Igbojekwe, Ugo-Okoro, and Agbonye, 2015).

In addition, job performance by lecturers in government tertiary institutions additionally implies the research and publication in reputable academic journals, or utilization of the findings in writing textbooks, textbook chapters and media articles and documentaries (Kakulu, 2016). The role of lecturers in the public tertiary institutions is also the involvement of lecturers in community service by undertaking such activities as public scholarship, participatory research, community partnership, public information networks, and civil literacy scholarship (Ddungu, 2018a). Moreover, the role of lecturer also includes overseeing research students by providing them with sufficient time to assist them in their research proposals, projects and dissertations (Ddungu, 2017; McCarthy, 2015). The job also entails work-related aspects projected of a lecturer and the performance of the work aspects. Therefore, the performance of the lecturers can be assessed based on the following: teaching, research and publication and community services (Namutebi, 2019). It is the interest of public tertiary institutions to the job performance of lecturers due to the value placed on high productivity in the workplace and the forward-thinking prognosis of handling the affairs once products of the system are utilized. Despite the fact that, as it is implied in definitions of performance, the suggested definitions are based on behaviors instead of results (As'ad, 2018), in lecturing job, the entirety must be quantified along the continuum. Given that, performance, is defined as the behaviors that lecturer pursue and manifested in the process of discharging primary assignment that can be perceived, which requires application of both formative and summative evaluation methods.

### **Concept of Motivation**

Among the most researched issues in the field of psychology and education, motivation is included. Motivation by its nature has mostly been regarded as energy or impetus that causes people to do something (Han, Yin, and Wang 2016). Nonetheless, due to the complexity of motivation, the perception of motivation appears not to have a certain agreement (Atikah and Qomariah, 2020). Hence, the selection of focus of study by the researchers was quite selective, as they implemented various theories of motivation. The motivational factor of lecturers in the public tertiary institutions also contributes significantly to the excellence of teaching and learning in institutions. In general, inspired teachers have a more high chance to inspire pupils to study both inside and outside school, in order to guarantee the development of learning changes and sense of satisfaction and accomplishments. Generally speaking, motivation was considered to be the process that triggers, directs and sustains goal-oriented behaviors (Verywell Mind.com, 2021).

The factual aspects of why someone behaves in a way and a manner are literally referred to as motivation that may be biological, emotional, social and even cognitive forces that trigger a behavior. Moreover, motivation may be any internal or external

impulse that is the cause because a person is having the desire of doing something. It is also a disposition to act particularly in a behavior ( Dictionary.com, 2021) as in the case of teacher motivation Sinclair and Johnson (2008) defined it in terms of attraction, retention and concentration that is, something that makes people attracted to teaching, stay in their initial teacher education courses and then in the teaching profession and also how much they engage with their courses and the teaching profession.

### **Lecturers Motivation in Relation to Job Performance**

Motivation is a concept that explains the forces that are present in employees (lecturers) that stimulate and guide the behavior (Budiningsih, & Wardoyo, 2021). Individuals with high working motivation in undertaking their work, possess the following attributes, including, being responsible, risk takers, realistic goal setters, possess work plans and strive to achieve the work plans that have been programmed. Two of the indicators of high working motivation of a lecturer are perseverance and patience. The teaching and learning in tertiary institution is based on the motivation of lecturers. Despite the fact that, a number of lecturers are not very motivated (Ogunyemi and Ayodele, 2014) however, in some instances, what is thought to be a motivational activity is not motivating, instead, it is viewed as an obligation on the part of the lecturer to be met. This as far as the introduction of the IPPIS, which was reported to be in the best interest of the lecturers by the government, and the payment system will address all delays in payment as well as all entitlement will be paid without numerous delays.

In comparison, lecturers in different countries, school settings, and subject disciplines have been found to have more emotional symptoms, in others with high levels of job dissatisfaction, stress and burnout that adversely affect motivation and impact their job performance in a university (Amin, 2022). This implies that, lecturers with high motivational levels are likely to see the level of motivation of their students as being low and it influences the teaching and learning process. The remuneration systems must be constituted in academic organizations like the public tertiary institutions to both include the financial and the non-financial parts of motivation. This would make sure that performance of various lecturers require, therefore, raising the levels of their commitment and dedication. Some of the factors in non-financial remuneration system are recognition, promotion, increased responsibilities, and personal growth. The purpose of these endeavors is to inspire the lecturers by fulfilling their noble needs and achieve institutional objectives. A lecturer will thus tend to behave in a manner that could maximize his aptitudes in order to contribute towards the solution of both personal problems, and societal issues. Likewise, a positive attitude of lecturers towards teaching and a higher aspiration level can predetermine his/her positive perception of the environments.

Moreover, growing motivation, productivity and engagement are central to the institutional success because of the high-level competition and other factors of survival today. The establishment of the motivation tactics plays a significant part in encouraging the labor force to produce the high performance, discretionary effort/ contribution. On the same note, Ayodele, and Keli (2010) propose a hypothesis that work motivation is actually impacting job performance by lecturers. It was not possible to have high productivity and high performance of most institutions without lecturers support, commitment, dedication and contribution.

### **Job Performance Theory (Campbell, 1990)**

Various theories were used to explain performance of employees in a general organizational operation. A well-known theory and consider quite applicable in this study is the Performance Theory of Campbell (1990) which describes performance in general terms of job as the behaviors or actions which are relevant to the

organizational goals and which can be measured by the level of contribution to the organizational goals. The theory also observed that, these behaviors could be differentiated with effectiveness which is the effect of behaviors of outcomes. The theory propose measurement model which talks about compensatory relationship between latent attitude of a person and cost that accompany a particular behavior. Relative to the job performance of lecturers at the public tertiary institutions that is the focus of this research, the theory imply that the behaviors and actions of lecturers in the departments of teaching, research and community service areas should be pertinent to the specific goals in department, faculty/school and overall institutions.

The theory also elaborated job performance as a factor of three primary determinants of individual differences among employees (lecturers) according to declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge is the knowledge of what a task entails; this is the knowledge of principles, facts and concepts on certain subject matter. As long as declarative knowledge knows what to do, procedural knowledge and skill knows how to do it. As an example, procedural knowledge and skill comprise cognitive skill, perceptual skill, interpersonal skill etc. The third performance determinant according to the theory is motivation which is defined as a compound effect of three decisions; decision to incur effort, decision of the degree of effort to incur, and decision to continue incurring the same degree of effort. The theory also highlights on the introspection of the direction, intensity, and persistence of employee (lecturer) volitional behaviors. This means that the lecturers in government tertiary institutions will be expected to perform better when their three primary determinants are followed as their decisions or what is provided to them by their employers. Of three factors, Namutebi (2019) and Gocke (2010) assume that motivation is the most critical. They also argued that in the existence of procedural knowledge and skills, the absence of both intrinsic and extrinsic motivation will mean nothing as far as job performance is concerned in teaching, research and community service as shown in Figure 2.

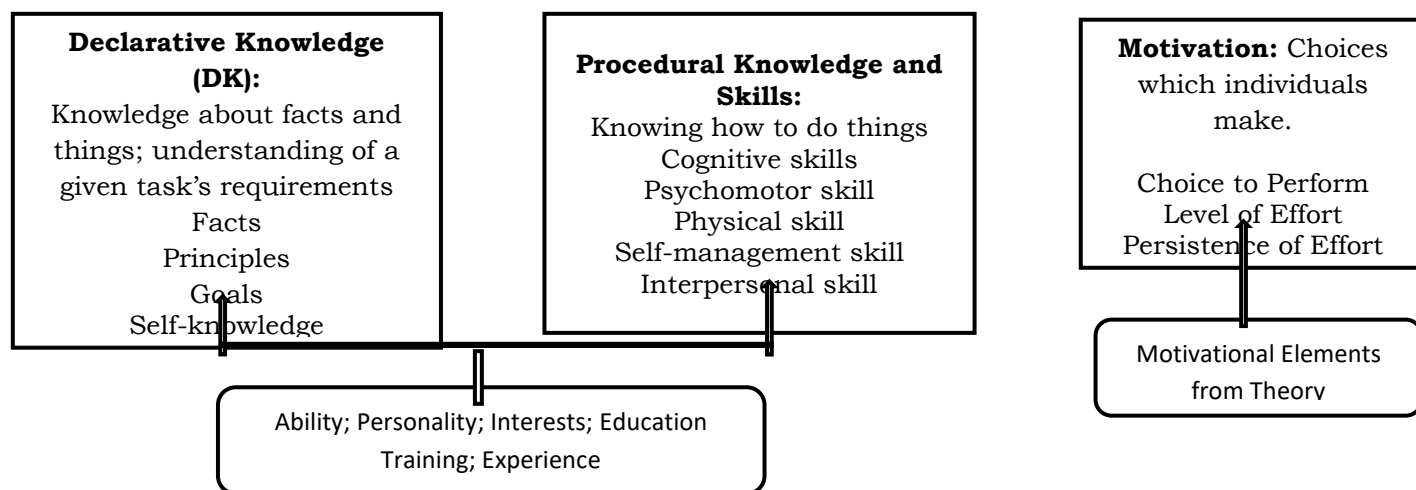


Figure 1. Campbell's Determinants of Job Performance (Campbell, McCloy, Oppler, & Sager, 1993)

In reference to the current study, the theory proposed by Campbell focused on the necessity of collective implementation of the three determinants of job performance at higher level. This also means that when employee (lecturers) can control their emotions and behaviors during the execution of the task, they can afford in-built contentment, passion in the job and will be comfortable to endure the hardship or risks of the job and perform their task at a higher level. In addition, whatever is offered by employers to motivate them extrinsically, may also contribute to grow more

confidence in the system to create the passion of offering more than what they are supposed to give.

## METHODS

The study followed a correlational research design in order to establish the relationship between job performance and motivation of lecturers. The target population was 2,561 lecturers in 10 public tertiary institutions in 10 different local government areas in Gombe State. Out of this population a sample of 366 lecturers was acquired through a proportionate sampling method with the help of a sampling frame in order to provide an equal representation of the whole institutions.

The study employed two standardized measures in data collection, including the Lecturers Job performance Scale that Namutebi (2019) had developed and Assessment of teacher motivation Questionnaire (ATMQ) that had been developed by Gocke (2010). One of the methods used to build the content validity was to have three experts working in the field to review the instruments and their feedback was also included in the final version of the instruments. The test reliability of the combined questionnaire was confirmed by pilot study with a Cronbach alpha coefficient of 0.891 that represents a high degree of internal consistency.

The questionnaire was administered using a drop-and-pick process that facilitated the highest possible participation rate among participants and also reduced the data loss. The data collected were analyzed with the help of the proper inferential statistic methods. Precisely, Pearson Product-Moment Correlation (PPMC) was used to test hypothesis one and two, and independent samples t-test was likewise used to test hypothesis three. Lastly, a one-way Analysis of Variance (ANOVA) was done to test hypothesis four. The choice of these statistical techniques was appropriate to respond to the research questions and hypotheses, and the analysis would be rigorous and appropriate to the goals of the study.

## RESULTS AND DISCUSSION

Research Hypothesis 1 ( $H_{01}$ ): There is no significant relationship between motivation and job performance among lecturers in public tertiary institutions in Gombe state.

Table 1. Relationship between motivation and job performance among lecturers in public tertiary institutions in Gombe State.

		Lecturers Job Performance	Lecturers Motivation
Lecturers Job Performance	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
Lecturers Motivation	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	366	366

\*\* . Correlation is significant at the 0.05 level (2-tailed)

The inferential statistics (PPMC) as conducted in table 1 was done to give a test on hypothesis one on the relationship between motivations and job performance of lecturers in public tertiary institutions in Gombe state. Preparatory tests were conducted to confirm that no test of normality and linearity is violated. The null hypothesis was tested with alpha value of .05, the outcome of the correlation process indicates that, there is great strong relationship between job performance and motivation among lecturers in public tertiary institutions in Gombe state with coefficients  $r = .816$ ,  $p = .000$ . The outcome indicates that a relationship exists

between job performance and motivation of lecturers hence, the null hypothesis is not accepted.

The current results aligned with the previous results of Sitorus, Putri, Hidayat, and Rostina (2021) who concluded that there was strong and significant relationship between motivation and job performance among lecturers working in tertiary institutions. In the same manner, Budiningsih and Wardoyo (2021) and Adoko, and Iyamu (2018) also established a strong correlation between motivation and job performance of lecturers. But Naseer (2020) ranked motivation as an influencing factor of job performance of lecturers but led to the conclusion that, motivation is merely a supplement, and exhibits strong or significant correlation with job performance, only when individual lecturers are passionate about the job, competent in the task, and contented. As compared to the current study, job performance by lecturers in public tertiary institutions within Gombe state is directly connected to the extent to which the lecturers are motivated. This study has produced insights that the motivation dimensions or types (intrinsic and extrinsic) show considerable relationship with accomplishment of tasks by the lecturers in the public tertiary institutions in Gombe state. The result of this motivation research could not be indifferent to how the employers at the Federal and State level motivate lecturers to teach, conduct research and community service as human beings, the lecturers and the task they undertake (teaching, research and community service) require greater motivation drive to allow them to perform optimally.

Hypothesis 2 (Ho2): Motivation is not the significant predictors of job performance in lecturers in the public tertiary institutions in Gombe state.

Table 2. Contribution of motivation on job performance among lecturers in Public Tertiary Institutions in Gombe State.

	<b>Model</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>
1	(Constant)	-2.851	3.299		-.864	.388
	Lecturers Motivation	.495	.028	.547	24.973	.000

a. Dependent Variable: Lecturers Job Performance

Table 2 indicates regression analysis carried out to test hypothesis 3 on the motivation prediction on job performance among lecturers in Gombe state public tertiary institutions at 0.05. The regression results indicate that, motivation is a predictor of job performance in lecturers in Gombe state public tertiary institutions. As shown in Table 2, a full correlation coefficient as suggested by the Beta values contribute remarkably to the variability of lecturers in job performance of Gombe state public tertiary institution. The unstandardized coefficient of regression of the predictor combined with the relative value as in Table 4 revealed motivation ( $=.547$ ;  $t = 24.937$ ;  $p = .000$ ) which means significant at .005 level. Therefore, null hypothesis is rejected.

The findings of this study believe that motivation is one of the predictors and it has an effect on the job performance of lecturers in public tertiary institutions. This may be as a result of the high and good association between the two variables (job performance and motivation). It may also be attributed to fewer researches in behavioural psychology that involve use of motivation (intrinsic and extrinsic) as a combination on job performance. Most of the literature available utilized motivation as a unit of job performance. Nonetheless, the results of the current study corroborated some of the previous arguments and disproved some. Contextually, the current study supported the previous results of the research by Hermanto, Widyastut, and Lusy (2019) that claimed motivation is a variable influencing performance lecturer in tertiary institutions. Even though, the results of this research is particular on the positive feature of the factors, yet there is the chance

that the factor may have a negative influence on job performance based on the data, scope and research participants. Likewise, Periyasamy, (2020), Averill and Major (2020) identified motivation as a determinants and key performance indicators among lecturers working in both the public and the private tertiary institutions. In addition, the research by Fithriani (2020), Atikah and Qomariah (2020), Meilani, Bernarto, and Berlianto, (2020) and Fithiriani (2020) in other studies and period established that motivation has a positive influence on job performance of lecturers. Secondly, the present results have supported the previous results found in Rahamawati (2016), Nazah, Chaniago, Martin, and Hou (2021), and Kelvin, (2016) in demonstrating that motivation has a positive and significant effect on the performance of teachers.

Research Hypothesis 3 (Ho3): The gender difference in job performance between the lecturers in the public tertiary institutions in Gombe state is non-significant.

Table 3. Gender difference in job performance among lecturers in public tertiary institutions in Gombe State.

Variable	X	Sd	N	Df	T	P
Male	278.71	37.71	256	364	-1.69	0.866
Female	279.46	41.34	110			

\*\*two-tailed; x, group mean; sd, standard deviation; n, sample size; df, degree of freedom

Table 3 indicates the independent t-test conducted to determine the significant difference in genders in job performance among lecturers at Gombe state in the public tertiary institutions. An independent sample t-test was conducted between gender and scores on lecturers job performance to establish whether there is a significant variation in job performance between the male and female among lecturers in the public tertiary institutions in Gombe state. The difference in the job performance between the males and females was not significant, or in other words, the results were not significant ( $t = -1.69$ ;  $df = 364$ ;  $p = 0.866$ ). Thus, this null hypothesis is not rejected by the researcher.

Some of the findings on the disparity between lecturers job performance and gender have been conflicting. There is little literature that has reported on the effect of gender difference on job performance among lecturers in public tertiary institutions. The present findings have corroborated the previous findings by Ming, Suparti and Daliman (2021), Ddungu (2018b) who found out that there is no significant difference in job performance between both genders among employees in tertiary institutions in the country, including lecturers. Besides, Nwosu (2017) identified gender as one of the influences on job performance among lecturers though has not determined any disparity in performance between males and females. Onosaye (2017) had a similar finding of higher job performance by men than women, but they concluded that, it is due to the duty schedules and longer vacation women undertakes during maternity leave that take up longer time in their absence during the period when they are off work. Both men and women are performing with the moderate and high level of expectation in Gombe state public tertiary institutions. One of the factors that may have led to this thought is connected to motivation and self-regulation of all the sexes.

Though it is conflicting to the findings of this study which reveal that there is considerable gender disparity among lecturers in Indonesian private universities as opposed to the findings of Winarno and Hermana (2019) who revealed that there is a significant gender difference among lecturers in the Indonesian private universities, the discrepancy could not go without ties to the location, scope and participants. The other reason may be the type of employment between men and women in that

country even the culture. Nevertheless, some countries experience gender variation in task or work engagement despite working in one location, which may be another factor that contributed to gender contrast in job performance among the lecturers in the Indonesian private universities. Contextually, state tertiary institutions in Gombe public share identical mode of employment when it comes to entry, duty schedule, promotion, motivation plans and management of the job in general. In conclusion, the study results have provided an empirical data on the correlation between motivations, the self-regulation and the job performance of lecturers in the tertiary institutions of the public. These results do not differ significantly with the theoretical assumptions of Campbell (1990) regarding factors, determinants, and indicators of job performance among employees in any organization. The results have been in support of the Campbell theory that theorizes that a job to be played must possess a combination of the declarative knowledge, procedural knowledge and motivation.

Research Hypothesis (Ho4): Job performance among lecturers working with different public tertiary institutions located in the Gombe state is not significantly different.

Table 4. Institutional difference in job performance among lecturers in public tertiary institutions in Gombe State.

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	.831	3	.277	.532	.661
Within Groups	188.585	362	.521		
Total	189.416	365			

This was a study that compared the job performance difference between lecturers in various institutions in Gombe state which is a public tertiary institution. The research gave 366 the sample of the lecturers who were spread between the University 160; COE 91; Polytechnic 35 and Monotechnic 80. Mean and Standard Deviations scores were University (M = 7.08; SD =.702); COEs (M = 7.09) Polytechnic (M = 7.23; .759) and Monotechnic (M = 7.11;.835). It was a one-way ANOVA comparing the means of the four groups of lecturers in public tertiary institutions in Gombe state (Universities, Colleges of Education, Polytechnics and Monotechniques). The findings suggest that the job performance of the four groups did not differ statistically ( $F(3,362) = (.532)$ ,  $p = .661$ ) as depicted by Table 4. This research result has been consistent with the previous results by Namutebi (2019) who lacked any significant difference between job performance of lecturers in universities and polytechnics in Uganda. Likewise, Naseer (2020) showed no considerable difference in lecturers of higher institutions.

Similarly, Budiningsih and Wardoyo (2021) did not find a significant correlation in the performance of tasks among lecturers in institutions of higher learning. Contextually, the findings could not be out of touch with the requirements of the institutions and plotted of tasks. It is the same with the main task (teaching, research and community service) of all lecturers in tertiary institutions. There however are lecturers who have more loads than others because of population, credit units and nature of the course. Nonetheless, Onosaye (2017) and Nwosu (2017) have reported a great disparity between male and female lecturers in job performance at the government tertiary institutions. This is not sufficient to make the conclusion that the difference are also present in all tertiary institutions. Essentially, varying job performance across lecturers of various institutions may occur but that will be dependent on the kind of institution, mandate, load, population and location.

## CONCLUSION

Based on the findings from this study, the researcher concludes that job performance among lecturers in public tertiary institutions in Gombe state is largely dependent

on their motivation and self-regulation. Additionally, lecturers in public tertiary institutions in Gombe state are performing their job of The study further concludes that quite a number of researches have investigated job performance, but the studies unintentionally neglected motivation and self-regulation as major players among lecturers in public tertiary institutions.

## Recommendations

The following recommendations were proffered: 1) Lecturers in public tertiary institutions' in Gombe state should adopt self-development mechanisms, such as in house capacity building in teaching, research and community services that does not require much financial resources; 2) Public tertiary institutions management should adopt entrepreneurial leadership style to help them generate more IGR that will facilitate extrinsic motivation of the lecturers; 3) Lecturers in public tertiary institutions in Gombe state should increase their level of intrinsic motivation through developing passion for their job and adopt mentor-mentee relationship to enable them learn from more experienced staff; 4) Government as owners of the tertiary institutions should as a matter of urgency increase funding of the institutions and also put a mechanism that ensure judicious utilization of the funds.

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