An assessment of lecturer’s motivation and commitment in the Nigerian public universities

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Abstract
This study assesses the motivation and commitment levels of lecturers in Nigerian public universities. Motivation and commitment are crucial factors that contribute to lecturers' performance, job satisfaction, and overall effectiveness in their roles. The study explores both external and internal factors that influence lecturers' motivation and commitment. The findings highlight the significance of external factors such as satisfactory salary, promotion opportunities, job security, and recognition in motivating lecturers. Adequate compensation packages, including competitive salaries and additional benefits, are instrumental in attracting and retaining highly qualified lecturers. Promotion opportunities provide a sense of career progression and growth, while job security fosters stability and job satisfaction. Recognition and appreciation through incentives and gratuities positively impact lecturers' motivation and commitment. Internal factors, such as intrinsic job satisfaction, personal fulfillment, and a sense of purpose, also contribute to lecturers' motivation and commitment. Lecturers who find meaning and fulfillment in their profession are more likely to exhibit higher levels of commitment and job satisfaction. Opportunities for personal and professional growth, supportive work environments, positive interpersonal relationships, and a sense of achievement play crucial roles in their internal motivation. To enhance lecturers' motivation and commitment, university administrators should focus on improving compensation packages, providing avenues for career advancement, creating conducive work environments, and investing in professional development programs. By addressing these factors, universities can create an environment where lecturers feel valued, supported, and motivated to excel in their roles. The study concludes that the success of Nigerian public universities heavily relies on the dedication and expertise of their lecturers. By understanding and addressing the factors that influence lecturers' motivation and commitment, institutions can foster an environment that promotes excellence in teaching, research, and overall academic performance.

DOI: https://doi.org/10.54660/IJMRGE.2023.4.4.258-265

Keywords: Motivation, Commitment, Lecturers, Universities, education

1. Introduction
Motivation and commitment are crucial factors that contribute to the success and effectiveness of lecturers in higher education institutions. In the context of Nigerian public universities, where quality education and academic excellence are paramount, understanding the factors that drive lecturers' motivation and commitment becomes essential. This assessment aims to explore the various dimensions of motivation and commitment among lecturers in Nigerian public universities and shed light on the factors that influence their engagement and dedication. Lecturers play a pivotal role in shaping the future of students and advancing knowledge through research and academic pursuits. Their motivation and commitment are vital for creating a vibrant learning environment, promoting academic excellence, and producing well-rounded graduates. However, the academic landscape is not without its challenges, and lecturers often face numerous pressures, including heavy workloads, limited resources, and administrative demands. Thus, it becomes imperative to examine the factors that impact their motivation and commitment.
Motivation in the context of lecturers refers to the internal and external forces that drive their enthusiasm, dedication, and desire to excel in their teaching and research endeavors. External sources of motivation may include salary, promotions, job security, recognition, and benefits, while internal sources may stem from personal fulfillment, intrinsic job satisfaction, and a sense of purpose. Both external and internal factors can significantly influence lecturers' commitment to their roles, job satisfaction, and overall effectiveness. Understanding the motivational and commitment levels of lecturers in Nigerian public universities is essential for various stakeholders. University administrators can gain valuable insights into the factors that enhance or hinder lecturers' motivation and commitment. Armed with this knowledge, they can devise strategies and policies to create a supportive and inspiring work environment that fosters lecturers' engagement and job satisfaction.

Additionally, students and the wider university community benefit from highly motivated and committed lecturers. Students are more likely to thrive in an environment where lecturers are enthusiastic, dedicated, and passionate about their subjects. Quality education and impactful research outcomes are often the result of lecturers' unwavering commitment and intrinsic motivation. Therefore, this assessment aims to provide a comprehensive analysis of lecturers' motivation and commitment in Nigerian public universities. By exploring both external and internal factors that influence lecturers' engagement, this study seeks to contribute to the ongoing efforts to improve the quality of higher education in Nigeria. Ultimately, the findings of this assessment can inform the development of strategies and interventions that promote lecturers' motivation, commitment, and overall job satisfaction, leading to enhanced academic performance and the achievement of institutional goals.

** Provision of Academic Motivation**

Motivation gained significant prominence in the workplace during the 1970s and early 1980s (Ambrose & Kulik, 1999) [7]. Several researchers have expressed their perspectives on the concept of motivation (Shahzadi, Javed, Pirzada, Nasreen & Khanam, 2014; Osabiya, 2015; Nabi, Islam, Dip & Hossain, 2017) [37, 30, 24]. Motivation can be defined as the driving force that compels individuals to act in order to achieve their stated goals (Shahzadi et al., 2014) [37]. It is understood as an internal impetus within individuals that propels their efforts toward goal attainment, in order to satisfy desired expectations or needs (Osabiya, 2015) [30]. Motivation is often perceived as the drive to achieve a specific goal and as an internal push or impulse that compels lecturers to fulfill their unmet needs (Kleinginna Jr & Kleinginna, 1981) [17]. This implies that motivation serves as the driving force that prompts individuals to engage in work that they might not otherwise undertake. Within the university context, motivation encompasses all aspects involved in the professional growth of lecturers towards the realization of the institution's objectives. Motivation is characterized by the willingness to exert high effort in order to achieve the goals of the university, while being influenced by determination and the ability to meet one's own needs (Osabiya, 2015) [30]. Motivation focuses on providing lecturers with the appropriate blend of leadership, support, and rewards to inspire them to work effectively (Nabi et al., 2017) [24].

Motivation can be described as the force that energizes, stimulates, and directs behavior (Inceoglu, Segers & Bartram, 2012) [15]. It involves a process of activating, guiding, and maintaining efforts towards goal attainment. Within the context of lecturers, motivation serves as the driving force that generates enthusiasm for work, fosters teamwork, enhances job effectiveness, and integrates efforts towards goal achievement. It represents the psychological aspect that reflects lecturers' interest in their job, their sense of satisfaction, and their willingness to take responsibility for their performance. Additionally, motivation encompasses the encouragement received for job performance and the influence of individual needs on behavioral patterns in the workplace. It represents the eagerness that lecturers possess in carrying out their work with excitement and dedication towards accomplishing institutional goals. Motivation is recognized as one of the essential tools for fostering excellent results and encouraging lecturers to perform at their best (Njotoprajitno, Tjahjadi, Hadianto & Sumjaya, 2020) [25]. The behavior exhibited by lecturers within an institution is influenced by their underlying motivation. In situations where lecturers find little or no satisfaction in their duties or where opportunities for career advancement and growth are limited, their primary motivation may solely be driven by financial compensation (Osabiya, 2015) [30]. The performance of lecturers is influenced by their ability and level of motivation. The achievement of an institution's mission, vision, goals, and objectives is contingent upon the motivation of its lecturers. Institutions are focused on strategies and methods to maximize productivity (Mohamad, Ibrahim & Hussein, 2017) [21]. This is sustained by placing a strong emphasis on effectively motivating lecturers through appropriate leadership practices and rewards. Motivation plays a crucial role in enhancing the effectiveness and productivity of lecturers in tertiary institutions. The job satisfaction of lecturers has a direct impact on their performance and can also influence students' academic achievements. Lecturers' motivation is influenced by various factors, including recognition of their individual contributions to the institution, financial rewards, benefits, work environment, opportunities for professional development, and possibilities for career advancement (Ai, My & Chieu, 2019) [4].

According to the findings of Akuegwu and Nwi-ue (2017) [6] conducted in Nigeria, it is suggested that Heads of Departments (HODs) enhance their academic leadership roles by acquiring greater professional knowledge, skills, and experience. They achieve this by investing in their own professional development as well as that of the lecturers under their supervision. The implementation of regular training and development programs for lecturers ensures that they stay updated with the latest advancements in their respective fields, enabling them to effectively carry out their responsibilities. Staff training not only improves job commitment and productivity but also fosters individual and professional growth (Umuru and Ombugs, 2017) [41].

Motivation serves as the impetus behind individuals' actions and their willingness to engage and persist in activities until completion. As stated by Osabiya (2015) [30], it encompasses the demonstration of persistence over an extended period, regardless of encountered challenges. The behavior of lecturers is influenced by motivational factors, and their productivity is not solely determined by their abilities but also...
by their level of motivation. In the context of the current study, it can be reiterated that the productivity of lecturers appears to be a result of both their abilities and motivation. Numerous studies have suggested that a lack of motivation is a significant indicator of low productivity among tutors (Abdulsalam & Mawoli, 2012; Shaban, Al-Zubi, Ali & Alqotaish, 2017; Okoro, 2023) [1, 36]. The responsibility lies with academic leaders to elevate the level of motivation among lecturers through effective leadership practices. The motivation of lecturers in their jobs is a crucial factor in determining their retention within the institution. It has a significant impact on the efficiency of the institution, the commitment of lecturers to their work, and the overall productivity and performance of students. Cultivating a positive academic environment not only increases lecturers’ motivation but also promotes scholarly pursuits and enhances productivity (Umaru and Ombugus, 2017) [41].

A study conducted by Rawung (2013) [32] in Indonesia examined the impact of leadership practices on the job motivation of university staff. The findings revealed a positive correlation between leadership practices and staff job motivation, indicating that the way leaders approach motivation significantly influences staff members. It was noted that the specific leadership practices employed to motivate staff can vary based on individual academic leaders. In alignment with these findings, Harrell (2008) suggests that leaders should focus on enhancing the motivation of their followers to improve overall productivity. The level of motivation is reflected in the degree of collaboration and the individual attitudes towards teamwork. Rawung (2013) [32] further emphasizes that leadership factors, such as the wisdom demonstrated by leaders, also play a role in influencing the motivation of followers.

Sources of Academic Motivation
Motivation can be categorized as either external (extrinsic) or internal (intrinsic) in nature. According to Mullins (2005) [22], external motivation pertains to factors such as salary, incentives, promotion opportunities, and the overall job environment. On the other hand, internal motivation or self-motivation revolves around an individual’s psychological factors, the utilization of their capabilities, and their sense of responsibility and accomplishment within the workplace. Rawung (2013) [32] further emphasizes that leadership factors, such as the wisdom demonstrated by leaders, also play a role in influencing the motivation of followers.

Fig 1: Sources of motivation adapted from Ilesanmi and Famolu (2016).

Intrinsic or Internal Source of Motivation
Intrinsic motivation refers to the internal desire that drives individuals to succeed. It is the motivation that pushes us to tackle challenging problems and provides a sense of fulfillment upon completing tasks. Institutions often require individuals with this type of motivation. Intrinsic motivational factors are also referred to as personal factors, which encompass personal traits, knowledge level, capabilities, and experiences. The feeling of success plays a significant role in individuals’ decision-making process and their effectiveness in performing their job (Oladipo et al., 2019) [28].

Intrinsic motivational factors are directly linked to the job itself and the outcomes derived from it. These factors encompass elements such as the nature of the job, its personal benefits, the level of autonomy provided, taking on responsibilities, involvement in decision-making, opportunities for creativity, and utilizing one’s abilities and skills. Internal motivational factors include factors such as employee competence, work motivation, personal contributions, workplace relationships, a sense of achievement, prospects for promotion, job stability, and recognition (Seebaluck & Seegum, 2013; Okoro, 2023) [35]. Intrinsic motivational factors have been found to have a stronger impact on lecturers compared to extrinsic motivational factors (Erciş, 2010). Lecturers who experience intrinsic fulfillment are more likely to willingly take on responsibilities within the institution. Individuals who willingly assume responsibilities tend to demonstrate higher commitment to the institution (Xie, Zhou, Huang & Xia, 2017) [44]. According to Obiebi & Irikefe (2018) [27], internal rewards and job performance can be attributed to the
perception of lecturers that their work environment is friendly, supportive, and conducive to achieving their individual career goals.

Intrinsic motivation occurs when the factors that satisfy employees originate from within themselves. This type of motivation is primarily influenced by the individual's intention and alignment with their competencies and interests. When behavior aligns with an individual's skills and interests, intrinsic satisfaction plays a significant role. Intrinsic motivation is fueled by the individual's own perceptions and expectations, which serve to stimulate them. Conversely, when an individual's expectations do not align with their perceptions, they may experience dissatisfaction rather than satisfaction. Individuals are responsible for recognizing their own abilities, understanding themselves, and clearly expressing their expectations. Leaders, on the other hand, should avoid creating false confidence for employees and instead strive to be genuine. This approach prevents followers from developing unrealistic expectations regarding their careers. It is important to note that intrinsic satisfaction can only be achieved and sustained through adequate and effective extrinsic means. If external factors remain inadequate or nonexistent, intrinsic fulfillment may diminish and eventually disappear.

Extrinsic or External Source of Motivation

External sources of motivation refer to factors that originate from outside an individual and influence their motivation and behavior. These sources play a significant role in driving and sustaining motivation in various contexts, including work and education. Extrinsic motivation is driven by the desire to achieve a reward or outcome. It can be described as engaging in an activity as a means to an end. Extrinsic motivation involves investing effort or resources in the present with the expectation of receiving something in return later. Examples of extrinsic motivational factors include financial rewards, status-related achievements resulting from job performance, and the opportunities for social relationships, companionship, and reputation within the work environment. Another study refers to these factors as "extrinsic job value," which represents the benefits derived from the external world as a result of one's job (Wu & Ye, 2017) [43]. This can include factors such as salary, financial rewards, and working conditions. External factors have the potential to influence a person's emotions. Effective management that utilizes these resources at the right time, place, and level can have a positive impact on job satisfaction.

Extrinsic motivational factors are influenced by the work environment. These factors encompass elements such as the pay structure, professional opportunities, reward systems, level of interpersonal relationships, and the level of job difficulty (Bektas, 2017) [81]. When the motivational factors in a job originate from external sources, it is referred to as extrinsic satisfaction. Extrinsic factors are associated with external circumstances that impact employee behavior. Simply possessing willingness, perseverance, and skill is not sufficient for job satisfaction. External factors that support these attributes must also be present and adequately addressed within the work environment. These factors include having a physically suitable work environment, being part of a cohesive team, receiving recognition from colleagues and supervisors, and operating within a project-based control structure rather than an authoritarian one.

Extrinsic factors pertain to how employees adapt to their job through external influences. These factors are associated with various goals, including obtaining rewards, avoiding punishment, and advancing in one's professional career. When individuals express interest in a job, they typically believe they will receive tangible or intangible benefits from it. External reward systems encompass financial incentives, job security, and relationships with peers and superiors. External motivational factors encompass elements such as the work environment, institutional policies, wages, training opportunities, career advancement prospects, and other job-related benefits (Ai et al., 2019; Seebaluck & Seegum, 2013) [32]. Ilesanmi and Famolu (2016) also identified additional external factors, including promotion opportunities, support from leaders, salary, workplace incentives and recognition programs, interpersonal relationships, work environment, job security, and workplace safety. Academic leaders bear significant responsibilities in ensuring external job satisfaction. They should discover and implement effective strategies for guiding employees in their work, considering theories such as the hierarchy of needs. It is crucial for leaders to accurately identify individuals' needs and strive to meet them. The external motivational factors outlined by Ilesanmi and Famolu (2016) are further discussed below.

1. Promotion

Promotion is a significant motivational factor in the workplace that can have a positive impact on employees' performance, commitment, and job satisfaction. Promotion refers to the advancement of an employee to a higher position or rank within an organization, often accompanied by increased responsibilities, authority, and compensation. Here are some key points about promotion as a motivational factor:

Career Progression: Promotion provides employees with the opportunity to advance in their careers and achieve higher levels of professional success. It offers a clear path for growth, allowing individuals to set goals, develop new skills, and take on more challenging roles.

Recognition and Validation: Promotion serves as a form of recognition and validation for an employee's hard work, dedication, and achievements. It acknowledges their contributions to the organization and demonstrates that their efforts are valued and rewarded.

Increased Responsibility and Authority: With promotion comes increased responsibilities and decision-making authority. This can be motivating for individuals who seek greater challenges and opportunities to showcase their skills and expertise. It gives employees a sense of trust and confidence in their abilities.

Financial Rewards: Promotions often come with a salary increase, bonus, or other financial incentives. This can be a powerful motivator, as it provides tangible rewards that acknowledge employees' efforts and incentivize them to perform at a higher level.

Enhanced Status and Prestige: Promotion elevates an employee's status within the organization and may bring additional respect and influence among colleagues. It can boost their self-esteem, improve their professional reputation, and increase their sense of pride in their work.
Career Development and Learning Opportunities: Promotions often come with new challenges and learning opportunities. Employees are exposed to different projects, teams, and areas of the business, allowing them to expand their knowledge, skills, and experience. This personal and professional growth can be highly motivating.

Retention and Employee Engagement: Promotion opportunities motivate employees to stay with the organization for the long term. They provide a sense of stability and growth, reducing the likelihood of employees seeking career advancement elsewhere. Promoting from within also fosters a culture of internal talent development and employee loyalty.

Inspiration for Others: When employees see their colleagues being promoted based on merit and hard work, it can inspire them to strive for their own advancement. Promotion serves as a role model for others, encouraging healthy competition and a drive for excellence within the organization.

According to Abejirinde's (2009) study on the relationship between motivation and job productivity among staff in private and public organizations in Nigeria, it was found that promotion as a motivator has a positive correlation with lecturers' productivity. Similarly, Tella, Ayeni, and Popoola (2007) [39] examined job satisfaction, motivation, and institutional responsibility among library staff in academia, and their findings indicated that the desire for promotion and improved salary serve as a motivating factor for staff. Additionally, Olajide (2000) [29] summarized that academic leaders utilize promotion as a motivating factor to inspire their staff.

It is essential for institutions to establish transparent and fair promotion processes to ensure that promotions are based on merit, performance, and potential. Clear communication about promotion criteria and opportunities can also help to motivate employees and provide them with a sense of direction and purpose in their career paths.

2. Salary: Salary, recognition, promotion, and job security are among the variables that have been identified as influencing staff members towards effective job performance (Peretomode, 2012) [31], Ulabor, China, and Hakeem (2014) [40] conducted a study on motivational procedures in the Nigerian educational sector and found that many lecturers are motivated by the desire to receive reasonable salaries. Furthermore, Obalum and Fibresima (2012) [26] noted the value placed by Nigerian workers on medical allowances as incentives, considering medical amenities to be scarce and luxurious, and therefore seen as a motivating factor for staff. Dividends, as mentioned by Tella et al. (2007) [39] and Ayinde (2014), are perceived as a motivational policy that can enhance productivity, work commitment, and lecturers' fulfillment. Additionally, a research conducted by Mateko and Nirmala (2017) [18] in Lesotho revealed that salary is a major factor influencing lecturers' job fulfillment. In a study conducted by Hashim and Mahmood (2011) [13] on job fulfillment among lecturers in Malaysian public and private higher institutions, it was found that the attrition rate among lecturers, particularly in private institutions, was high. The study included 387 respondents, and a specially designed instrument was used at the individual level of analysis with one group of respondents. The results indicated that lecturers from both public and private institutions were satisfied with the content and nature of their job, although salary was ranked as the least satisfying factor. Hashim and Mahmood recommended the provision of grants and increased pay for research, sabbaticals, and attending conferences. They also emphasized the importance of establishing close interpersonal relationships with colleagues and leaders and fostering an encouraging work environment to enhance lecturers' motivation.

According to Herzberg's (1959) theory, while pay can attract lecturers to an institution, it does not necessarily guarantee their commitment or retention. Salary may not be the primary source of motivation for lecturers and may not significantly impact their decision to remain in their job. Job satisfaction and commitment are not solely dependent on financial benefits but also on intrinsic satisfaction, personal growth, fulfillment, and the prestige associated with the job. Johnsrud and Ross (2002) [16] noted that salary alone may not be the main motivator for lecturers to stay or leave an institution. Similarly, Stankovska et al. (2017) [38] explained that pay is a visible external reward that can act as an incentive for lecturers but does not possess inherent motivational value. In a study conducted by Du, Lai, and Lo (2010) [10] in China, professors from nine institutions rated salary and financial benefits low in terms of providing satisfaction, while the job itself and the professional reputation were rated high. In a recent study by Stankovska et al. (2017) [38], the relationship between lecturers' job motivation and job fulfillment was examined. The results indicated that lecturers were more satisfied with their salary, promotion opportunities, supervision, work processes, and interpersonal relationships with colleagues, but were not satisfied with other fringe benefits. The researchers concluded that salary, supervision, promotion, work processes, and interpersonal relationships with colleagues were the major factors contributing to job fulfillment. These findings align with similar studies conducted by Saga, Talon, and Tekogul (2011) [33], which also found that salary and promotion were associated with job fulfillment among post-doctoral researchers. On the other hand, other researchers such as Vlosky and Aguilar (2009) [42], Embay and Bagger (2013) [11], and Zebide and Mancheva (2019) [45] emphasized the importance of interpersonal relationships among colleagues in enhancing job motivation. Other studies have also demonstrated a direct or indirect impact of job motivation on job fulfillment (Akpofure et al., 2006; Hashim & Mahmood, 2011) [5, 13]. These findings collectively support the notion that job motivation plays a crucial role in job fulfillment, and it goes beyond compensation/salary alone. Therefore, it is essential to consider various factors influencing job motivation and fulfillment.

3. Inducements and Appreciation Plan

The determination of what motivates lecturers and the establishment of formal and informal structures to satisfy their needs are the responsibilities of the institution (Chandrasekar, 2011). These rewards can include a combination of internal factors such as challenging tasks and external factors such as higher allowances and recognition from peers. The low productivity of professional lecturers can be attributed not only to operational environmental factors but also to the absence of human resource management aspects, including the lack of appreciation for high-
performing lecturers, poor working conditions, the absence of an output evaluation system, and insufficient response to output results. Therefore, significant changes in promotions, compensation, and benefits can help keep lecturers satisfied, thereby boosting productivity.

Both intrinsic and extrinsic motivations contribute to increased job satisfaction and improved performance among lecturers. The inadequacy of these factors can lead to a decline in job satisfaction among lecturers. Seebaluck and Seegum (2013) [35] analyzed the motivating factors for teachers in a public elementary school in Mauritius and identified seven strong factors, including the ability to teach and impart knowledge, professional fulfillment, development of interpersonal relationships, concern for career progression and skill improvement, a sense of achievement, and social status. Ilesanmi and Famolu (2016) argue that a wise combination of external and internal motivational factors is necessary for high levels of lecturer performance. They also suggest that while external motivation is temporary, internal motivation is sustainable in the long term. They encourage faculty members to focus on internal motivation.

**Academic Motivation and Job Commitment**

Ibrahim and Daniel (2020) conducted research on the impact of motivation on job commitment among bank staff in Nigeria. The study highlighted the significance of motivation in enhancing employees’ commitment to their jobs. However, they found that poor implementation of motivational measures by leaders resulted in a decrease in employees’ level of commitment. The study also revealed that employers are continuously seeking ways to improve their employees’ job commitment. However, due to ineffective communication channels, some employers struggle to identify the motivating factors necessary for achieving their goals. Therefore, Ibrahim and Daniel recommend that administrators carefully identify both intrinsic and extrinsic motivational factors that can help enhance job commitment.

According to Oladipo et al. (2019) [28], insufficient motivation among lecturers leads to poor performance in fulfilling their expected duties. They further emphasize that commitment is a manifestation of motivation, which drives lecturers to exhibit higher commitment and achieve greater productivity. The study also found that approximately 69% of lecturers have significant autonomy in their job, which boosts their morale. Additionally, 90.2% of the lecturers expressed a strong personal attachment to their university, making it difficult for them to quit despite any desires to do so, as they find fulfillment in their work. Furthermore, 87.6% agreed that their loyalty to the university is justified based on how they are treated.

In a study conducted by Sanda and Awolusi (2014) [34] in South-Western Nigeria, it was found that lecturers were not adequately motivated. The motivational methods employed for lecturers were insufficient and did not meet their expectations. The researchers concluded that lecturers’ job commitment is enhanced through positive motivating factors. Another research conducted by Adesola (2005) [3] revealed that the availability of resources significantly influences lecturers’ resourcefulness and job commitment. Multiple studies (Munyengabe, Haiyan, Yiyi & Jiefei, 2017; Cao, Chen, & Song, 2013; Medcof & Rumpel, 2007) [23, 9, 20] have highlighted compensation as a significant factor in job motivation. These researchers argue that an effective compensation package is crucial for enhancing lecturers’ commitment. Institutions that offer well-designed rewards gain a competitive advantage by attracting top-quality job applicants, motivating and inspiring them to reach their full potential, and retaining them over a longer period.

In a study conducted by Akhtar et al. (2015) on lecturers’ retention in higher education institutions in Pakistan, it was found that there is a positive relationship between rewards and the desire of staff to remain in the institution. This aligns with previous research (Medcof & Rumpel, 2007; Cao et al., 2013) [20, 9] suggesting that rewards can be utilized by institutions to retain competent lecturers and enhance their productivity. Moreover, a well-designed reward package and a supportive work environment not only strengthen lecturers’ attachment to the institution but also contribute to the institution’s goal of producing a competent workforce. Similarly, Masum, Azad, and Beh (2015) [19] conducted a study that revealed positive relationships between various factors such as reward package, leadership support, job security, training and development opportunities, team cohesion, career development, working conditions, and institutional culture and policies, with lecturers’ job commitment. These findings emphasize the importance of factors like reward package, job security, and work conditions as indicators of lecturers’ job motivation.

**Conclusion**

In conclusion, the assessment of lecturers’ motivation and commitment in Nigerian public universities reveals the critical role that motivation plays in shaping their performance and dedication to their roles. The findings of various studies indicate that lecturers’ motivation is influenced by a combination of external and internal factors. External factors such as satisfactory salary, promotion opportunities, job security, and recognition play a significant role in motivating lecturers. Adequate compensation and benefits, including competitive salaries, medical allowances, and other financial incentives, are crucial for attracting and retaining highly qualified lecturers. Promotion opportunities provide a sense of career progression and growth, while job security fosters stability and job satisfaction. Furthermore, recognition and acknowledgment for lecturers’ contributions through incentives, gratuities, and appreciation positively impact their motivation and commitment.

Internal factors such as intrinsic job satisfaction, the fulfillment derived from their work, personal development, and a sense of purpose also contribute to lecturers’ motivation and commitment. Lecturers who find meaning and fulfillment in their profession are more likely to exhibit higher levels of commitment and job satisfaction. The opportunity for personal and professional growth, supportive work environments, positive interpersonal relationships, and a sense of achievement all contribute to their internal motivation.

It is important for university administrators to recognize and address the various factors that influence lecturers’ motivation and commitment. By implementing effective reward systems, providing opportunities for professional development, creating supportive work environments, and fostering positive interpersonal relationships, institutions can enhance lecturers’ motivation, job satisfaction, and commitment. In order to maintain a motivated and committed workforce, Nigerian public universities should prioritize the improvement of compensation packages, create avenues for career advancement, provide a conducive work environment,
and invest in professional development programs. By doing so, universities can create an environment where lecturers feel valued, supported, and motivated to excel in their roles. Ultimately, the success of Nigerian public universities relies on the dedication and expertise of their lecturers. By understanding and addressing the factors that influence their motivation and commitment, institutions can foster an environment that promotes excellence in teaching, research, and overall academic performance.

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