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COMPARATIVE ANALYSIS OF LECTURERS' JOB MOTIVATION IN PRIVATE AND PUBLIC COLLEGES OF EDUCATION IN KWARA STATE, NIGERIA

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ABSTRACT
The study examined a comparative analysis of lecturers' job motivation in private and public Colleges of Education in Kwara State, Nigeria. It adopted a descriptive research design of a survey type. All the 814 lecturers in the nine private and three public Colleges of Education in the state constituted the population of the study. All the institutions were selected purposively. Proportionate sampling technique was used to select 233 lecturers out of the 598 in the state-owned Colleges of Education and 138 lecturers out of the 216 in the private Colleges of Education. The Comparative Analysis of Lecturers' Job Satisfaction Questionnaire (CALJSQ) was used to elicit information from respondents. The instrument was validated, and its reliability test conducted via the use of Cronbach's Alpha yielded a reliability coefficient of 0.84. A t-test was used to test the hypotheses. The findings revealed that there was a significant difference in the lecturers' job motivation in private and public Colleges of Education in Kwara State, Nigeria. It was recommended that private Colleges of Education owners should seriously strive to take care of their lecturers to improve their job satisfaction, while the Kwara State government should not relent in taking care of its lecturers to make them more satisfied with the job.

Keywords: Lecturers, Job Motivation, Salary, Promotion, Capacity Building

INTRODUCTION

The rationale behind the establishment of Colleges of Education in Nigeria is the production of qualified and effective teachers for the foundational level of education, that is, Basic Education. However, the actualization of this goal is hinged on having highly motivated lecturers. This is because motivation is the driving factor which determines how the lecturers discharge their official duties. As opined by Alarape (2021), the motivation of lecturers plays a very significant role in the attainment of organizational productivity. If the lecturers are highly motivated, organizational productivity could be high, but the reverse is the case if the level of motivation is low.

According to Akhtar et al. (2017), Job satisfaction means an emotional reaction towards different aspects of an employee's job.

Job satisfaction is determined by many factors such as relationship with supervisors, with peers and managers. Salman (2018) explained job satisfaction as the positive or delightful state derived by employees from the appraisal of their job experience. It gives workers a sense of belonging, personal wellbeing and boosts their productivity with organizations. Ikemefuna (2023) elucidated job satisfaction to the extent to which employees' desires are met or taken care of by their employers. This justifies the feeling that lecturers would be willing to do their jobs effectively if there is hope that their needs will be met. Wall (2020) maintained that job satisfaction is crucial for the growth of any educational institution. The same way organizations care about the knowledge, skills, and competence of the employees is the same way they should be passionate about their job satisfaction, for the stated goals to be achieved. Spector (2017) saw Job satisfaction as a particular feeling that an employee has about their job or an interrelated group of attitudes about different facets or aspects of the job. Job satisfaction is a crucial factor which determines the atmosphere that culminates in a dynamic and successful ambience helps in realizing the institutional goals. Kolawole (2020) believed that lecturers in tertiary institutions need to be taken care of properly for their job satisfaction to be high and happily contribute their quota towards the goal attainment. When there is low or poor job satisfaction, the institutions could experience ineffective lecturers' job performance and low organizational productivity.

Ivanovic and Collin (2016) posited that job satisfaction is part of the unwritten psychological contract of employment which is related to the expectations that workers have of the employer. The extent of satisfaction derived by lecturers could determine their commitment level and indeed the level of effectiveness of their job performance. The aspects of satisfaction which this study examined were salary, promotion and capacity building. As posited by Lazear (2020), salary means a particular amount paid to employees for a specific period, in exchange of their contributions to the accomplishment of the goals of the organization. Odoh (2021) viewed salary as a financial agreement between an employer and workers in an organization. It is the monthly reward that employees derive from the employer services rendered to help the organization achieve its established goals. Sulyman (2021) believed that to enhance the job satisfaction of lecturers in tertiary institutions, issues related to salary need to be given adequate attention. Oladejo (2017) emphasized that when lecturers' salaries are not paid at the right time, their job satisfaction could be low; hence, poor job performance and realization of institutional achievement. Gupta (2019) maintained that the significance of prompt payment of salaries to the promotion of workers' job satisfaction cannot be underrated. If the salary is attractive and paid as they are due, lecturers could be motivated towards effective job performance. Rosser (2016) opined that salary is an important factor which determines the lecturers' job satisfaction, which eventually affects the productivity of the Nigerian Colleges of Education in Nigeria. Hence, the proprietors need to ensure adequate payment of salaries to enable lecturers to take good care of themselves and their families.

As explained by Lazear (2020), promotion means the movement of an employee from a particular level to a higher rank; and it is usually accompanied by an increase in responsibility and improved job satisfaction. McCausland et al. (2015) stated that promotion is the process by which a worker is being moved from one rank to another rank with bigger tasks, having satisfied the established conditions. Promotion is a vital aspect of motivation which should not be toyed with in tertiary institutions, if goals realization is paramount to the managers. Chris (2019) stated that promotion is an important variable which helps to motivate employees. Promotion is not only a veritable tool for achieving workers' satisfaction but also a tool for achieving appreciable productivity for organizations. Lawler (2023) posited that the success of any educational institution could be determined by how the lecturers are treated. One of the treatments is how the institution handles promotion. When lecturers are promoted at the

right time, it could help motivate them towards effective delivery of their duties, and the reverse could be the case when their promotion is trivialized.

Another way through which lecturers derive job satisfaction is through capacity building. This is because via capacity building, their skills, knowledge and techniques could be increased. As opined by Ali et al. (2024), capacity building means the cognizant and continuous attempt targeted at upgrading, reinventing, and gaining more strategies, knowledge, and skills for employees. Maxwell (2024) explained that capacity building is the process of increasing and fortifying the capabilities, knowledge, skills, and resources of employees to be able to effectively contribute to the realization of the organizational goals. As explained by Mestry (2017) and Laska (2016), a lecturer who is given the opportunity to participate in a or capacity building programmes is likely to acquire new attitudes, values, abilities, information, and dispositions; hence, improvement in job satisfaction. Mosha (2017) argued that to ensure that lecturers are satisfied with the job, various types of capacity-building opportunities need to be organized for them. It is when the lecturers are satisfied that their job performance could be effective in achieving the expected outcome for the institutions. It is against this background that this study was set out to examine the comparative analysis of lecturers' job satisfaction in private and public Colleges of Education, Kwara State, Nigeria.

Statement of the Problem

Based on the researchers' observation and information gathered from some lecturers in public and private Colleges of Education in Kwara State, job satisfaction which lecturers are deriving in the institutions is not encouraging. Lecturers in the institutions are complaining about the promotion, salary and capacity building. Hence, poor satisfaction of lecturers in the observed areas could lead to ineffective job performance and this might be affecting the goal attainment of the institutions. However, as a result of the worrisome job satisfaction which lecturers are experiencing in private and public Colleges of Education in Kwara State, the researchers intended to carry out research to determine the one that is better. Many researchers have conducted studies related to this present study. However, none of them focused on comparative analysis of lecturers' job satisfaction in Colleges of Education, Kwara State, Nigeria. Hence, this is the gap that this study filled.

Objectives of the Study

The objectives of the study are to:

1. investigate the difference in the lecturers' job satisfaction in promotion opportunities in private and public Colleges of Education, Kwara State, Nigeria.
2. determine the difference in the lecturers' job satisfaction in salary in private and public Colleges of Education, Kwara State, Nigeria.
3. examine the difference in the lecturers' job satisfaction in capacity building in private and public Colleges of Education, Kwara State, Nigeria.
4. examine the difference in the overall lecturers' job satisfaction in private and public Colleges of Education in Kwara State, Nigeria.

Research Questions

1. Is there a difference in the lecturers' job satisfaction in promotion opportunities in private and public Colleges of Education, Kwara State, Nigeria?
2. Is there a difference in the lecturers' job satisfaction in salary in private and public Colleges of Education, Kwara State, Nigeria?
3. determine the difference in the lecturers' job satisfaction in capacity building in private and public Colleges of Education, Kwara State, Nigeria?
4. Is there difference in the overall lecturers' job satisfaction in private and public Colleges of Education, Kwara State, Nigeria?

Research Hypotheses

The following research hypotheses were formulated

HO_1: There is no significant difference in the lecturers' job satisfaction in promotion

opportunities in private and public Colleges of Education, Kwara State, Nigeria.

HO_2: There is no significant difference in the lecturers' job satisfaction in salary in private and public Colleges of Education, Kwara State, Nigeria.

HO_3: There is no significant difference in the lecturers' job satisfaction in capacity building in private and public Colleges of Education, Kwara State, Nigeria.

HO_4: There is no significant difference in the overall lecturers' job satisfaction in private and public Colleges of Education, Kwara State, Nigeria.

METHODOLOGY

A descriptive research design of survey type was used for the study.The population of the study covered all 598 full-time lecturers in three state-owned Colleges of Education and 216 full-time lecturers in the nine private Colleges of Education in the state. Purposive sampling was used to select all 12 institutions. Proportionate sampling technique was used to select 233 lecturers out of 598 lecturers in the state-owned Colleges of Education and 138 lecturers out of 216 in the private Colleges of Education, using Krejcie and Morgan's (1970) table for sample size determination. The instrument captioned "Comparative Analysis of Lecturers' Job Satisfaction Questionnaire" (CALJSQ) was utilized to gather data for the study. The instrument was structured on the four-point modified Likert-scale of Strongly Agree assigned 4, Agree rated 3, Disagree scored 2 and Strongly Disagree adjudged 1. It had four sections (A, B, C and D). Section A had demographic information, while Sections B, C and D, with six items each, were used to collect information on salary, promotion and capacity building. Three experts in the field of Educational Management validated the instrument. A reliability test was carried out through the use of the split-half method, and the data generated were analyzed via the use of Cronbach's Alpha, yielding a reliability coefficient of 0.79. The researchers and two trained research assistants administered the instrument to the respondents within three months. Hypotheses were tested using inferential statistics of the t-test. Of the 371 copies of the instrument distributed for administration, only 346 copies adequately filled and returned to the researchers were used for analysis.

RESULTS

Table 1: T-test Showing Significant Difference in the Lecturers' Job Satisfaction in Promotion Opportunities.

College type	N	df	$\bar{X}$	SD	t-cal	p-value	Decision
Public	**226**		**3.11**	**1.29**			
		144			2.19	.001	Ho_2 Rejected
Male	120		1.07	0.52			

Table 1shows a calculated t-value (2.19) while the p-value (.001) is less than the level of significance (0.05). Hence, null hypothesis two was rejected. This means that there was a significant difference in the lecturers' job satisfaction in promotion opportunities in private and public Colleges of Education, Kwara State, Nigeria.

Table 2: T-test Showing Significant Difference in the Lecturers' Job Satisfaction in Salary.

College type	N	df	$\bar{X}$	SD	t-cal	p-value	Decision
Public	226		3.41	1.37			
		144			2.55	.024	Ho_3 Rejected
Male	120		1.92	0.87			

Table 2 showed a calculated t-value (2.55) while the p-value (.024) is less than the level of significance (0.05). Hence, the null hypothesis three was rejected. This depicts that there was a significant difference in the lecturers' job satisfaction in salary in private and public Colleges of Education, Kwara State, Nigeria

Table 3: T-test Showing Significant Difference in the Lecturers' Job Satisfaction in Capacity Building.

College type	N	df	$\bar{X}$	SD	t-cal	p-value	Decision
Public	226		3.30	1.31			
		144			2.36	.004	Ho_4 Rejected
Male	120		1.84	0.75			

Table 3 showed a calculated t-value (2.36) while the p-value (.004) is less than the level of significance (0.05). Hence, the null hypothesis four was rejected. This signifies that there was a significant difference in the lecturers' job satisfaction in capacity building in private and public Colleges of Education, Kwara State, Nigeria.

Table 4: T-test Showing Significant Difference in the Lecturers' Job Satisfaction.

College type	N	df	$\bar{X}$	SD	t-cal	p-value	Decision
Public	226		3.27	1.32			
		144			2.53	.021	Ho_1 Rejected
Male	120		1.61	0.71			

Table 4 shows a calculated t-value (2.53) while the p-value (.021) is less than the level of significance (.05). Hence, the null hypothesis one was rejected. This means that there was a significant difference in the lecturers' job satisfaction in private and public Colleges of Education in Kwara State.

DISCUSSION

The findings of the study revealed that there was a significant difference in the lecturers' job satisfaction in private and public Colleges of Education in Kwara State. Job satisfaction of lecturers in private Colleges of Education was higher than that of their counterparts in public Colleges of Education. This finding supports the finding of Daodu (2020) which revealed that job satisfaction of lecturers in public Colleges of Education was higher than their colleagues in private Colleges of Education in in Niger State. The finding also supports the finding of Kolawole (2020) which found that job satisfaction of lecturers in public Colleges of Education was higher than that of lecturers in private Colleges of Education in Edo State, Nigeria.

The study found that there was a significant difference in the lecturers' job satisfaction in salary in private and public Colleges of Education, Kwara State, Nigeria. Public Colleges of Education lecturers' job satisfaction in salary was higher than that of their counterparts in private Colleges of Education. This finding supports the finding of Alarape (2021) which showed that there was significant difference in the lecturers' job satisfaction in salary in private and public Colleges of Education in Osun State, Nigeria. Job satisfaction of lecturers in private Colleges of Education was lower than that of lecturers in public Colleges of Education. This finding supports the finding of Salman (2018) which found that significant difference existed in the lecturers' job satisfaction in private and public Colleges of Education in Niger State, Nigeria.

The findings of the study revealed that there was a significant difference in the lecturers' job satisfaction in promotion in private and public Colleges of Education in Kwara State. Job satisfaction of public Colleges of Education lecturers was higher than that of their colleagues in private Colleges of Education. This finding is in tandem with the finding of Kolawole (2020) which revealed that job satisfaction of lecturers in promotion in public Colleges of Education was higher than that of lecturers in private Colleges of Education in Edo State, Nigeria. This finding supports the position of Salman (2018) that promotion is a very important way of encouraging employees in tertiary institutions. However, it is very pitiful that come private Colleges of Education in Nigeria don't give their lecturers promotion the way their colleagues enjoy it in public Colleges of Education.

The study found that there was a significant difference in the lecturers' job satisfaction in capacity building in private and public Colleges of Education in Kwara State. The satisfaction which lecturers in public Colleges of Education derived was higher than that of their colleagues in private Colleges of Education. This finding corroborates the argument of Alarape (2021) that capacity building of lecturers in many private Colleges of Education is not prioritized like that of public ones. This might be because the proprietors are trying to maximize their profits. This finding also supports the assertion of Bello (2021) that too much sensitivity to profit maximization by the proprietors is the reason

lecturers in some private institutions are not enjoying capacity building the way their colleagues do in public institutions.

CONCLUSION

The study concluded that the job satisfaction of lecturers in salary, promotion, and capacity building in public Colleges of Education was higher than that of their counterparts in private Colleges of Education, Kwara State, Nigeria. Hence, the differences found need to be addressed by the proprietors of the private Colleges of Education, to prevent ineffective job performance which could to the production of less quality graduates compared to the ones produced by the public Colleges of Education.

RECOMMENDATIONS

The following were recommended:

1. Private Colleges of Education owners should seriously strive in taking care of their lecturers in order to improve their job satisfaction while Kwara State government should not relent in taking care of her lecturers so as to make them more satisfied on the job.
2. There is a need for proprietors of private Colleges of Education to make the salary of lecturers more attractive in order to increase their level of job satisfaction while Kwara State government should do more in this aspect in order to improve lecturers' job satisfaction.
3. Promotion for lecturers in private Colleges of Education should be done like that of lecturers in public Colleges of Education while Kwara State government should continually make promotion attractive for lecturers, in order to improve their job satisfaction.
4. Capacity building of lecturers in private Colleges of Education should be more prioritized while the government should also intensify in the capacity building of lecturers, for the purpose of improving lecturers' job satisfaction.

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