

NON-MONETARY INCENTIVE AND ACADEMIC STAFF PERFORMANCE IN SELECTED UNIVERSITIES IN KOGI STATE

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ABSTRACT

This study examines the effect of non-monetary incentive on academic staff performance in selected universities in Kogi state. The objective is to examine the effect of career development and staff recognition on academic staff performance in selected universities in Kogi state, Nigeria. The study used descriptive research design in which a cross-sectional survey method was adopted. The method deals with quantitative data generated through questionnaire to answer the research questions and to test the hypotheses formulated. The population of the study comprises all the academic staff in Prince Abubakar Audu University, Anyigba, Federal University Lokoja and Salem University Lokoja totaling (1,398). The sample size of (311) was determined using Taro Yamane sampling technique. Data were analyzed using linear regression. The study revealed that career development ($\beta = .138$, $t = 2.570$) has significant effect on academic staff performance in selected universities in Kogi state. The study equally revealed that staff recognition ($\beta = 1.133$, $t = 21.137$) has significant effect on academic staff performance in selected universities in Kogi state. The study concluded that developing employee's skills and becoming more competent on the job enhances academic staff performance. The study recommended that the institutions and organizations should endeavour to train their employees to enhance high level of research output and effective teaching in the schools. The study also recommended that institutions should set in motion strategies to address welfare package to academic staff of universities.

Keywords: Academic staff, Career development, Non-monetary incentive, Performance, recognition.

1.0 INTRODUCTION

One of the key elements that motivate people to work hard and effectively is the provision of incentives, It's because incentives and reward systems encourage workers to perform more effectively in order to meet the objectives of the organization. (Rydval 2016) The ability and motivation of the workforce in every institution have a significant impact on the complexity of the phenomena known as organizational performance. In order to motivate and influence individuals, teams, and organizational behavior for the attainment of strategic objectives and performance of companies, incentives are offered in an organizational context, Given the

period of hyper-competitiveness in the corporate world on a worldwide scale, incentives are essential requirements to obtain the greatest amount of employee input, employee retention, employee dedication, and industrial harmony between the workforce and institutional concerns.

However, many institutions do not offer the right combination of incentives to encourage individual and sub-unit behavior to achieve strategic goals, which has a negative impact on the performance of the Nigerian economy's educational sub-sector (Maryam 2017). Employee performance is simply the attainment of targets and goals by an organization made possible by contributions of skilled or unskilled labor as well as potential suggestions to choices or policies made by the organization the employee works for.

That is to say, that the extent to which an organizations objective (goals) are being achieved courtesy of the role played by the employee is what employee performance is all about (Augustine *et al*,2019), Employee performance, then, refers to all of an employee's efforts toward achieving a goal at a reasonable cost, including commitment to work, punctuality, willingness to put in extra time, and expression of innovation in task execution, to name a few (Mathis & Jackson, 2019). Employee motivation, however, is a factor in the performance of the employee that is wanted by organizations in both the private and public sectors. These drives are together known as financial and non-financial incentives. The common consensus is that reward systems serve to keep employees engaged at work and inspire them to provide their best efforts (Puwanenthiren, 2018).

Some academics have attempted to draw a line between the ideas of reward, incentives, and recognition. The main element of the distinction, according to Silverman (2014), is that incentives are promised up front whereas acknowledgment is given after the fact. In essence, employee performance refers to what a worker does or does not do. The academics also emphasize that improvements in efficiency and effectiveness are directly correlated with improvements in organizational performance. It succinctly refers to how well a company accomplishes its goals.

According to the University of Illinois Statutes (2013), the academic staff is the group within a learning institution that has rights and interests in academic rules and governance and is in charge of conducting additional intellectual activities in addition to teaching and conducting research. Quality of instruction, research-publishing, and community service have long been used to gauge how well these academic staff members perform (Igbojekwe, 2015).

Due to a lack of incentives, academic staff's motivation, and a positive work environment, attracting and keeping skilled academic staff is still a significant difficulty in most institutions. The amount of dedication and attitude of employees will be influenced by the reward system and inspiring incentives. Poor incentive programs have significantly impacted employees' dedication and performance, particularly in higher education institutions. (Bateman and Snell, 2019). These are the primary causes of academic staff members' lack of interest in working in or pursuing a career in teaching. However, employers of labor must have a deep grasp of what motivates people to perform effectively and compensate them properly if any firm is to achieve its goals in a competitive culture.

Additionally, it is important to inspire employees with appropriate incentive schemes and reward programs, which will undoubtedly encourage them to take initiative and adopt the proper attitude at work and boost organizational performance (Armstrong, 2017).The impact of incentives on workers' performance in Nigerian firms has been the subject of several research. However, none of these studies have looked at how incentives affect employees' performance in tertiary institutions in Kogi State.

The following research questions were generated:

- (i) To what extent does career development enhances academic staff performance in selected universities in kogistate .
- (ii) To what extent does recognition enhances academic staff performance in selected universities in kogi state?

The main objective of this research is to examine the effects of non-monetary incentive on academic staff performance in selected universities in kogi state.

The following are the specific objectives.

- (i) To determine the effect of career development on academic staff performance in selected universities in kogi state.
- (ii) To ascertain the influence of staff recognition on academic staff performance in selected universities in kogi state.

The study null hypothesis was formulated as followed:

Ho₁: Career development has no significant effect on academic staff performance in selected universities in kogi state.

Ho₁₁: Recognition has no significant effect on academic staff performance in selected universities in kogi state

2.0 LITERATURE REVIEW

The concept of Non-Monetary Incentive

Non-financial rewards that might gratify employees' desires for ego and self-actualization are referred to as non-monetary incentives. Non-monetary incentives include things like advancement, acclaim, and recognition that cannot be quantified in terms of money (Rodruez, et al. 2020). Non-monetary or non-cash incentives can be both tangible and intangible, but they do not directly entail the payment of money. Examples of this type of incentive include encouraging employees by giving them autonomy in their work and allowing them to participate in decision-making, giving them difficult tasks to complete, improving working conditions, praising good work with small gifts, letters of gratitude, plaques, tickets to a restaurant, and other services, organizing social events at the workplace, etc. A non-monetary reward is a promise of an opportunity or bigger action (intrinsic motivation). Additionally, non-monetary incentives are non-cash rewards offered in recognition of very high achievement levels that operate as a catalyst for increased action (Rao & Shaikh, 2017). Employee recognition (merit awards and participation in decision-making), employee appreciation (praise), a pleasant work environment, flexible work hours, training, an employer's concern for the employees, job rotation, learning opportunities, career advancement, and other non-financial benefits are a few examples of such non-financial rewards (Eshaket al., 2016).

Some studies take into account non-financial rewards of labor, such as autonomy and performance. These non-cash rewards are seen to either have a detrimental or good effect on employees' dedication. The different kinds of non-financial incentives are designed to attract highly qualified individuals whose involvement in the organization's aims is likely to be high.

According to (Armstrong & Taylor, 2020) findings on the function of non-monetary incentives to increase workers' dedication and effectiveness on the job, it was noted that the idea of complete reward fundamentally states that rewarding people involves more than just giving them money. Employee comfort at work, especially for those from underdeveloped

countries, depends on incentives, especially non-monetary ones. They are encouraged to take on a bigger role by exerting greater effort to develop a deal that covers a variety of topics. (Sukawati et al,2020).

Incentives, according to Ashraf & Mohammad (2014), are an external motivating element that stimulates the motive to motivate a person to work more and meet the standards set by the organization in order to get the incentive. Additionally, incentives are described as both practical and ethical ways to fulfill people's material and moral needs as well as ways that organizations might motivate their staff to work cheerfully.

Palmer (2018) defines incentives as the external temptations and motivating factors that push a person to work harder. Incentives are offered in response to a person's good performance since a pleased employee will work harder and produce more effectively. Offering incentives is intended to motivate staff to go above and beyond to get greater results. Any employer of labor, whether public or private, and regardless of the nature of the activity involved, may use it. However, an organization is free to choose anybody they see fit and cheap from the numerous incentive types.

One of the key elements that motivates people to work hard and effectively is the availability of incentives. It's because incentives and reward systems encourage employees to perform more effectively in order to meet the objectives of the organization (Gana&Bababe, 2016). Additionally, the lack of proper incentives may have a detrimental impact on the performance of the diligent employees. It may also diminish their performance at work, which reduces the likelihood that the institution will achieve its ambitious goals (Palmer, 2018).

According to Kaya (2017), rewards are one method by which workers "carry out their end of the employment contract, that is, compensating employees for their efforts." In general, an "incentive" refers to any method that motivates an employee to want to do better, try harder, and put in more effort.

Career Development

A career development plan is a rigorous way to match a worker's professional objectives with the demands of the firm (Kakui and Gachunga, 2016). It entails a range of measures taken by the employee and the company to meet career objectives and job requirements (Mwashila, 2017). A company-wide initiative to support employees' growth and development inside the organization is employee career development. This gives both individuals and organizations an opportunity to fill in the gaps left by cutting-edge technology and a small talent pool. The most important school-based factor that could influence a student's success is seen to be the teachers. A lecturer's competences are defined as their capacity to use skills including communication, problem-solving, teamwork, entrepreneurship, and time management to boost students' understanding of subjects covered by a university lecturer (Erehet *al* 2019). To close the performance gap between current performance and anticipated future performance, career promotion is widely used, (Kakui, 2016). Lack of career growth possibilities has an impact on performance and motivation. Employees will feel appreciated and motivated if they are given the chance to advance their careers by adopting the skills, technology, and competences necessary for performance enhancement and advancement.2016 (Oburu&Atambo 2016), This idea holds that employees might be motivated if their expectations for achieving the objective are tied to the particular actions taken by management. Employee productivity will therefore rise as a consequence of the continual reminder that their activities will not only help them achieve their goals but will also boosts their chances of getting promoted. The availability of possibilities for organizational development and growth can inspire employees (Armstrong, 2001)Organizations place more emphasis on employee growth and improving factors that motivate workers, such as self-worth and self-actualization.

So that they can achieve the best performance. Employee motivation may boost productivity through fair compensation, training, and career growth possibilities (Chiradeep, 2019).

Staff Recognition

According to Reena and Ahmed (2018), recognition is defined as individual attention that conveys interest, approbation, and gratitude. Oburu&Atambo (2016) assert that incentives and recognition directly affect employees' motivation and boost their productivity. A non-financial reward is recognition (Kurfi, 2013). According to Petresca and Simon (2008), recognition is the broad acknowledgement or affirmation of an event or performance. Employee recognition is defined by Pruden (2020) as a timely, informed, or formal acknowledgment of a person's behavior and effort that directly supports the fulfillment of company goals and values, typically above and beyond standard expected levels. Therefore, it is an employer's recognition of a worker's success and work toward the organization's objectives. It implies paying close attention to an employee's activities, efforts, behavior, or performance, whether that attention be physical, psychological, or both. It is in fact one method of handling the employees' emotions (Gale,2022).

Not all employees are motivated to perform beyond the essential minimum with monetary incentives alone. It is therefore incumbent on organizations to provide relevant awards on merit as a form of employee recognition (Malhotra & Ahmed,2018). According to a study published in the European Journal of Business and Management, Taylor (2017) noted that rewarding and empowering employees will inspire them to work more and accomplish more, which would ultimately lead to improved organizational performance. While some firms utilize recognition to improve overall organizational performance, others use it to motivate employee performance (Roberts, 2015).For instance, verbal acknowledgement of well-done work or the award for employee of the month is both examples of recognition (Chiradeep, 2019).

According to Nolan (2016), organizations may show their appreciation for their employees by giving them present's cards, certificates, shopping vouchers, "thank you" meals, trophies, and opportunities for professional progress, trainings, and the respect they deserve. Even recognition programs like "employee of the month/year schemes," "long service awards," etc. have been developed by organizations. However, several studies have shown that failing to incorporate acknowledgment as a part of remuneration is a typical occurrence in most workplaces (Ndetei, et al 2007). However, recognition is the most affordable and still results in more advantages for workers (Oburu&Atambo, 2016).

Academic Staff Performance

Robbins (2010) posits that academic staff performance can be measured by assessing subject mastery, testing procedures, organization and communication skills, student-teacher relations, self-development, research and publication. Self-development, Student Evaluation of Lecturers Effectiveness (SELE), and research and publishing, according to White (2008), are essential metrics of academic staff effectiveness. Academic employees that pursue and complete their PhDs are examples of self-development. SELE is carried out by distributing questionnaires to students, who are asked to score professors' instructional effectiveness and organizational abilities. The ratings supplied provide a reliable basis for evaluating academic staff performance. Different scholars have studied performance of academic staff in institutions of higher learning. (Astin& Lee,1967) revealed that academic staff roles involved classroom teaching and research. (Blass & Hayward,2014) reported that academic staff played a role in supporting, sustaining, developing and promoting innovation in society. (Hassan & Raza,2011) revealed three academic staff roles, namely; teaching, scholarly endeavor and service to the university indicated that academic staff carried out teaching and supervision, research and innovation, publication, consultancy and services. (Iqbal,2011)

pointed out that academic staff produced development solutions through innovations. (Mushemeza,2016) reported that the centrality of quality academic staff was a reality in terms of designing relevant programmes and courses, teaching, examination and supervision of students' research. A summary of the deconstruction of performance of academic staff by the studies above suggests that performance of academic staff involves teaching, research publication, innovation and community service. Those identified performance roles of academic staff to a large extent reflects performance expectations for academic staff in higher institutions in Nigeria. (Mawoli& Babandako,2011) indicated that performance of academic staff in universities in Nigeria was in terms of attendance teaching, research and publications. (Ologunde et.al,2013) revealed that performance measures for lecturers in Nigeria were research, teaching and community services performance. Similarly, (Tinuke2015) in a study in Nigeria reported that the job description of academics involved three major elements, namely; teaching, research and community service. From above performance can be view as a strategic and an all-embracing technique to deliver consistent performance to organizations by improving upon the performance of staffs through team spirit and individual contributions. This study therefore adopted teaching activities, research and publication and community service as measures of university academic staff performance.

Theoretical Review

Goal-setting Theory

The goal-setting theory had been proposed by Edwin Locke in the year 1968. This theory suggests that the individual goals established by an employee play an important role in motivating him for superior performance. Skills required include the ability to engage employees in mutual goal setting clarify role expectations and provide regular performance feedback. Time and energy will also need to be given to providing relevant performance incentives, managing processes, providing adequate resources and workplace training. It also advice that in order to drive the organization to peak performance managers and supervisors must put out front the human face of their organization. Principle here is the human-to-human interaction through providing individualized support and encouragement to each and every employee (Salaman et al,

2005).Employee performance is a major multidimensional construct aimed to achieve results and has a strong link with planned goals of an organization (Abbas and Yaqoob, 2009).

Performance is the key multi character factor intended to attain outcomes which has a major connection with planned objectives of the organization (Sabir et al. 2012).Employees 'goals achievement in this theory is by creating of work environment attractive , comfortable, satisfactory and motivating to employees so as to give them a sense of pride and purpose in what they do. How working environment is designed and occupied affects not only how people feel, but also their work performance,commitment to their employer, and the creation of new knowledge in the organization (Taiwo, 2009).The theory assumes that individuals need clear and specific goals to work towards. Vague or general goals do not provide the necessary direction and focus for individuals to channel their efforts effectively. Clear goals outline what needs to be achieved, in what timeframe, and with what level of quality.

The theory enable academic institutions can promote academic staff performance by setting clear and specific goals. This can include defining desired outcomes for research projects, teaching objectives, publication targets, grant applications, or professional development goals. Clear goals provide a sense of direction and focus, helping academic staff prioritize their efforts and allocate their time and resources effectively.

Fredrick Hertzberg Two Factor Theory

Fredrick Hertzberg Two Factor Theory Frederick Herzberg in the 1950s did an analysis on 200 accountants and engineers with an aim of finding out what are their positive and negative

feelings about their work. Two factors from the study stood out to be influencing the satisfaction and motivation of the employees thus propelling them to performance. The factors included motivator factors which were considered to lead employees to job satisfaction and make them work harder with examples such as career development and recognition at work. Hygiene factors were also considered by the theory and were factors that could lead to dissatisfaction and lack of motivation if they are not provided in the life of an employee. Herzberg theoretical perspectives of the hygiene and motivators factors can be embraced by organizations through an understanding of the needs of the employees for them to articulate the factors that will be reduced and the one that will be increased for the employees to be motivated to perform the tasks assigned. Workers need to be motivated wholly for them to execute their tasks effectively. Therefore, financial incentives have to be supplemented by non-financial motivators like training for increased organizational performance. The workers always give back in relation to what they have been offered as well as how the organization treats them while performing the organization mandates.

Herzberg proposed that job satisfaction and job dissatisfaction are not two ends of the same continuum but are instead two separate dimensions. Hygiene factors primarily influence dissatisfaction, while motivational factors primarily influence satisfaction. Improving hygiene factors reduces dissatisfaction, but it does not necessarily increase satisfaction.

This theory underpin the study because the application of Herzberg's Two-Factor Theory provides a framework for understanding the motivational aspects of academic staff performance, but it should be complemented with other theories and approaches to gain a comprehensive understanding of the factors that influence their performance and job satisfaction.

Empirical Review

Ntadomet al,(2021),examined the effect of career development on organizational performance in selected higher institution in Anambra State Nigeria using cross-sectional survey the research design. The population of the study comprised of 57, 710 students selected across the five south east states of Nigeria. A sample size of 399 students was drawn from the population, using Taro Yamane formula while hypotheses were tested using multiple regression analysis.. The study found that career development has significant effect on Organizational Performance. In view of the findings, the study recommended that Training should be done on collaborative decision making and problem solving, geared towards decentralization; The use of multiple regressions to establish relationships between the independent and dependent variables using primary data was adequate.

Augustine *et al*,(2019),effect of promotion and recognition on job satisfaction of librarians in academic libraries in Imo State. The survey research design was used for the study using questionnaire as the instrument for data collection. The study covered the entire population of One hundred and seven (107) librarians in academic libraries in Imo State. One hundred and five (105) copies of the questionnaire were completed and returned for analysis representing 98.1%. The findings showed that promotion on the job to higher positions increases librarians' satisfaction on the job. Again, that the higher librarians attain through promotion the greater satisfaction they derive. The findings also showed that recognition makes librarians feel proud on their job and take their job seriously. The study recommended that academic libraries in Imo State should come up with policies that will ensure librarians regular promotion. That proven cases of denial of recognition should be re-visited to ensure fair play. This research was carried out with a very limited sample of only 105 respondents and alsolimited to academic libraries in Imo State

Hussain, *et al*,(2019).empirically examine Impact of Employees' Recognition, Rewards and Job Stress on Job Performance: Mediating Role of Perceived Organization Support in Lahore,

Pakistan using survey method of the questionnaire. Random sampling techniques were used for the study. Confirmatory factor analysis (CFA) and structure equation modeling (SEM) techniques have been used for statistical analysis. He study found that employee rewards and recognition have a significant and positive effect on employee performance whereas job stress has a significant and negative effect on employee performance. Findings also revealed that perceived organizational support significantly and fully mediates the relationship between employee rewards, recognition, and job stress and employee performance. Implications of the study -Employee rewards and recognition play an important role in overall employee performance. If the companies will not take it seriously, then it might lead to negative consequences. On the other hand, job stress also plays a vital role in employee performance. However, the study was carried out in another environment outside Nigeria in the past which cannot be generalized because of the environmental differences

Dialoke, & Adighije (2018) determine the effect of career development on the employees' performance and ascertain the effect of career advancement on the motivation of Non-academic Staff of Michael Okpara University of Agriculture Umudike using survey research design, The population of the study consist of (2630) Non-academic Staff of the university, while sample size of (346) determine using Taro Yamane's formula. Pearson Product Moment Correlation analysis was use to analyze the hypoteses The study revealed that there is a positive and significant correlation between career development and the performance of the Non-academic Staff of the university, and also career advancement is positively correlated with motivation of the Nonacademic Staff of the University. The study recommended that in harmony with the programmes and policies of the university, management should not relent in contributing to the career growth of the Nonacademic Staff by providing abundant opportunities for self-development, advancement, structured learning; funding career development programmes, and providing incentives to those who endeavor career development as these are sine qua non in maintaining and sustaining outstanding administrative performance in the institution which is vital in facilitating learning and academic researches carried out in the university. The study used adequate statistical tools of analysis to examine the data as postulated by Hausman (1978).

Ndungu,(2017)conducted a study on the effects of reward and recognition on employee performance in Kenyatta University using descriptive research design Stratified random sampling and purposive random sampling were used in sampling design. Questionnaire instrument was used and was distributed to 360 employees of Kenyatta University. In total, 332 usable responses were received which were analyzed using Inferential statistics (person correlation analysis) and multiple regressions. Results showed significantly positive relationship between reward and recognition, with employee performance. Implications of the study is that those employees who demonstrate increasing levels of ability are given increasing levels of responsibility, providing employees with more organizational freedom and autonomy and engaging employees in decision making so that they feel that their opinions are important for development of Kenyatta University. This study was carried out in Kenyatta University whose environment is so different from that of Nigeria therefore cannot be generalized

3.0 METHODOLOGY

The survey design was used because of the descriptive nature of the study. The sample size of three hundred and eleven (311) consisting of both senior and junior academic staff members of Prince AbubakerAudu University, Ayingba, Federal University Lokoja and Salem University Lokojatotaling (1,398).Were used, Out of a total of three hundred and eleven (311) copies of the questionnaire distributed to the respondents, three hundred (300) copies were returned given a response rate of 95%. Data were analyzed based on the questionnaire

administered to the respondents . Five-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree was used. Data were presented using tables while Statistical Package for Social Sciences (SPSS) version 20.0 software was used to analyze the data while multiple linear regression was used to test the null hypotheses formulated.

To determine the sample size, the researcher used Taro Yamane sample size determination formula as presented below.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n= sample size

N= population of the study

l= constant

e = level of significant (5%)

Therefore, $n = \frac{1,398}{1 + 1,398(0.05)^2}$

$$n = \frac{1,398}{1 + 1,398(0.0025)}$$

$$n = \frac{1,398}{1 + 3.495}$$

$$n = \frac{1,398}{4.495}$$

$$n = 311$$

Thus, a total of 311 respondents constitute the sample size for the study.

Breakdown of the sample size of the studied tertiary institutions in Kogi state

Institution	Total. stud y Populatio	Sample Size	Proportionate Sample Size	Sample percentag (%)
Prince..Abubaker..Auc u University Anyigba			618	44%
Federal University Lokoja	1,398	311	477	34%
Salem University Lokoja			303	22%
				100%

Model Specification

$$Y = \alpha + \beta_1 x_1 + \beta_2 x_2 + e_i \text{ -----1}$$

Where

α = Vertical Intercept

Y= Dependent variable i.e. academic staff performance

X1 – career development (CD)

X2 – staff recognition (SR)

e =Error terms or residual.

$\beta_1 - \beta_3$ = Slope of the coefficient

The model is therefore rewritten as:

$$Y = \alpha + \beta_1(\text{CD}) + \beta_2(\text{SR}) + e \text{ -----2}$$

4.0 DATA ANALYSIS AND DISCUSSION OF FINDINGS**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896 ^a	.892	.892	.548

a. Predictors: (Constant), SR, CD

The R-square value of .896 in table indicated that the components of independent variable have effect of 89% on the dependent variable while the adjusted R square value of .896 also indicated the accurate effect of career development and staff recognition of 89% on academic staff performance.

Anova**ANOVA^a**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	10578.378	2	5289.189	17617.075	.000 ^b
1 Residual	89.169	297	.300		
Total	10667.547	299			

a. Dependent Variable: ACP

b. Predictors: (Constant), SR, CD

The F-Statistics value of 17617.075 and the corresponding sig. level of 0.00 in table signified that the model is fit and significant at 1% level. This means that the model is fit and admissible for academic performance.

Coefficients**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.289	.076		3.816	.000
1 CD	-.137	.053	-.138	-2.570	.000
SR	1.126	.053	1.133	21.137	.000

a. Dependent Variable: ACP

Test of Hypotheses

To investigate the effects of non-monetary incentive on academic staff performance in selected universities in kogi state, the formulated hypotheses were tested using multiple linear regression analysis.

H₀₁: Career development has no significant effect on academic staff performance in selected universities in kogi state

Table ; shows that the result of t statistic value of -2.570 and the corresponding sig. level of .000 which is significant at 5% level of significance indicating that Career development has no significant effect on academic staff performance in selected universities in kogi state. Based on this, the null hypothesis one, which says, Career development has no significant effect on academic staff performance in selected universities in kogi state is rejected.

Test of Hypotheses

H₀₁₁: Recognition has no significant effect on academic staff performance in selected universities in kogi state

Table ; shows that the result of t statistic value of 21.137 and the corresponding sig. level of 0.00 which is significant at 5% level of significance indicating that staff recognition has a significant effect on academic staff performance in selected universities in kogi state. Based on this, the null hypothesis two, which says, Recognition has no significant effect on academic staff performance in selected universities in kogi state is rejected.

Discussion of Findings

The result of the analysis indicates that career development on academic staff performance in selected universities in kogi state is significant. The study further revealed that career development has significant effect on academic staff performance in selected universities in kogi state indicating that an increase in career development will enhance academic staff performance in selected universities in kogi state. This means that, developing employee's skills, improving quality of employee's, reducing organizational turnover and boosting employee's performance enhances academic staff performance in selected universities in kogi state. This finding is in line with Herzberg Two Factor Theory which emphasizes the which emphasize that workers need to be motivated wholly for them to execute their tasks effectively. This finding is in agreement with the findings of Ntadom et al,(2021) and Dialoke, & Adighije (2018) who found that career development has significant effect on Organizational Performance

The study finally revealed that staff recognition has significant effect on academic staff performance in selected universities in kogi state. indicating that an increase in staff recognition will enhance on academic staff performance in selected universities in kogi state, This means that, taking my job seriously, feeling proud on my job, becoming more competent on my job and fear no duties on my job enhances academic staff performance in selected universities in kogi state. This finding is in line with Herzberg Two Factor Theory which emphasizes that workers need to be motivated wholly for them to execute their tasks effectively. This finding is in agreement with the findings of Ndungu,(2017) who found that showed that recognition has significantly effect on employee performance

5.0 CONCLUSION AND RECOMMENDATIONS

The universities in kogi state must engage in career development to enhance academic staff performance. The uses of developing employee's skills and improving quality of employee's

performance boost academic staff performance. The universities must engage the strategies of reducing organizational turnover and boost employee's performance in universities.

The universities in Kogi state must engage in staff recognition to increase academic staff performance. The use of taking job seriously and feeling proud on the job enhances academic staff performance. The universities must engage the strategies of becoming more competent on job and fear no duties on job to increase academic staff performance.

The following recommendations were made from the study:

- i. The study Recommended among others that the institutions and organizations should endeavour to train their employees to enhance high level of research output and effective teaching in the schools
- ii. The study also recommended that institutions should set in motion strategies to address welfare package to academic staff of universities.

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