Chapter One

Introduction

1.1 Background of the Study

The purpose of research is to address societal requirements and contribute to a country's development. In this context, it is possible to assert that a country's present condition is a reflection of the quality and amount of its research productivity. In other words, no society can really develop past the level and scope of its research. Therefore, it is possible to say that research distinguishes between the developed and developing countries of the world. This explains why research productivity and the many stakeholders engaged in the process are receiving renewed and increased attention[1]. It is well acknowledged that research plays a crucial role in the development of institutions, and its significance for the academic setting cannot be overestimated.

The total amount of research that is done over a given period of time is referred to as research productivity, and it includes delivering seminar talks, publishing books or chapters in books, and publishing articles in peer-reviewed journals[2]. The entire numbers of journal articles, books, monographs, conference proceedings, technical reports, chapters in books, theses, dissertations, scientific peer reviews, co-authored textbooks, occasional papers, and patents produced by scholars within a specified timeframe is referred to as research productivity[3]. The publication of articles in reputable scholarly publications published worldwide, the filing of patent applications, or documentation after theoretical and practical studies are all examples of how the research productivity is demonstrated[4]. Additionally, research productivity encompasses intangible products like securing research grants, editorial responsibilities, participating in public

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discussions and opinions on public interest topics, supervising students' class projects and dissertations, teaching, and volunteer work[5].

Publications account for the vast bulk of university faculty members' research productivity. These articles support academic reputation building for scholars both locally and internationally. The majority of African nations however, evaluate university faculty members more heavily on the number of students they supervise and the modules or courses they teach[6]. For the most part, Africa's nations continue to have limited research funding. Many African nations invest less than 1% of their GDP, which is below the goal set by the African Union, according to a global analysis of research and development spending as a percentage of GDP [7]. African nations need to reevaluate their research priorities in light of the critical role that research plays in the development agenda. In order to improve the research environment in the African continent, it is necessary to identify the elements that influence research productivity in the continent[8].

Nigeria, like any other nation seeking growth, has taken attempts to change its economy from one that is underdeveloped to one that is developing after realizing the crucial role that research plays in progress. Research productivity is crucial to scholars, researchers' and learned members especially in the universities and central to the teaching capability of faculty or staff. This is because the academic mandate of a lecturer is to teach, conduct research and participate in community service. Research is one of the elements of a university that set them apart from their competitors within the context of ranking and a key indicator used to place institutions on the ivy-league table of world ranking universities. This makes it crucial for employees who are faculty or staff to engage in research and become productive. The Federal Government averred that lecturers in tertiary institutions are the major determinants of the education process particularly in ensuring quality, hence the success or failure of the education system depends on

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them. As a mandate to conduct research in academic institutions by lecturers, during these processes, digital contents such as seminar papers, conference papers, technical reports, datasets, theses and dissertations, pre-print and post-print journal articles, images, audio and video contents are produced[9]. Lecturers determine the development of universities by developing curriculum, controlling the academic rules and creating a better method for students' learning. Lecturers enhance their teaching by developing and promoting innovative teaching methods, consultation with students and production of teaching materials for students while also carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books.

The principal criterion for measuring lecturers' research productivity is the research output or productivity of publications in referred national and international journals and textbooks. Research productivity in universities often serves as a major role in attaining upward mobility in the academic environment as it is related to promotion, tenure and salary of academic staff. Research in universities serves as a good platform for lecturers to become accomplished scholars and plays an eminent role in facilitating the prosperity of a nation and ultimately the well-being of the citizenry[9].

However, universities research can help academic staff members make decisions and get them listed on international rankings lists. Research productivity is frequently regarded as a crucial component of success, which can result in a promotion, honors, and a good income. Academic staff at universities is very interested in how research has a real impact on scholarly advancements as well as a progressive stimulus on the world economy. This kind of influence is pretty intriguing, particularly when it can be demonstrated and supported by data[10]. The idea of research productivity is intricate, yet it may be quantified using concrete metrics like three

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themes based on individual, institutional, and academic leadership characteristics. The characteristics of the individual researcher are one of the key elements affecting research productivity. There are a wide variety of academics' staff attributes that have been found to significantly impact their research engagement and productivity. Academic staff research productivity may be influenced by their demographic, professional, psychological, and attitude characteristics. Although researchers have different methods for conducting research, their dedication to it usually determines how productive they are[11].

Additionally, academic staff that likes to work in teams may be more productive, probably as a result of the degree of communication, competition, and accountability. The growth of multidisciplinary and international publications may possibly be attracting more scholars who are interested in research. The motivations, autonomy, subject expertise, number of projects, work habits, and research abilities of the academic staff are also very important in forecasting their degree of productivity[12]. There is no substitute for hiring staff who are enthusiastic researchers and giving them the support they need, according to a thorough evaluation and subsequent research. Individual researcher traits offer only one, albeit important, aspect of research output, regardless of how eager they are to publish[13].

The faculty's leadership abilities could be another element that contributes to the conditions that academic staff members find to be productive. Due to the synergy a faculty leader cultivates between the academic staff, the research culture, and the institution, leadership is essential to the productivity of its research[12]. Leaders of successful research productivity are characterized as esteemed academics who are focused on research and have an authoritative personality well as participative leadership style. The leader carries out important research-related tasks like managing, raising money, and setting goals. In contrast, a lack of professional autonomy and an

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increase in management oversight and control have an adverse effect on a researcher's productivity[13].

However, it is critical to include the institutional environment of research accomplishments as one of the primary elements when assessing research productivity. Institutional variables allegedly could have a major impact on research productivity, according to a number of academics. More so, institutional characteristics are academic researchers' whom his research performance is remarkably impacted by organization physical appearance. Key institutional characteristics that have been researched in the past include the availability of financing and resources, institutional research policies, institutional culture, institutional orientation, reward and incentive systems, leadership styles, and the accessibility of top researchers. Factors at the institutional level could influence research engagement and productivity. Institutional research policies, teaching loads, research funding availability, access to professional meetings, administrative staff's supportive attitude, institutional goals and missions, institutional support for research activity, research benefits and incentives, and a culture that values research are few examples of institutional characteristics of research productivity[14]. Apart from the key characteristics at the institutional level, research self-efficacy is one of the fundamental factors that could also influence research productivity.

Research self-efficacy can influence academic staff members' research productivity, but, it is well known that research is challenging and requires strong psychological and emotional conditions for sustainability and analytical skills[15]. Research self-efficacy is one of the key elements that could determine the effective conduct of research. Research Self-efficacy beliefs can impact a person's functioning, his capacity for exerting effort in a difficult task, and his persistence in pursuing his goals [16]. More so, research self-efficacy is the research conviction that

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one can perform research activities successfully. Self-efficacy can also be viewed as a generative skill that is used to effectively direct a person's cognitive, social, emotional, and behavioral sub aptitudes toward the accomplishment of particular goals. This implies that people's belief in becoming "proactive agents" to regain a sense of control in the face of failures also influences their ability to deal well with risk circumstances[17].

A collection of "beliefs in one's abilities to organize and carry out the actions necessary to produce given attainments" is known as self-efficacy[18]. Performance accomplishments (Enactive mastery experiences), vicarious experience, verbal persuasion, and emotional arousal are the four things Bandura names as measures of research self-efficacy. According to Bandura, the past achievements, personal accomplishment and others are significant sources of research self-efficacy of academic staff members. The ability to manage expectations can be improved by personal experience of the faculty members. One's perception of the skills is influenced by their experience of mastery. Additionally, research self-efficacy is felt after successful experiences. Strong research self-efficacy can be established by consistent behavior success in research. Research self-efficacy can, however, be weakened or undermined if a research task or challenge is not successfully completed.

The timing and complete repeat of experience have a role in the failure of research self-efficacy. When academic staff members rely on indirect experience as their primary source of research self-efficacy rather than past experience, this is known as vicarious experience[19]**.** However, they can witness this second source of research self-efficacy when they watch other colleague in their universities execute an activity or deal with a circumstance; this can help them complete the same task by imitation. If the academic staff completed the work successfully, the students will probably believe that they can as well perform. The Pygmalion effect, or the conviction that

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something will happen, is the most effective technique to persuade staff members that they can perform a particular action, according to the study of[20].

On the other hand, the verbal persuasion addressed can be summed up as individual faculty members being convinced that a proposal will enable them to effectively complete a research, an activity or behavior[18]**.** Verbal persuasion is not rooted in prior failures; rather, it is a weak inducer of research self-efficacy that can be put out by ignoring them. Nevertheless, emotional arousal is the final source of research self-efficacy that can be sparked by demanding and difficult circumstances that might have a positive value for self-ability in research; consequently, this affects the perceived research self-efficacy in dealing with frightening situations in research. This indicates that the emotion felt following a stressful event may have an impact on how academic staff members feel about their individual abilities. If someone is confident, it will result in excitement without worry and eventually cultivate a strong sense of research self-efficacy, however if someone is nervous, it may generate a lower sense of research self-efficacy. The way that people perceive and evaluate emotional arousal is crucial in helping them form their own research self-efficacy beliefs. Thus, one's research self-efficacy views are positively impacted by being able to control one's emotions in research. Motivational factors could also be determinants of research productivity of staff in any organization particularly the academic staff.

However, effective motivation of staff members is a key element in determining the overall productivity of the staff in any organization. It promotes the organization's healthy growth and development. In other words, motivation is a crucial element that improves the research output of university faculty. The word "motivation" is derived from the word "motive," which refers to a person's inner needs, desires, or impulses[21]**.** It entails encouraging others to act in order to accomplish their aims. A person's motivation is what steers their conduct, what makes them

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repeat a particular action, and vice versa. Thus, if these definitions are different, some similar characteristics like "direction" and "goal" can still be mentioned[22].

The psychological aspects influencing staff behavior in the context of work goals include achievement, work environment, need for money, job satisfaction, respect, and achievement. Since motivation is an emotional phenomenon, creating an incentive program must take into account the needs and desires of the workers. As a result, staff motivation boosts productivity in any organization, but particularly in a university where staff who are generally contented and motivated tend to be content and successful. A demotivated academic staff is likely to become a hindrance to the organization or resign from his or her position, which will encourage inefficiency, low productivity, or dedication in attaining the organization's goals and objectives. In order to increase their research productivity and the retention of the skilled workforce in their organization, it is therefore advisable for every university to take the initiative to identify the characteristics that enhance job happiness among academic staff[23]**.** When handled effectively, incentive can be crucial to getting the most out of the academic staff while also boosting research productivity.

In addition, motivational elements raise job satisfaction for academic staff members, while hygienic factors lower it. Academic staff' thoughts are significantly impacted by motivational variables as they become more aware of their place in the company. They strive to infuse innovation into various working processes while maintaining a positive attitude. Academic staff members that are both internally and externally driven consistently improve their professional competencies and coordinate their own objectives with those of the company to operate as efficiently as possible. To secure the best productivity and research results, organization should carefully evaluate the needs, psychological characteristics, and expectations of their staff.

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Academic staff motivation and job happiness typically affect how well they perform. Because it gives workers the freedom to function independently and effectively, empowerment is a terrific motivator. Faculty members motivation for their jobs is directly impacted by their working environment, as is a strong sense of cooperation. When the staff are well motivated, the level of their commitment towards research will increased[24].

In the conventional Herzberg model, job satisfaction and unhappiness were depicted as two opposed ends of the same continuum. Later, contentment and discontent were divided into other categories, each of which was associated by a unique collection of characteristics. While motivators raised happiness, hygiene factors decreased dissatisfaction. The modified two-factor theory, which asserted that happiness and discontent were influenced by various sets of components, was therefore supported[25]. In the conventional Herzberg model, job satisfaction and dissatisfaction were depicted as two opposed ends of the same continuum. Later, contentment and discontent were divided into other categories, each with its own set of contributing elements. While the motivators boosted satisfaction, hygiene factors decreased dissatisfaction. The modified two-factor theory, which asserted that happiness and discontent were influenced by various sets of components, was therefore supported[26]**.** Thus, hygiene factors, fulfilled the need to avoid unattractiveness situation while the motivation factors met the need of the individual for self-growth and self-actualization[27].

However, all these factors (research self-efficacy and motivational factors) will affect academic staff research productivity directly or indirectly. It is based on this premise this study sought to examine the influence of research self-efficacy and motivational factors on research productivity of Academic staff in private universities in Oyo State.

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1.2 Statement of the Problem

Research in academic environment is essential to the growth of knowledge and innovation of academic staff, especially in higher institutions. Academic staff play vital role by assisting their institutions to meet the goals of academic activities to include teaching, learning and research. However, empirical and subjective evidences have shown that lecturers in Nigeria like their other counterparts globally engage in different types of studies with reference to their research output and productivity[28]. It has been observed that there is a low level of research productivity of academic staff in Nigeria and this low level of research productivity has consequently resulted to waste of huge resources expended by the university management and government on information materials and research itself, hence, resulting to minimal or low productivity. Previous studies and personal observation have also revealed that the low level of research productivity by lecturers could be influenced by factors such as research self-efficacy and motivational factors put in place to enhance research productivity. It is established in literature that research self-efficacy such as performance accomplishments, vicarious experience, verbal persuasion and emotional arousal could either stir a negative or positive research productivity of lecturers[18].

In addition, motivational factors, both intrinsic factors like work itself, achievement, recognition, responsibility and advancement as well as extrinsic factors such as working condition, salary, co-worker, interaction and mentoring have been identified as essential factors that might determine the level of research productivity of academic staff. Though, some studies have examined some factors that could influence the research productivity of academic staff like information literacy skills, information seeking needs and many more. However, the extant literature revealed that the influence of these factors on research productivity in Nigeria seemed not to have received a considerable attention it requires. It is against these established cogent

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factors that the necessity has arisen for an in-depth study to empirically examine the influence of research self-efficacy and motivational factors on the research productivity of academic staff in private University, Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study was to investigate the influence of research self-efficacy and motivation factors on research productivity of academic staff in Private Universities in Oyo state. The objectives are to:

i. identify the level of research productivity of academic staff in private universities, Oyo state;
ii. examine the level of research self-efficacy of academic staff in private universities, Oyo State;
iii. identify the most prevalent factors that bring about motivational factors of academic staff in private universities, Oyo State;
iv. determine the influence of research self-efficacy on research productivity of academic staff in private universities, Oyo State;
v. ascertain the influence of the most prevalent factors that bring about motivation on research productivity of academic staff in private universities, Oyo State and
vi. establish the combined influence of research self-efficacy and motivational factors on research productivity of academic staff in private universities, Oyo State.

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1.4 Research Questions

This study had answered the following research questions:

1. What is the level of research productivity of academic staff in private universities, Oyo state?
2. What is the level of research self-efficacy of academic staff in private universities, Oyo state?
3. What are the most prevalent factors that bring about motivation of academic staff in private universities in Oyo State?

1.5.1 Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

$H_0$1: There will be no significant influence of research self-efficacy on research productivity of academic staff in private universities, Oyo state;

$H_0$2: There will be no significant influence of motivational factors on research productivity of academic staff in private universities, Oyo state;

$H_0$3: There will be no significant combine influence of research self-efficacy and motivational factors on research productivity of academic staff in private universities, Oyo State.

1.6 Significance of the Study

The study examined research self-efficacy and motivational factors on research productivity of academic staff in private universities in Oyo State. The findings of this study will be of immense benefit to Library administrators, policy makers in education, University management, researchers and academic staff.

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The results of this study will thereby educate academic staff on the productivity, motivation, and self-efficacy of research at their respective universities. With this knowledge, they will be more equipped to deal with issues related to academic staff members' research self-efficacy, and they might even be motivated to produce more research. The study's results will provide reliable and current information that policymakers in the field of education will need to understand the relationship between academic staff research self-efficacy, motivation, and their research productivity at universities. The institution's policy development and implementation process will be guided to follow the best course of action for enhancing academic staff research output if self-efficacy-increasing tactics and motivational techniques are used.

The results of the study will help individuals involved, such as the university's management and governing council, to have a clear grasp of the impacts of academic staff members' motivation and research self-efficacy in their research on their productivity. This will encourage them to adopt strategies that will help them stay motivated and confident in their ability to increase research productivity.

Similar to this, the results will aid researchers and academics in comprehending the relationship between research productivity, motivation, and research self-efficacy in academic settings. This will give them direction while they carry out pertinent research to boost research productivity. With the knowledge, they will also be able to use the findings as a springboard for more study aimed at boosting research productivity. They will also be able to encourage talks about academic staff members' motivation, self-efficacy, and research productivity. In order to increase research productivity in the academic setting, the information will also serve as a guide and direction for researchers, scholars, and most notably academic staff. Thanks to their experience, researchers will also be able to spot places where there are gaps and where more study is needed.

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The study's findings, however, are theoretically significant to librarians, stakeholders, educators, and researchers because they give new insight on the relationship between research self-efficacy, motivation, and productivity. The study presented a number of important issues with broad theoretical implications in addition to the research questions and hypotheses.

1.7 Scope of the Study

The study focused on research self-efficacy and motivational factors on research productivity of academic staff in Private Universities, Oyo state, Nigeria.

The measures of research productivity are individual characteristics, institution characteristics and leadership characteristics. The measures for research self-efficacy will concentrate on performance accomplishments, vicarious experience, verbal persuasion and emotional arousal. Motivational factors will be measured by intrinsic motivation and extrinsic motivation. While the respondents of this study were academic staff (professors, associate professors, senior lecturers, lecturer I, lecturer II, and assistant lecturers) in Private Universities, Oyo state.

The study covered seven (7) private universities in Oyo State. These are Lead City University, Ibadan, Ajayi Crowther University, Oyo, Kola Daisi University, Precious Cornerstone University and Atiba University, Oyo, Dominion University, Ibadan and Dominican University, Ibadan. Additionally, the scope will cut across all faculties in the universities. The population of this study is the Lead City University, Ibadan and Ajayi Crowther University, Oyo. The reason for choosing only the two universities in Oyo State is because the other private universities in Oyo State e.g Kola Daisi University, Precious Cornerstone University and Atiba University have very few faculties and lecturers for the study.

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1.8 Limitation of the Study

The limitation encountered by the researcher was unwilling of some academic staff to complete the questionnaire**.** Some respondents misplaced the questionnaire that was given to them, while another one was given to them, and there was constant reminder.

1.9 Operational Definition of Terms

The following terms are defined as used in the context of this study for the purpose of clarity and precision:

Research Productivity: This is an indicator of a scholar's success. It is the quantity of academic staff members' publications. It is the end result of research projects conducted by academic staff at exclusive universities in Oyo State. This is concrete proof of the faculty members' research accomplishments, which result in products like journal articles, reports, monographs, book chapters, etc.

Individual Characteristics: This is a variety of academic staff members' personalities that have a big impact on how engaged and productive they are in their research.

Institutional Characteristics: These are regarded as support initiatives created for university faculty members. This encompasses the growth and training of the workforce, staff assistance, technical support and direction, workload, research, advancement, monetary compensation, and social recognition.

Leadership Characteristic: This focused on the role of supervision, organization, and group performance. This recognizes what the academic staff wants and helps them achieve their goals.

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Motivation: This is an inner state of mind that causes academic staff to behave in a way that endures the accomplishment of stated goals. Motivation is something that impels academic staff to act; it is a reason for behavior. It is an understanding of needs that prompts academic staff to do a great job.

*Intrinsic Motivation***:** This is when academic staff in private universities in Oyo State engaged in something for the individual's satisfaction that is not rooted in receiving external rewards. Intrinsic is rooted in a person's desire for appreciation, recognition, satisfaction in doing well, and coping with new challenges.

Extrinsic Motivation: This is motivation of academic staff in private universities in Oyo state's to conduct behavior or participate in an activity to gain reword or avoid the punishment, which can include the factors such as, salary, incentive, rewards, promotions and job security.

Research Self-efficacy (RSE)*:* This is academic staff in private universities perception of their knowledge, skills, and capacity to conduct research.

(a) *Performance Accomplishments (Enactive mastery experiences*): This represent an academic staff in private universities previous successful participation in a given task or research and providing concrete information to individuals about their actual ability to perform that task. Research mastery experiences occur when academic staff successfully completes research-related tasks

(b) *Vicarious Experience*: This involve academic staff witnessing another colleague or researcher in private universities in Oyo State (i.e., a model similar to the observer) successfully completing a given task**.**

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(c) *Verbal Persuasion:* This is suggestions or encouragement by others that influence academic staff' perceptions of their ability to succeed in a given domain.

(d) *Emotional Arousal:* This is stimulated from difficult and challenging situations which might have beneficial worth for self-ability hence this affect the perceived research self-efficacy in dealing with threatening situation of academic staff in private universities.

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Chapter Two

Literature Review

This chapter attempts an in adept review of literature on the topic under study. It is an inevitable part of the study where the researcher objectively and critically assesses trends, showing areas of strengths and weaknesses of previous studies, and identifying different assertion, reviews, opinions, arguments, omission or bias, tendencies as well as thoughts on the research topic. Literature will therefore be reviewed under the following subheadings;

2.1 Conceptual Review

2.1.1 Concept of Research Productivity

2.1.2 Concept of Motivational Factors

2.1.3 Concept of Research Self Efficacy

2.2 Theoretical Framework

2.2.1 Bland model of Research Productivity

2.2.2 Frederick Hertzberg Motivation Hygiene Theory

2.2.3 Albert Bandura's Self-efficacy Theory

2.3 Review of Empirical Studies

2.3.1 Research Productivity and Research Self-efficacy

2.3.2 Research Productivity and Motivational Factors

2.3.3 Research Self Efficacy and Motivational Factors

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

Endnotes

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2.1 Conceptual Review

2.1.1 Concept of Research Productivity

Regardless of the fields of study, all professionals engage in research; it is not just something that students and academics undertake. Re and search, the two syllables that make up the word "research," stand for "again" or "a new" and search standing for "to notice closely, to test, or to query," respectively[1]. A different definition of research is an examination of the nature, causes, and effects of a certain set of circumstances, whether or whether these circumstances are really observed and recorded as they occur or are controlled experimentally[2]. These are all generic types of research that anyone can perform, whether they are working in an academic setting or conducting a few casual enquiries. This category includes scenarios like students researching the tertiary schools to which they want to apply, new hires learning more about their employers, and politicians researching their opponents[3].

In academic circles, a detailed inquiry in a particular field of knowledge that seeks to establish facts or principles is referred to as research. It continued by describing analysis as an organized process that use generally accepted scientific technique to address present problems and produce new, broadly applicable knowledge. Additionally, research is defined as "a systematic search for answers to a problem." The research process is meant to be methodical and methodological in order to unearth, interpret, or revise facts and hypotheses utilizing knowledge that the researcher has collected[4].

However, research productivity can be summed up as academics' contributions to the creation and sharing of information through the publication of articles in academic journals and oral presentations at conferences[5]. Another way to described research productivity is as the total

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number of publications made by academic staff during a given time frame. Depending on the caliber and number of scholarly articles, this could last up to three years. To gauge research productivity, one can look at the total number of publications, papers in Scopus and Web of Science (WoS), and internet sources[6].

The sum of a researcher's journal publications, book chapters, reviews, conference proceedings, invited editorials, articles, and patents is referred to as their research productivity. Through articles published in renowned journals and presentations made at conferences, it contributes to the generation and diffusion of knowledge presentations[7]. [8]define research productivity as consists of materials that have passed peer review and been approved in the form of documented sources such books, book chapters, conference papers and proceedings, journal articles, creative works, and visual arts, among others. The knowledge generation sector mandates research from every employee as a productivity indicator. It is expected of the academic staff at the research institutes to conduct research and get it published in respectable journals.

Research productivity is described as the correlation between a system's input and output. It may also refer to the terms efficiency and, more crucially, effectiveness, which gauge the overall output or outcomes of research productivity, defined as the sum of all academics' research activities conducted at universities and associated materials over a specific time period. Research output is the result of all the work and output produced by researchers. The majority of studies use a composite indicator to determine productivity by adding the total number of completed, published, and used research papers. Academic staff employees' careers and professional advancement are largely influenced by the many publications they produce. In addition to their educational achievements and relevant professional experience, they are needed by their jobs to

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receive appointments and promotions based on proof of satisfying research papers in reputable journals, conference proceedings, and seminar papers, among others[9].

Research papers in all fields of expertise offer up-to-date knowledge for societal improvement, growth, advancement, and development. Research productivity is crucial to academic professionals around the world. Scholarly accomplishment is frequently taken into consideration when deciding whether to grant tenure to a member of the faculty or promote them. The scholarly achievements of their academic staff are frequently the foundation upon which programs and institutions stake their reputation. Academic scholars publish to support their assertion that a particular outcome occurred at a particular moment. When academics publish their scholarly works, their colleagues have a way to access them and connect with other colleagues who share their interests in the same fields of study[10].

The most common metric for quantifying the quantity or level of research production is the total number of publications made during a specific time frame. The majority of studies use a composite indicator to determine productivity by adding the total number of completed, published, and used research papers. The amount of research outputs attributable to an institution that have received Department of Colleges and Universities accreditation and the number of researchers affiliated with the university that have received National Research Foundation ratings serve as indicators of its research capacity. The quantity and caliber of articles produced by the linked faculty inside universities are indicators of research productivity[9].

Research productivity offers possibilities to learn new concepts that will advance human understanding of social, economic, and political issues in addition to solving practical difficulties. Research is essential to the creation and sharing of information because it both generates new

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knowledge and adds to the body of knowledge already in existence. Research also gives academic staff a crucial foundation for success because it is founded on well-documented studies completed by previous researchers. As it relates to academic staff promotions, tenure, and salaries, research productivity is a key factor in determining success in academic circles[11].

It's crucial for academic institution leaders to comprehend the variables that affect research production. Studies in various areas have concentrated on identifying the elements that either enhance or hinder research output. The majority of these variables have been divided into two major categories: individual and institutional characteristics. Individual characteristics included the researcher's age, gender, income, academic standing, number of years in the field, workload, and faculty members' comfort level with authoring peer-reviewed articles. Institutional determinants included the size of the institution, the amount of money set aside for research, the presence of research groups, departmental support, journal subscriptions, and the accessibility of information technology[12].

Thus, it is commonly acknowledged that research and experimental development, which are conducted by scientists around the world, are crucial to innovation, which in recent years has become one of the key drivers and taken center stage in economic growth and poverty reduction. Policymakers have benefited from research discoveries by expansion in the sciences and technologies. Policy can aid in spreading the benefits of innovation. However, experts contend that research is challenging in third-world countries like Nigeria. The establishment of research institutions is therefore challenging; nonetheless, those that are feasible and accessible are public universities with a major focus on teaching[13].

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Due to a variety of issues, studies have bemoaned the fact that the research culture is not fully ingrained in Nigerian higher institutions, which has had an effect on the general growth of the country. A few of the challenges facing the nation's research activities and access to the necessary resources include leadership issues, administrative issues, funding issues, the complete lack of a clear national development philosophy (reflected in programs and government policies), political instability, the lax attitude of people, mentoring toward research[14]. It is important to talk about the researchers who do the research as well. Scholars have noted that only a researcher who is more concerned with the repeatability of results and their application to difficult and general contexts than with specific results can produce relevant and user-oriented research. Therefore, research is still a useful tool for understanding a wide range of topics, and researchers' involvement in research is a burning issue[15].

A researcher is a professional who works on the research's outcome, which is frequently useful to those looking for solutions to pressing issues and can be used to improve a nation. Research of all kinds either results in the development of a new theory that contains original knowledge, new techniques and procedures, or a finished good. The general public may now use these to solve issues and provide guidance for both academic and extracurricular endeavors[16]. However, research is able to address societal issues because it has the capacity to recognize the existence of a problem, take proactive measures to comprehend the problem's nature with a view to resolving it, or suggest a course of action that is likely to do so[17]. Like all other human endeavors, research depends heavily on knowledge. Identification of research problems is a professional responsibility for researchers due to the accessibility of pertinent, current, and correct information. Thus, when doing an inquiry, from the first phases of an idea to the last stages of an idea modification, researchers will always realize the need for knowledge[18]. In order to overcome

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the obstacles they have already discovered or will discover, researchers should search for and acquire the necessary information they need. For their research operations to succeed, researchers must be provided with the information they need to perform, implement, and manage their research[19].

Universities produce information, transmit, disseminate, and communicate it, making them the most significant sources for growing human capital. The related values and prestige of universities, which are, at least in part, evaluated by various university rankings, are in this context increasingly important to nimble students, prospective scholars, selection committees, and recruitment bodies[20]. The most crucial factor in determining how well a university is rated is its research productivity, which is typically gauged by how many articles faculty members publish in renowned academic journals around the world. The influence of this factor differs between different international rankings, though[21]. Strategically, the importance of other characteristics such the location of education, the function of supervisors, mobility, or academic inbreeding should have less value in recruiting selections. Research productivity and excellence should be the primary criterion in faculty member selection decisions[22, 23]. However, given the clear links between productivity, research excellence, and consequently high ranking positions, we would anticipate that university administration and department chairs would place a strong emphasis on productivity in the recruitment process and would work to hire the most productive scholars in a given field in order to increase their research output, which is a factor measured by most university rankings[24].

The hurdles such a lack of knowledge of the research process, a lack of financial and emotional support, access issues, a lack of confidence, and a lack of motivation. These difficulties may have a detrimental effect on the research output of academic staff members, which involves

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following a formal process that includes selecting a study topic, technique, acquiring data, analyzing it, and presenting conclusions. Due to the aforementioned, academic staff members must work with senior or experienced peers who have a background in research to give mentoring. To help their protégés improve personally and professionally in their jobs, experienced individuals who serve as mentors offer career advice and psychosocial guidance.

The main responsibility of universities is to assess research productivity in order to improve academic staff performance[25]. Research productivity measures an author's or a group of authors' productivity as well as the productivity of faculty and academic staff. Over time, numerous criteria have been devised to rate the productivity of research by academics. Among these metrics, the number, caliber, and visibility of research are keys. The simplest metric for measuring the number of publications made by a single author or group of writers is research quantity. Depending on the document-level unit of analysis, this measure can be expanded to represent certain publishing kinds, such as dissertations, books or book chapters, trade publications, peer-reviewed journal articles and conference abstracts. Since research quantity is the byproduct of research activity and is viewed as the fundamental criterion for determining researcher productivity, it appears that its significance in a research environment cannot be overstated[26].

Quality is another factor that could be used to gauge research productivity. Quality is the extent to which a set of innate characteristics satisfies specific requirements. Numerous metrics can be used to assess quality, one of which is the accumulation of citations over time. However, the quality of the study's background will be evaluated based on the number of academic staff members' publications that have appeared in Scopus and Web of Science (WoS)-indexed journals. WoS was the only global, multidisciplinary source for acquiring access to literature in

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the fields of science, technology, and biomedicine, among others. This database is used by the Journal Citation Report, which provides the impact factor for WoS journals and counts them as citations[27].

Another indicator of research productivity is visibility. Being able to be seen is the state of being visible [28]. Research that is unavailable or not available online loses visibility and accessibility. The research should be made more widely known so that other researchers can use it as a source for their studies. This implies that research outputs should be characterized such that databases or search engines may easily find them using an appropriate search query. In order to enhance scientific understanding and research productivity, research must be widely disseminated, read, cited, and built upon. A researcher's output is their written work that can be found and searched for on internet pages and web tools. A researcher's productivity analysis starts with the faculty's exposure, usability, and discoverability[5].

Additionally, research productivity can be measured through tangible metrics like publication counts (peer-reviewed papers published in reputable scholarly journals around the world, textbooks published, chapters published in books of reading), patent filings, research grant income, supervising research students, including PhDs and others, serving as a peer-reviewer (of grants and papers), giving lectures and other presentations, especially as an invited (keynote) speaker, and receiving research grant funding. Papers given at seminars, conferences, workshops, and proceedings can also be used to gauge research output because they are the results of intellectual pursuits and the application of research self-efficacy.

The following are some of the often used metrics for measuring research productivity: The annual compilation and reporting of a company's or individual's research output, which includes

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peer-reviewed books, peer-reviewed published conference proceedings, peer-reviewed articles in scholarly journals, and chapters in books of reading, can be regarded as one of the key indicators of research productivity[29]. Research grant revenues are competitive (peer-reviewed and non-competitive) credit given for research grants awarded for supporting all or some of the research projects within a certain time frame. By the positions of grant holders, these are weighted. Income is used to determine grant "points". The research output of researchers in various domains is frequently assessed using research grants. A research grant can be anything from a quantity of money provided by the government or organization to a researcher or individual to cover all costs to a grant that is just intended to finance particular aspects of research, like a first or second trial[30].

Researchers can gauge the output of their study through peer-reviewed publication. It also functions as a technique for evaluating and determining the caliber of papers before to publication. In order to assist editors in deciding whether an article should be published in their journals, independent researchers in the pertinent study fields evaluate all the submitted manuscripts for originality, validity, and significance. Lecturers also function as members of editorial boards, peer reviewers of articles and grants, and PhD examiners[31]. The supervision of students' class projects, PhD and other dissertations, and theses is another indicator related to this. Lecturers work closely with students to enhance the quality of their dissertations or theses and their educational experiences in their capacity as research supervisors. Therefore, each effort that results in the effective completion of a thesis or dissertation has increased the productivity of the instructors. Scholarly activities are still seen as essential components of research productivity even when the effort does not result in a written publication from the lecturers or their students[32].

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Public discussions and commentaries are examples of teaching activities that are included in the calculation of research productivity. Speaking about topics of public interest or those related to their fields of expertise, lecturers are frequently asked to media outlets or interactive sessions. Reputable academics are sought after for analysis and declarations of opinion on current events. These channels are employed to spread information and instruct the general audience. These contributions, which include establishing practice recommendations and filing patents for national and international bodies, are regarded as valuable and verified works of the scholarly mind, according to experts. Discussions and commentary fall under the category of community services, which lecturers frequently provide outside the scope of their primary obligations. For young people, these services also include mentoring, motivation, and health outreach; for the elderly and underprivileged, they also include public awareness campaigns; and for professional associations and their university communities, they provide work. Some academic staff members serve as consultants or on the editorial boards of peer-reviewed journals. The occasional book of reading, which is a compilation of essays on a specific subject, is also included.

Teaching, another important parameter of research output, is described as interaction with students that enables their comprehension and application of information. While teaching involves including students in the active creation of information, teaching is the act of involving students in the learning process. As a result, both the number and quality of a scholar's research output are important for them to advance in their careers, which is what gave origin to the saying "publish or perish" among researchers. Research productivity is advantageous to both the institutions and the researchers. Research-intensive institutions frequently receive grants and donations from a variety of sources[33].

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The research productivity of Nigerian academic staff, on the other hand, has been found to be poor. Few academic staff members frequently engage in all the activities that constitute research productivity, and even fewer of those who do frequently have anything to show for their efforts. According to a report, the majority of research articles that Nigerian academics submit to international journals are frequently rejected due to their poor quality. Additionally, foreign authors from countries like India and others write the majority of the textbooks that are utilized by students in Nigerian universities. Due to a lack of participation in community services like serving as editors, commenting on global issues, or attending international conferences, it was found that many professors in Nigeria are unknown outside of their immediate community.

2.1.2 Concept of Motivational Factors

The Latin verb movere, which meaning to move or satisfy a desire or urge, is where the word motivation first appeared. The amount of work a person is willing to put forth toward the described motivation, which is the providing of enticement, can be defined as motivation [34]. Organization must be aware that every human being has a variety of personal desires and basic requirements to meet while dealing with people who are physically, psychologically, culturally, and ethically distinct from one another[35]. A theoretical concept called motivation is used to explain behavior. It explains the motivation behind people's behaviors, needs, and wants. A person's direction toward activity is known as motivation, and it determines whether or not they will repeat a particular behavior. Employee motivation, or ways for motivating employees, is a natural, internal want to exert the necessary effort and take the appropriate action for tasks related to the workplace. The combination of meeting an employee's needs and expectations at work and the workplace elements that either support or inhibit employee motivation is staff motivation. Managing employee motivation is difficult because of these factors. Finding

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employees' areas of weakness and helping them improve them can help them be more productive, and this is the major goal of motivating staff members in a business. Staff members won't be able to improve on their areas of weakness unless they are accurately graded and made aware of their weaknesses[36].

However, assert that the mechanism that explains a person's intensity, direction, and persistence of effort toward achieving a goal is motivation[35]. Thus, it is clear from the numerous definitions that the main issues when considering motivation are what stimulates, directs, and sustains human activity. In a similar vein, [37]stated that motivation can be viewed as those human psychological traits that influence how committed someone is to a cause. It consists of a number of components that contribute to, direct, and maintain a person's particular behavior. He continued by saying that a lot of factors, including motivation, influence an organization's performance and production levels. The mental process of providing activities the willpower, desire, and propensity to act in a particular way in order to satisfy specific unfulfilled demands is referred to as motivation. Motivational variables as those qualities necessary for attaining concrete goals in life; without them, a person loses up too soon at the first hint of difficulty. Work motivation is defined as self-induced factors that guide the workforce's behavior patterns within an organization while taking into account their levels of devotion and zeal for achieving predetermined goals[38].

In addition, there are a number of reasons both monetary and non-monetary that encourage people to work, these factors can be categorized into two categories[35]. The monetary factors such as: salaries or wages, bonuses, incentives while non-monetary factors are job title, status, appreciation and recognition, delegation of authority, working conditions, job security, job enrichment, proper job placement, worker participation, cordial relations, proper promotion and

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transfer, proper welfare facilities, proper performance feedback, and providing training to employees.

However, managers are now aware that motivation is a challenge because what inspires one person may not inspire another. The fact that motivation theories were created in the West, especially the U.S. and Great Britain, complicates things further. The theories might not always be applicable to the rest of the globe because they are based on Western cultural circumstances. There are two fundamental types of motivation: intrinsic and extrinsic motivation, which can be discovered by delving deeper into the many theories of motivation.

In humans and other animals, motivation is what causes an activity to start, continue, or end at a specific time. Motivational states are typically seen as internal forces that give rise to an agent's propensity to engage in goal-directed activities. It is believed that several mental states compete with one another and that only the stronger state can influence behavior. This suggests that even when we don't, we can be motivated to do action. The paradigmatic illustration of a motivating mental state is desire. Goals or opinions about what one should do, however, are just a couple of the additional states that can act as motivation. The word "motive," which describes a person's desires, objectives, or inclinations, is where the word "motivation" is derived. It involves motivating others to take action in order to achieve a goal. Psychological elements that affect people's behavior may include a desire for money in the context of career aspirations[39].

Both intrinsic and extrinsic motivation are possible. Intrinsic motivation is the desire for an activity because it is intrinsically interesting or enjoyable, whereas extrinsic motivation is the pursuit of an external reward distinct from the action itself[40]. Intrinsic motivation (IM) is the act of engaging in behavior that is innately pleasing or rewarding. Since intrinsic motivation is non-

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instrumental in nature, acts motivated by it are not dependent on how things turn out on the outside. Rather, the means and the end are the same. For instance, when playing outside, a child might run, skip, and leap simply because it is pleasurable and naturally rewarding. On the other hand, extrinsic motivation refers to behavior that is wholly contingent on achieving a goal that is apart from the action itself. In other words, Extrinsic motivation is instrumental by its very essence. It is done to fulfill a distinct objective. For instance, a worker might be paid a wage at the end of each month[41].

Intrinsic motivation is a type of motivation comes from within the individual and is driven by satisfying internal rewards as opposed to relying on external pressures or extrinsic incentives. It entails being passionate about or enjoying the activity itself. A football player, for example, could prefer to play the sport for the experience above the accolades. Activities that naturally reward participants provide motivation that is unrelated to external incentives. Pursuing challenges and goals is easier and more enjoyable when one is naturally driven to do so, such as when one is more interested in learning than in obtaining the goal. Higher subjective well-being has reportedly been connected to intrinsic motivation[42]. Some academics contend that self-determination, or autonomy, and competence are the two factors that make up intrinsic motivation. This viewpoint holds that the behavior must have an internal justification and that the person acting in this way must think that the behavior is improving their competence. A perception of competence can be fostered through socially contextual events like affirmation and feedback, which in turn can build intrinsic motivation. But the lack of a sense of autonomy will stop feelings of competence from enhancing intrinsic drive. When choices, emotions, and opportunities are present, people feel more in control of their behavior, which boosts intrinsic motivation[43].

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Extrinsic motivation, on the other hand, is when someone is motivated by something outside of themselves. These may be punitive (threats of punishment, suffering, etc.) or compensatory (cash, honors, renown, etc.). The driving factor behind an activity determines whether it is motivated internally or outside. When someone is intrinsically motivated, they engage in an activity because it is enjoyable, interesting, or fulfilling in and of itself. Staff that are extrinsically driven in this situation have a goal that is distinct from the activity at hand. Although normally one type of incentive predominates, an employee may have both external and internal motives for the same behavior. Extrinsically motivated employees are individuals who work for money, whereas intrinsically motivated employees put out their best effort because they enjoy what they do[44]. Moreover, whether intrinsic or extrinsic, motivated employees constantly seek out better ways to complete tasks; they are more focused on quality, and motivated staff members are more productive[45].

However, extrinsic motivation has the advantage of being reasonably easy to use as a tool to inspire others to work toward goals in the context of job satisfaction. The intrinsic desire that was keeping interest in the activity alive soon vanishes once external benefits are no longer there, despite the fact that quality control may be important because the employees would not otherwise be motivated to perform effectively. Extrinsic motivators may also become less powerful with time, making it more difficult to influence a person's behavior in the future[39].

Due to the uncertainty around the meaning of the term "motivation, work satisfaction, or staff satisfaction," which has led to multiple meanings from diverse schools of thought, it has been difficult to come up with a description of the idea that is universally agreed upon. There are several ways to express workplace contentment. Although the term "motivation" has historically been associated with "professional fulfillment," this belief persists to this day. The opposite

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which is Job dissatisfaction was defined as a person's failure to manage their lives and meet their basic demands based on negative believes. The idea dates back to the 19th century, when having a means of support and feeling satisfied was the norm[46]. The degree to which a worker feels driven, content, and satisfied at work is referred to as motivation. Staff experience motivation when they believe their careers are growing, their jobs are stable, and they have a healthy work-life balance. This suggests that the staff is happy with their job because their work matches their expectations.

The definition of motivation varies across time and space, or between different countries and geographical areas, it is difficult to describe[47]. Some authors also view motivation as an attitudinal term that is represented by either a favorable or negative attitude of an individual towards their employment. Many scholars describe motivation as an affective or emotional reaction of an individual to their work. Positive attitudes and levels of satisfaction are reciprocal; one causes the other. Some authors define motivation as what is expected of a person at work or when carrying out their responsibilities. If their anticipation is fulfilled, they will feel a certain level of satisfaction; if not, they will be unsatisfied with their jobs[48]. Furthermore, some view motivation as a long-held set of beliefs; these people's core values are what enable them to remain content in all circumstances. Last but not least, some writers consider motivation to be a multi-faceted idea that includes aspects of happiness related to things like income, supervision, organizational policies, perks, professional prospects, and so forth. More specifically, a motivation component is perceived by some as a dependent idea influenced by a person's personality, organizational variables, and the work in question. The aforementioned makes it clear that motivation is a challenging topic and is challenging to quantify objectively[49].

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However, for the sake of definition, motivation is widely defined as individuals' views toward their employment. People's opinions about their jobs, whether favorable or negative, determine whether they are satisfactory or not. Additionally, motivation is a term that precisely explains whether or not people are satisfied in a very particular domain—their employment. When someone's performance and accomplishments are evaluated, motivation is described as a pleasant emotional state. The level of motivation is influenced by a number of related factors, including personal (age, education, and work history), professional (type of work, necessary skills, responsibility, and job status), and management-affected (salary, work environment, benefits, security, and promotion opportunities) factors[44]**.** More specifically, according to the job-characteristics model, the qualities of a perfect job—autonomy, feedback, skill variety, task identification, and task significance—all work together to create a balanced psychological state that supports staff motivation, having the freedom to express one's creativity improves self-actualization, which in turn fosters drive[50].

Various scholars have identified aspects that affect worker motivation both favorably and unfavorably from a variety of perspectives. For example, the work-life balance of working fathers in major cities was significantly impacted by long hours and extended commute times. The staff's health and wellness would be at danger as a result of work overload. Overstretching causes a lack of coordination, which leads to performance mistakes and strained family connections. This implies that another aspect that needs to be considered is the nature of the work[51].

As conditions vary, each organization must do organizational-specific research on what motivates and demotivates its employees. Important parts of motivational factors include, but are not limited to, the following. To achieve the goals and objectives of the organization, the

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following must, however, generally be taken into account: respect, communication, coworkers, fringe benefits, working conditions, nature of the work, organization, personal growth, policies and procedures, opportunity for advancement, recognition, security, and supervision[52]. According to studies, the independence and flexibility of one's work, as well as professional relationships with coworkers, the work environment, interactions with supervisors and other faculty members, are all elements that affect motivation[53]. Furthermore, studies demonstrate that a positive work environment, where people feel valued and appreciated as coworkers and as people with private lives, contributes to higher job and life happiness[54].

The measurements of motivational elements are achievement, recognition, responsibility, the actual work, supervisor, and wages/salary based on the dependent variable of this study. The findings of a study on Understanding the Impact of Reward and Recognition, Work Life Balance, and Motivation on Staff Retention with Motivation as a Mediating Variable on Millennials in Indonesia show that these factors have a significantly positive impact on the retention of employees by their employers. Furthermore, a prior international study found a link between work-life balance, incentive recognition, and employee retention. This means that in order to keep employees, an organization's reward program and job recognition, which always includes praise and recognition are key factors[55].

The dependent variables were used to derive the constructs, in Herzberg's theory. Each of the components, which are thought to represent the motivational and hygienic aspects that increase employees' job happiness, has been the subject of several studies. According to Herzberg's Two Factor Theory, employees' adherence to the hygiene requirements is crucial to both sustaining a high level of job satisfaction and preventing the intention and feelings of workplace discontent. The motivational aspects in the theory can be regarded as the urges and stimuli that motivate and

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stimulate workers to be more productive, maintain their good behavior in the workplace, and further increase job satisfaction[56]. The organization's policy, the level of oversight provided by the business, the working environment and conditions, the relationship between employees and the owner, and the remuneration are all elements that affect hygiene. The organization's policy, the standard of the supervision provided by the business, the working conditions, the relationship between employees and the owner, the amount of pay, and the relationships between employees and their coworkers are all examples of hygiene aspects. In a nutshell, the hygiene aspects are those that have to do with the setting in which they are carried out. Success at work, appreciation from the employer for the staff, employee accountability for job duties, chances to participate in organizational decision-making, challenges at work, chances for staff members to advance, and chances for personal growth on the job and within the organization are among the motivating factors[51].

Work security, a phenomena that incorporates all facets of a job that protect employees' physical, mental, and personal wellness while retaining their employment over the long term, is one of the motivational reasons. Herzberg defined "recognition" as the act of receiving from others public acknowledgement, possibly in the form of rewards or proof of a job well done. Herzberg also defined "work itself" as the tasks, activities, and responsibilities required to execute a job. Workers who were guaranteed their job security for a longer period of time demonstrated higher job satisfaction[57]. This indicates that employees were more satisfied when their management commended them for their work. Herzberg argued that progress comprises greater opportunities for professional training, learning new skills, and gaining new knowledge. He defined advancement as an employee's prospect to develop inside an organization for continuing career advancements. Herzberg defined "achievement" as the accomplishment of aims and objectives,

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either individually or collectively. Growth is what he defines as an employee's preference for advancement and his attempts for significant personal growth[58].

Starting with motivational variables, various authors have defined motivation in terms of job satisfaction. Motivation is the act or process of providing someone with a cause or incentive to take an action. Motivation is a result of the interaction of conscious and unconscious factors, including the intensity of one's own needs and desires, the value of rewards and incentives for achieving particular goals, and expectations held by the individual and by peers. When used properly, motivation has an excellent impact on a person's intensity, direction, and persistence of their chosen action. For igniting the desire and inclination to start or continue executing an activity, motivation is a valuable and effective tool. The act of meeting staff requirements in order to reach a specific objective or target is known as motivation[59].

Both internal and extrinsic motivation were positively connected with academic staff motivation. Intrinsic aspects were more significantly correlated with success than external factors associated with motivation[51]. Motivation and plans to change employment weren't connected. Salary, the working environment, and job engagement are all beneficial characteristics that affect turnover intentions. More specifically, compensation and benefits were favorably correlated with intentions to leave; however, recruitment and selection, work-life policies, and intentions to leave were not shown to be significantly correlated[60]. Both motivators and hygiene variables were positively correlated with job satisfaction, however the impact of hygiene factors is stronger than that of motivators. The satisfaction of the teacher was favorably correlated with personal progress as motivators and monitoring as hygienic measures. Knowing full well that a motivated staff is one that is satisfied, and being satisfied requires motivation. Herzberg identified the hygiene variables as management, interpersonal relationships, physical working

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conditions, pay, business policy and its administration, benefits, and job security. Recognition, a sense of accomplishment, progress, responsibility, advancement, and the work itself were among the motivating elements. The hygienic aspects were referred to as extrinsic variables because they were external to the job, but the motivating factors were known as intrinsic factors because they originated from within the job itself [61].

Starting with intrinsic factors, sometimes referred to as intrinsic motivation, work is one of the intrinsic variables that, in relation to the status of job engagement of staff, can influence how stable or secure a person's job is, hence impacting motivation or lack thereof. For example, it is said that employees with contract jobs and part-time hours are more insecure than those with permanent positions. Because for some people, the most important issue is how much money they get as a paycheck, not everyone who works under permanent conditions is driven[62]. To keep workers motivated, the work itself must be engaging, varied, and challenging enough. Additionally, the work itself has given managers enough authority because it is motivating. The element that may have the most impact on workplace motivation is helping individuals feel as though the task they are doing is important and that their responsibilities have value. Remind them that their efforts in the practice result in positive results and first-rate patient care. Describe instances where an employee improved a process or actually changed the course of a patient's life. Make the most of significant experiences that may have become ordinary, such as observing a newborn baby. Undoubtedly, not all of an employee's jobs will be fun or fulfilling, but the company should show the individual how important they are to the larger processes that make the practice successful. You might find that some tasks can be reduced or eliminated since they are actually not necessary, which will increase productivity and happiness. Herzberg's theory is based on the premise that most people truly want to succeed and views performance as one of the

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essential causes. In order to help them, as an employer, be sure to assign them to jobs that utilize their skills and are not risky. Establish clear, attainable standards and objectives for each position, and make sure that the workforce is aware of them.

Recognition is yet another essential element of intrinsic factors. An essential component of increasing work output is employer appreciation of employees' efforts. Employees who feel valued by their employer frequently develop self-motivation and outperform the industry average. According to one author, anything that is acknowledged is repeated and done far more effectively[63]. According to Herzbergs' definition of responsibility, employees will be more motivated to perform their tasks properly if they feel that they have some control over them. For employees to feel as though they "own" the finished product, it is vital to grant them the freedom and authority they require to perform their work. As people develop in their jobs, give them the chance to assume more responsibilities. But you have to be careful not to just add more labor. Instead, find ways to combine challenging tasks, and think about giving the individual greater autonomy and power.

Herzberg states that, one of the intrinsic factors that encourage devoted workers is job growth. Consider giving your valuable employees a new title that appropriately describes the type of job they have done if there isn't a vacancy for them to transfer into. When it makes sense, allowing personnel to further their education will make them more valuable to your practice and happier in their professions, which will help with job satisfaction. Staff members can be inspired by feeling like they are moving along in their job. Take a look at all the internal motivators that drive employees; they are all rooted in Maslow's hierarchy of needs. Every member of society has a need or desire for a steady, solidly rooted, and (typically) high assessment of themselves, which is essential for both one's own respect or self-esteem and for the respect of others. When

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we talk about self-esteem that is soundly built on actual ability, accomplishment, and respect from others, we mean it. Esteem requirements can be split into the two categories. The first includes the desire for power, success, and sufficiency as well as self-assurance and freedom in the face of the outside world. The need for reputation, status, attention, importance, and praise makes up the second. The self-actualization need, which is the last in Maslow's hierarchy of wants and is more of an intrinsic motivation, is very important[64].

The extrinsic procedures followed inside an organization are governed by company policies. Employees may become very upset with corporate policies if they are unclear, meaningless, or if not everyone is required to follow by them, in accordance with organizational and administrative regulations or policies[65]. While your policies won't ever tremendously inspire or satisfy personnel, you can decrease discontent in this area by ensuring that your policies are fair and apply to everyone equally. Additionally, provide academic staff with printed copies of your policies and procedures manual.

The state or circumstances of the physical working environment of a location can either contribute to raising or lowering productivity at the workplace. This is known as the "work condition" or "work environment." The physical atmosphere of the workplace can inspire employees. A good physical working environment might contain, as an illustration, things like better infrastructure, furniture, and tools like computers, to name a few. Equipment and the working environment should be hygienic, safe, and appropriate for the task at hand. Access to personal, work-related computers, spacious offices, and other resources might motivate academic staff to perform better on the job and produce more output. The working environment is intertwined with physiological demands in the Maslow hierarchy of needs. The so-called physiological drives are the needs that are typically used as the foundation for motivation theory.

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Physical needs include things like clean air, enough space to work, ergonomic workstations, comfortable lighting, a comfortable temperature, easy access to food, and water[66].

A worker's basic needs, such as pay and insurance, are met to a certain extent by their salary and benefits. When it comes to staff, "you get what you pay for" frequently holds true. Even while money may not be what drives employees, they nevertheless want to be paid appropriately. If they believe they aren't being compensated well, they won't be happy working for you[61]. This relates to security requirements according to Abraham Maslow's theory. Needs for security When employees' physiological demands are largely met, a new set of wants appears that we can broadly classify as security needs. These demands can be met by offering people a secure workplace, consistent income and salaries, job stability, health insurance, and retirement benefits[66].

When managers create a welcoming workplace for their employees, coworker contact helps to raise employee enthusiasm, which boosts productivity. For instance, staff members are more likely to feel a sense of belonging to the organization where there is participatory management, which makes them more dedicated to their work. It was implied that employees' production is likely to rise when they are more active in the goal-setting of their organization[67]. This is because they feel more committed and a part of the team. Employees must have positive working connections in order to provide clients with high-quality services. This is because employees are a significant resource because they operate as both a spark and a controller for activities. If there are weak working relationships among the workers, there are increased risks of poor work coordination. When this happens, it is detrimental to the delivery of high-quality services. Coworker interaction is more closely tied to social need, according the Maslow hierarchy of

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needs. Employees require social interactions, teamwork, camaraderie, a sense of belonging, and affection in the workplace to meet their social needs, notably the urge to love and beloved[66].

If you wish to lower discontent in this area, supervision demonstrates the necessity to start by making a sensible choice when picking someone for the post of supervisor. It's been noted that competent bosses don't always make for good employees. Being a manager is a very difficult profession. It is vital to possess leadership skills and the ability to treat every employee fairly. You should train your managers to provide constructive criticism whenever possible and establish a regular method for employee evaluation and feedback in order to avoid anyone feeling singled out. Abusive supervision has been linked to little to no job satisfaction, as well as emotional and mental damage[68].

Whether intrinsic or extrinsic, management must be aware that employees are the most critical component of any business and that motivation awakens, energizes, shapes, and sustains academic staff members' behavior and performance as employees. Extrinsic factors, which deal with the circumstances in which a task is performed, and intrinsic motivators, which improve job happiness and hence boost productivity, are examples of motivating factors. More specifically, the two levels of motivation identified at the institution were need-factor motivation and profession-related motivation. The lower-level academic staff members who prioritize financial needs, such as the assistant lecturer, lecturer III, and lecturer II, show significant need-factor motivation. Staff who have received professional training demonstrate career-related motivation, which is based on the self-fulfillment attained through career advancement. Another motivating element in the academic environment is work design, which comprises job rotation, job enlargement, and job enrichment. Any job's components or processes are defined by task design so that the numerous job requirements can be properly met. Since managers frequently have

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power over these elements, whether intrinsic or extrinsic, motivation or hygiene are accountable for staff development, independence, and motivation[69].

Academic staff motivation is influenced by a various factors. Herzberg gave them the names satisfaction and cleanliness factors[35]. This is the case because they don't primarily inspire workers. However, when these elements exist, unhappiness is avoided. Organizational politics, effective leadership, pay, job stability, and interactions between superiors, deputies, and peers are a few of them. Employee motivation is correlated with the second aspect, contentment, which actually promotes job satisfaction. These factors include opportunity for growth and promotion, recognition, responsibility, accomplishment, and the work itself. Six key headings are used to discuss these aspects, as is shown in the list below.

There is no work without compensation, according to a survey of salaries; employees strive to make a living wage, and employers likewise want their staff to be satisfied with their pay[70]. Money is the primary motivator of human behavior, and no other reward or method of motivation can match money in terms of its sway over behavior. The most obvious reward, money, has the ability to inspire and sustain people toward higher performance. Money is cited as the main motivator for industrial workers to increase output in Frederick Taylor's scientific management associate.

Due to their impact on employee happiness and their beneficial associations with the motivational process, rewards and recognition are crucial in deciding critical work performance. The value that people assign to a particular reward and its amount are the two factors that define how desirable a reward is. Human resources and how they are treated also have a role in the survival and success of the business. Rewards are management strategies that influence

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individual or group behavior to increase an organization's effectiveness. Pay, bonuses, promotions, and other forms of compensation are used by all firms to reward and promote top-tier employee performance. Managers must take into account wage structures in order to use staff salaries as a motivator effectively. These structures should take into account the value that companies place on each job, pensions, fringe benefits, performance-based pay, and personal or special allowances[71]. In order for something to be done correctly, it must be managed or governed. As a result, it's important for people to respect the rules and foster a sense of confidence or trust in them. They need to be motivated in order to have their trust and act morally and for the good of the organization. Because they stem from a desire to perform in a way that is right for both individuals and the organization, motivation and leadership are active processes, rather than passive ones. According to the ideas, followers and leaders inspire one another to act morally and with more motivation[72].

Organizations benefit from empowerment, which also fosters pride and a sense of belonging in human resources. In addition to increasing virtual human capacities, empowerment creates a win-win relationship between corporations and their workforce that is widely regarded as the ideal setting. Empowered employees give their work and personal lives more attention, which promotes continuous improvement in coordination and work processes. In firms where employees have the freedom to express their creativity and ideas, they do it with joy, passion, and a sense of belonging. Additionally, they prioritize the advantages of the company and labor with a sense of responsibility[73].

Trust can be characterized as one's impression of another, their choice of behavior, or their choice to act in response to another's speech. A crucial component of organizations is trust. Since trust secures their survival and boosts staff motivation, it should continually be maintained in

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order to advance and succeed[74]. This affects relationships both inside and outside of the business and has intrapersonal and interpersonal impacts.

The design of management policies and control systems impacts employee motivation, as explained by policies and duties. Action control, result control, and social control policies were the three categories into which the researchers divided organizational policies. These controls frequently work in concert with one another to describe how workers are managed in a company. Fair pay, fringe benefits, mutual trust, incentives, recognition quality and supervision, empowerment, special allowances, encouragement, respect, leadership adequate working relationships, chances for growth, appreciation, loyalty of the organization, fulfillment and identification of their needs, inspiration, importance attached to their job, safe working conditions, training, and information, in a nutshell, all these are the factors that increase staff motivation[75].

2.1.3 Concept of Research Self-Efficacy

A significant element that can impact academic staff members' research productivity and quality is the idea of research self-efficacy. The specific confidence a person has in his or her capacity to carry out tasks linked to conducting research is known as research self-efficacy[76]. An individual's confidence in their capacity to carry out research tasks successfully is referred to as research self-efficacy. It includes a range of abilities, such as planning research projects, gathering and analyzing data, and evaluating research results. Albert Bandura's self-efficacy theory offers a conceptual framework for comprehending self-efficacy. An individual's self-efficacy relates to their confidence in their capacity to carry out particular actions or tasks successfully. Research self-efficacy in the context of university lecturers refers to their confidence in carrying out

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research-related responsibilities, such as assisting faculty research, offering education in information literacy, and supporting scholarly communication initiatives[77]**.** It is an important part of research since it has an impact on both the amount and quality of research output. High research self-efficacy academic personnel are more likely to be assured in their capacity to plan and carry out research investigations, gather and analyze data, and interpret research. On the other hand, those with poor research self-efficacy could struggle with self-doubt, hesitancy, and low motivation[78]**.** An individual's confidence in their capacity to carry out autonomous research tasks is known as research self-efficacy. Research self-efficacy is crucial since someone who doesn't think they can succeed will prefer to give up before they even attempt. It is the belief that a person can successfully accomplish a research endeavor, which includes knowledge of how to formulate research questions, choose research techniques, analyze data, and evaluate research results[79].

It is impossible to overstate the value of research self-efficacy for academic professionals. High research self-efficacy academic staff members are likely to be more productive and provide higher-quality research output[78]. High levels of research self-efficacy can also result in increased confidence in planning and carrying out research investigations, analyzing data, and interpreting research findings, which can eventually result in chances for academic and professional growth.

But there are a number of things that can prevent research self-efficacy. Lack of possibilities for training and growth is one major barrier. Academic personnel may lack the abilities required to carry out research activities effectively if they do not receive enough training and assistance in research procedures and approaches, which can lower research self-efficacy[78]. Negative experiences like research failure might also lower one's self-efficacy in the field. Several tactics could be used to improve academic staff members' research self-efficacy. To improve research

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skills and procedures, one such strategy is to offer enough training and development opportunities. Research self-efficacy can also be improved by a positive research environment, which includes having access to funds, resources, and tools for conducting research [80]. Furthermore, mentors and supervisors could offer supportive criticism and encouragement, which can raise academic staff members' motivation and sense of self-efficacy in their research. However, research self-efficacy refers to a person's assessments of their capacity to plan and carry out the actions necessary to create specific accomplishments. According to this definition, research self-efficacy refers to a person's confidence in their capacity to successfully design and conduct research activities. According to research, one's self-efficacy is their "belief in their ability to plan and carry out the actions necessary to produce specific accomplishments". This definition underlines the significance of a person's confidence in their ability to carry out particular research tasks[81].

As a result, academic staff who have high levels of research self-efficacy are more likely to have faith in their capacity to plan and carry out research investigations, gather and analyze data, and interpret research findings. Low research self-efficacy, on the other hand, can cause reluctance, self-doubt, and a lack of drive, all of which can impair the productivity of research. Despite the significance of research self-efficacy, there are a number of obstacles that may hinder its growth. For instance, a person's research self-efficacy may decline due to a lack of resources and inadequate training. The growth of research self-efficacy among academic personnel might also be hampered by fear of failure and a bad past experience. In other words, academic staff members with poor levels of research productivity and output typically lack research self-efficacy.

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However, there are a number of methods that research self-efficacy can help academic staff productivity in universities. First off, academic staff members are more likely to start and finish research projects successfully if they have high levels of research self-efficacy. This may result in more productive academic personnel and increased research production. Second, academic staff that have high levels of research self-efficacy typically have higher levels of confidence in their research expertise. They may be able to create high-caliber research output as a result, which may help advance both their academic careers and their universities.

Research self-efficacy is "an individual's views in their ability to engage in the research process. This definition emphasizes the significance of research as a process requiring a variety of competencies. A person's apparent confidence in their capacity to conduct research is known as research self-efficacy. This definition places a strong emphasis on the value of self-assurance and perceived competence in research. A further definition of research self-efficacy is found in[82], which states that it refers to "teachers' beliefs about their ability to conduct research that will produce useful information for improving their instructional practices and ultimately enhancing student learning". Low research self-efficacy among academic staff might also be caused by a lack of mentorship and training opportunities[83].

Academic staff members' confidence in their research talents may be hindered by their fear of failure and the competitive nature of the research environment . Research self-efficacy can make a big difference in how productive academic staff members are in universities. High research self-efficacy encourages engagement in research activities and supports a proactive attitude to research tasks[78]. Academic staff that have a high level of research self-efficacy are more likely to take on difficult research problems, persevere through difficulties, and look for novel answers.

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Increased research production, higher-quality research, and better career advancement follow from this[84].

Universities can use a variety of tactics to improve academic staff members' research self-efficacy. By providing research training programs and resources, academic employees can acquire the abilities and information required to carry out research successfully[85]. Enhancing research self-efficacy can also be accomplished by creating a positive research atmosphere that fosters collaboration, mentorship, and appreciation of accomplishments[80]. Increased research self-efficacy among academic staff is a result of addressing barriers to research, such as resource constraints and failure-related anxiety.

2.2 Theoretical Framework

2.2.1 The Framework Based on Faculty Member Research Productivity Model

A literature-based paradigm is proposed in the book The Research Productive Department: Strategies from Departments that Excel by a scholar to ascertain how to improve research productivity. This idea applies for studying the productivity of specific faculty members even if it concentrates on departmental strategy[86]. Research productivity is confirmed to be founded on three foundations: (a) an individual's characteristics; (b) an institution's characteristics; and (c) an institution's leadership characteristics, according to Bland and her colleagues' framework. The leadership qualities of these organizations have an impact on each researcher's output. The qualities can be divided into three categories: (i) the faculty member, (ii) the department, college, or institution, (iii) the department head, dean, etc. According to the researchers, these three areas operate together to establish a framework or structure for research activities and support productivity. This hypothesis states that when faculty members possess particular personal traits

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like research curiosity, high motivation to conduct research, involvement in research projects, and other similar traits, their research productivity is high[87].

Furthermore, when institutional and leadership characteristics have a favorable effect on particular features, these two characteristics also play a crucial role in faculty research productivity. The structure of research networks and collaboration, supply of appropriately allotted time for study, and other factors are examples of institutional characteristics. The following traits might be listed as leadership qualities: "research-oriented leader," "highly regarded scholar," "a leader who sets clear and visible goals and mission for all members of the group," and more[87].

In their article on research productivity, Bland and her colleagues identify two crucial characteristics. First and foremost, the primary factors affecting a person's performance in research output are knowledge, skills, motivation, and support offered by the home institution. Second, if all three qualities individual, environmental, and leadership are successfully combined into one interdependent whole, research productivity will be higher. This hypothesis highlights the study's main research question, which is, "What influences the faculty's capacity for research?" The illustration below shows a blueprint for faculty research output created by Bland and her associates[88].

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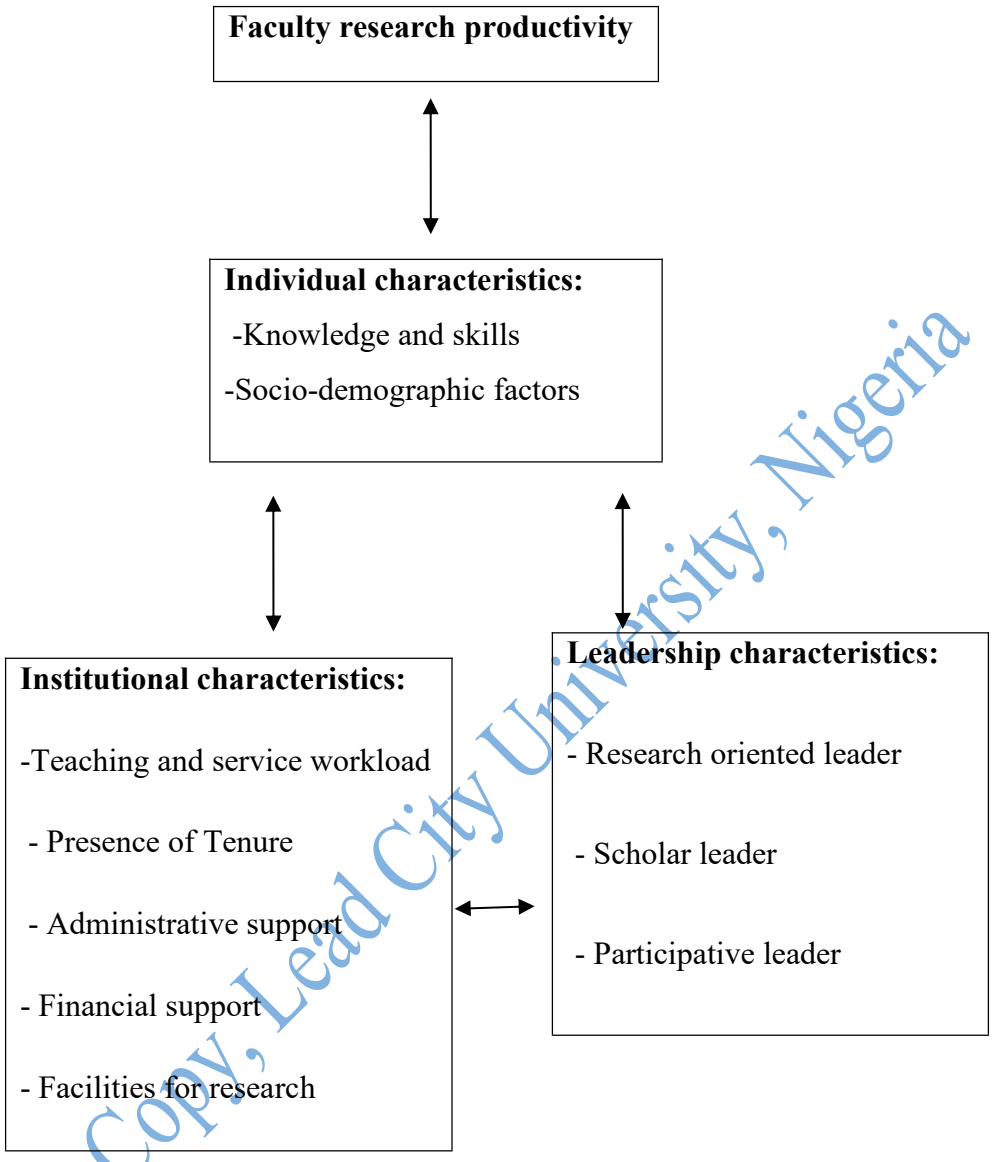

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Fig. 2.1. The model of faculty research productivity (*Source:* Adapted from[88])

Numerous studies looking at the traits of academics make an effort to explain various factors that affect research productivity. Individual and socio-demographic traits, such as gender, age, rank, marital status, and family-related variables, among others, are said to be strong correlations to faculty research output, according to Yassinova. Each of these traits that have been found to predict faculty research output will be discussed in the subsections that follow.

Researchers have highlighted faculty members' knowledge and skills as one of the crucial elements in boosting research productivity. Declarative, procedural, and metacognitive knowledge are the three basic categories of knowledge that are delineated to comprehend this impact. Declarative knowledge, also known as content knowledge or factual information, is defined as understanding about departmental and institutional goals for research performance[89]. Knowledge of the various disciplines, both pure and applied, is referred to as conceptual knowledge. Conceptual knowledge influences research preferences and collaborations, which in turn influences research methodologies and productivity.

The information required to obtain research grants, turn research ideas into actual research, and publish research findings is known as procedural knowledge. Additionally, the impact of faculty research productivity, specifically the understanding of how to manage the burden resulting from teaching, research, and service, is known as metacognitive knowledge[90]. According to socio-demographic characteristics, male faculty members publish more than female faculty members. When the density of female teachers in lower ranks is taken into consideration, this gap is gone. As a result, when rank is controlled, their study's findings show no difference in output related to gender. Two key factors—knowledge and skills and socio-demographic factors—have been identified based on a review of the literature on personal characteristics. To ascertain if the aforementioned criteria are predictors of faculty research productivity in private colleges, these elements will be taken into account. The key conclusions from research on the effects of institutional variables on faculty research output, including teaching and service workload, academic rank, and administrative assistance, are presented in the following section.

The productivity of faculty staff is influenced by institutional characteristics of any institution or organization, whether it be internal or external. This could take the shape of staff education and

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training, staff assistance, technical support and direction, workload, research, promotion, monetary compensation, and public acclaim[91]. This is an effort to pinpoint institutional variables that affect faculty research output. Academics and institutions place a lot of emphasis on publishing in international journals for a variety of reasons. The following subtopics, however, are crucial elements that either provide research possibilities, tenure, and administrative support or restrict teaching and service obligations.

Workload in teaching and service: The three facets of universities are teaching, research, and service are intricately linked. The quantity of time allotted for academic activity typically serves as a gauge for workload. Although these are the main duties of universities, teaching and service tend to promote knowledge creation rather than research productivity.

In the study of a scholar, tenure and promotion are examined as potential indicators of research output. The findings show that academic staff member who produce five (5) publications were expected to publish only three articles per academic year, seem to satisfy one of the criterion for tenure[88]. Numerous studies show that academic standing affects research effectiveness as well. While they are employed, faculty members advance through the hierarchy to better roles and pay through promotions. Since poor research productivity is maintained among academics of lower rank, it makes sense that it is a primary factor for promotion[86].

The distribution of resources to support academic research effort is referred to as administrative support for faculty. Administrators must support faculty members in the form of funding, space, facilities, equipment, and supplies in order to meet their resource needs. Administrators and academics who are deeply engaged in research and who effectively allocate resources are very productive in paid research settings. By providing them with financial assistance, submitting

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them for research awards, and setting up faculty office and laboratory space to boost faculty research output, administrators and department heads can develop and maintain professional faculty networks[86].

Policymakers should take into account the fact that institutions should give supportive conditions by way of appropriate funding and financial assistance in order to earn advanced degrees in research[88]. Financial support motivates professors to engage in research. Support can be provided in a variety of ways, including finance, time off from work, and other environmental elements decided upon by department chairmen and other academic leaders[86].

Facilities for research[88] show that crucial methods to enhance faculty research performance include raising spending on building a solid research infrastructure in addition to raising research finances and researcher pay. Overall, it is clear that faculty research productivity can be significantly impacted by teaching and service duties because they are time-consuming and have an impact on academics' capacity to maintain their research performance. As can be seen from the aforementioned literature, administrative assistance plays a significant role in improving faculty members' capacity to engage in research activities.

According to Bland, leadership characteristics have given rise to a number of leadership attributes that boost faculty research productivity. They maintain the opinion that leaders qualify as academics due to their research experience, full professorships, and research doctorates. In many colleges, leaders take over after amassing a significant body of papers; they are always conducting research before to becoming leaders and continue conducting research after they become leaders. In addition, Bland and associates suggest that executives help professors by serving as sponsors. In this instance, sponsor-leaders work to help teachers financially, and

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universities offer research funding or pay for associated costs. Additionally, certain crucial and accountable leaders preserve the faculty purpose and communicate institutional goals to all faculty members; they conduct meetings with specific objectives, establish standards for everyone's participation in decision-making, give team members ownership over projects, and appreciate faculty input. The leadership traits that could boost faculty research output are described in the next subsections[88].

One of the leadership elements that might be in line with a leader's traits, such being research-oriented, is a leader who is research-oriented. Research-oriented leaders "internalize the group's research-centered mission" and have a "research orientation". According to the faculty research productivity model developed by Bland and colleagues, research-oriented leaders constantly make an effort to foster a research environment for faculty by placing a strong emphasis on the research goal; as a result, faculty produce successful research outcomes. Furthermore, research-oriented leaders who prioritize research continually keep in mind the university's primary goal—conducting research—and they inspire their team to demand academic papers and publication outcomes reports. Faculty members would participate in research activities as a result of the hard work that is under the control and organization of a research-oriented leader, giving universities a fighting chance to be competitive in research productivity among other universities.

Leaders who are scholars are typically assigned at universities[86]. There are several benefits to having leaders who have baggage of knowledge and experience in the research field. The first factor is that leaders have full professorial rank, which they have attained via extensive scholarly publication and participation in significant projects that helped to address pressing concerns. The wealth of knowledge that a scholar acquires while conducting research is the second justification for designating a scholar as a leader of the institution or department. These leaders continue to

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undertake research even after taking on leadership roles, and faculty members will be motivated by working under a scholar leader who will probably pressure them to do so.

Participative leaders: Assertive and participatory leaders routinely convene meetings or conferences with specific tasks and goals. Leaders with specified goals develop goals for upcoming events; this has an impact on research efforts as well[86]. Information of the highest caliber is distributed to the group by active leaders. When professors need information on research grants and other matters pertaining to the publication process, these traits are crucial. Furthermore, a participative leader gives authority figures projects and gives faculty members ownership of projects, expressing their faith in and appreciation for their ideas. This undoubtedly inspires faculty and piques their interest in research.

Information of the highest caliber is distributed to the group by participative or active leaders. When professors need information on research grants and other matters pertaining to the publication process, these traits are crucial. Furthermore, a participatory leader gives power players initiatives and gives faculty members ownership of projects, displaying their faith in them and their value as contributors. This likely inspires the faculty members and fosters innovation and stirs up an interest in research.

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2.2.2 Motivational theories: Frederick Hertzberg

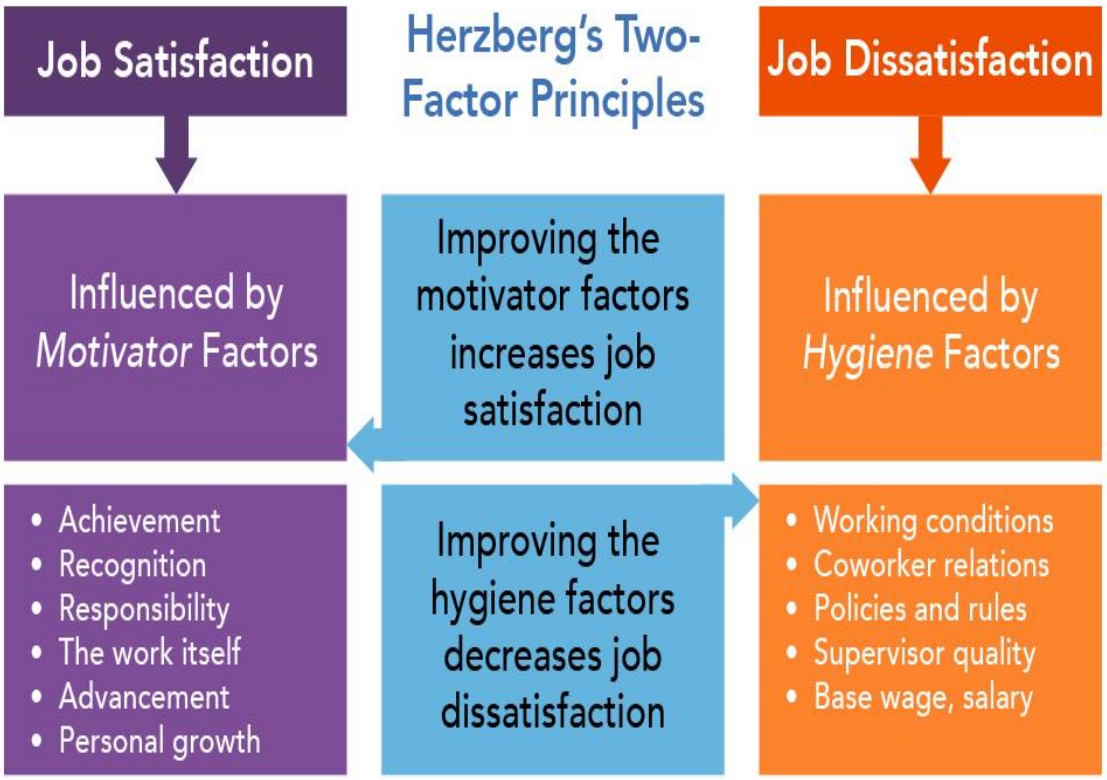

Fig. 2.2: Herzberg's Two Factor Theory of Employee Satisfaction

Source: (Adapted from[36])

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According to the motivational-hygiene model, employees are more likely to be motivated at work when they are given hard but enjoyable tasks that allow them to improve in their positions of responsibility and achieve success. That is, job satisfaction and motivation are increased when the efforts of the employees are acknowledged. Also contributing to workplace discontent are environmental problems such bad lighting, poor ventilation, poor working conditions, low pay, and poor supervisory relationships. According to Herzberg, these are essential requirements, and as such, it is the duty of the commercial and industrial institutions of society to provide for its citizens in order for them to achieve self-actualization. According to Herzberg, satisfaction

comes from doing work that one finds meaningful. Therefore, the variables that show job satisfaction are entirely different from those factors that lead to job dissatisfaction. As a result, these emotions are not diametrically opposed; in other words, job dissatisfaction's polar opposite is neither job satisfaction nor no job satisfaction.

Hygienic factors, the physiological, safety, and love demands from Maslow's hierarchy of needs are included in the hygiene elements, which are also referred to as the maintenance factors. They are situations around completing the job rather than factors that are directly related to the task. When employees are not present, they serve largely to make them unhappy; nonetheless, the existence of such conditions does not always lead to great incentive. These elements include of administration and policy of the company, technical supervision, interpersonal relationships with peers and superiors, compensation, job security, personal life, working conditions, and status. These hygiene variables were deemed vital by Herzberg since they are required to uphold a fair degree of contentment and can also result in dissatisfaction. While not directly motivating, the hygiene considerations are required to avoid unhappiness and act as a springboard for motivation. However, these conditions getting better does not inspire motivation.

Motivator Elements Herzberg asserts that the motivational aspects are fundamental to the job itself and have nothing to do with "carrot and stick incentives"; rather, they are related to the job content. They include the physiological requirements for development and recognition. While their absence is not particularly unsatisfactory, their presence fosters high levels of drive that lead to effective job performance. Therefore, they are referred to be satisfiers or motivators. Achievement, acknowledgment, advancement, the work itself, the potential for personal development, and responsibility are some of these elements. Combining the motivation and hygiene variables can lead to the following outcomes: The ideal environment is one in which

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employees are highly motivated and experience few complaints. High standards of hygiene and little motivation: Although there are few complaints, staff are not very driven. The job becomes seen as a paycheck at that point. Employees are motivated yet have many complaints due to poor cleanliness. When the task is interesting and demanding but the pay and working circumstances are not. The worst case scenario is having unmotivated workers that have a lot of complaints due to poor cleanliness. This approach aimed to persuade managers to take into account all two variables in order to best inspire and satisfy employees and get the most out of them, rather than just one factor when looking at ways to motivate workers.

Organization managers should take the following actions to remove job dissatisfaction and a lack of motivation, in accordance with Herzberg's theory of job motivation: Adopt better and less restrictive company policies; effective, encouraging, and unobtrusive supervision; Establish and promote a respectful and honorable work environment for all team members. Make sure that salaries and pay are reasonable. Ensure job security and elevate status through the provision of purposeful employment for all employees. It is useless to try to inspire people or employees unless the aforementioned activities are taken to eliminate job unhappiness in firms. Addressing the aforementioned problems shouldn't be the goal in and of itself; rather, managers should understand that just because someone isn't unhappy doesn't mean they're also satisfied. Identifying factors that contribute to job satisfaction in the workplace is essential.

According to Herzberg's concept, it is important to address the job enrichment, or motivational, aspects of employment. His guiding principle was that every work should be analyzed to see how it may be improved and made more fulfilling for the employee. Therefore, managers should think about and incorporate: offering opportunities for achievement; acknowledging employee contributions; producing work that is satisfying and that matches the person's skills and abilities;

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distributing as much authority as you can to each team member; giving employees the chance to progress within the organization through internal promotions; supplying opportunities for training and development so that employees can pursue the jobs they want inside the organization.

Herzberg theory is partially responsible for the idea that increasing people's planning and management of their work can increase motivation and job satisfaction. The relationship between motivation and job satisfaction is not very complex. The problem is that many managers and companies utilize hygiene concerns as a form of motivating staff when, in truth, they are not the most effective method or have extremely limited long-term effects. Perhaps managers prefer to take this approach because they think that employees are more financially motivated than they actually are, or because increasing salary requires less managerial effort than changing company policies and rearranging jobs to maximize satisfaction. In order to engage employees both intrinsically and extrinsically, management in businesses must first recognize and handle these difficulties [92].

Herzberg's idea was widely accepted, but others have argued that it doesn't apply to those who work in primarily unskilled jobs or in tasks that are boring, repetitive, or have a narrow scope. In spite of the fact that his research placed more emphasis on satisfaction than productivity, he was also charged of presuming a relationship between the two. Recent studies show that production is not always directly impacted by employee satisfaction. While more proactive metrics like motivation levels are thought to be more strongly linked to behavioral change and performance, satisfaction may be seen as a passive quality. There is still evidence to back up Herzberg's theory's continued applicability notwithstanding this criticism[93].

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Placing this theory in the study, on the other hand, a research project that attempted to evaluate the relevance of Herzberg's theory in the academic world. The study concluded that Herzberg's two-factor theory can be successfully applied to the job satisfaction of academics. It has been discovered that parameters linked to motivation and hygiene are positively and significantly associated to job satisfaction. Additionally, it was discovered from the study that academicians' levels of satisfaction with the motivational and hygienic factors of their jobs fluctuate significantly depending on where they live. Academicians from the Northeast were found to be significantly more satisfied with the motivational and hygienic factors than academicians from other regions of the nation[94].

According to Herzberg, the organization must make sure that the hygiene aspects are in place, which include organizational and administrative norms or policies. If organizational policies are unclear, meaningless, or not enforced uniformly, staff may grow highly upset with them. Although your policies won't ever significantly motivate or satisfy workers, you can decrease discontent in this area by ensuring that they are fair and apply to everyone equally. Additionally, provide your staff with printed copies of your policies and procedures manual. Write one if you don't already have one while soliciting advice from the crew. If you currently have a manual, think about updating it (again, with staff participation);

Make intelligent decisions while choosing a candidate for the role of supervisor to start lowering unhappiness in this area. It's been noted that competent bosses don't always make for good employees. Being a manager is a very difficult profession. Skills in leadership and the ability to treat every individual fairly are necessary. You should train your managers to provide constructive criticism whenever possible and establish a regular method for employee evaluation

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and feedback in order to avoid anyone feeling singled out. Having little to no job satisfaction as a result of abusive supervision is possible[95].

Salary: The adage "you get what you pay for" frequently applies to hiring personnel. Even while money may not be what drives employees, they nevertheless want to be paid appropriately. If employees believe they aren't being compensated well, they won't be happy working for you[96]. Consult compensation surveys or even your local help-wanted ads to see if the pay and benefits you are offering are comparable to those of other offices in your area. Make sure your compensation, promotion, and bonus rules are completely transparent. Individual conversations, you can keep in mind that having a work includes social contact, which adds to the enjoyment of having one by giving staff a reasonable amount of time for socializing[97]. As a result, they will develop a stronger sense of camaraderie and teamwork. You must also cease making offensive comments, acting inappropriately, and being impolite. Take charge of the issue and, if necessary, kick the disruptive player out if they decide to keep doing it.

Working conditions: The environment at work has a big impact on how proud people are of themselves and their work. Maintaining modern facilities and equipment should be a top priority. One's mental health can be significantly impacted by a simple chair. Avoid crowding by allowing each employee to have a personal space, whether it is a desk, a locker, or even simply a drawer[98]. If you have forced your staff to work in cramped quarters with little to no personal space, you shouldn't be surprised if there is conflict among them.

The job itself serves as the motivator. The element that may have the most impact on workplace motivation is helping individuals feel as though the task they are doing is important and that their responsibilities have value. Remind them that their efforts in the practice result in positive results

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and first-rate patient care. Describe instances where an employee improved a process or actually changed the course of a patient's life. Make the most of significant experiences that may have become ordinary, such as observing a newborn baby. Undoubtedly, not all of an employee's jobs will be fun or fulfilling, but the company should show the individual how important they are to the larger processes that make the practice successful. You might find that some tasks can be reduced or eliminated since they are actually not necessary, which will increase productivity and happiness.

Achievement, Herzberg's argument is based on the notion that the majority of individuals sincerely want to succeed. To help them, make sure you assign them tasks that utilize their abilities and are not failure-prone. Establish clear, attainable standards and objectives for each position, and make sure that the workforce is aware of them. People should also feel that they are being appropriately challenged at work and get frequent, timely feedback on how they are doing. Be cautious not to immobilize them by presenting them with too many challenging or unsolvable problems, though.

Recognition, at all corporate levels, people want to have their contributions recognized. Their accomplishments don't have to be enormous to be recognized; rather, there should be a sincere acknowledgment. If you observe a worker performing admirably, take the time to express your gratitude straight away. Declare your gratitude for the way they handled the situation. Include a note of gratitude in your letter. Instead, think about rewarding them. Even official recognition programs, like "employee of the month," may be worthy of inspiring a sense of appreciation within the workforce. Taking responsibility is another motivator. Employees will be more motivated to carry out their responsibilities well if they sense ownership over their work. For employees to feel as though they "own" the finished product, it is vital to grant them the freedom

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and authority they require to perform their work. As people develop in their jobs, give them the chance to assume more responsibilities. But you have to be careful not to just add more labor. Instead, find ways to combine challenging tasks, and think about giving the individual greater autonomy and power.

Finally, advancement in career is one of the drivers. Promote dependable workers. Consider giving a valuable employee a new title that correctly describes the type of work they have performed if there isn't an empty position for them to go into. When it makes sense, allowing personnel to further their education will make them more valuable to your practice and happier in their professions, which will help with job satisfaction. Despite being widely accepted, the two-factor hypothesis is not without its drawbacks. Situational factors are disregarded by the two-factor theory. Herzberg believed there was a connection between satisfaction and productivity. Herzberg's studies, however, focused more on satisfaction than production. The validity of the theory is unclear. The raters must perform an analysis. By examining the same response in a different way, the raters run the risk of tainting the results. There was no all-inclusive satisfaction index applied. Even if he dislikes or objects to some aspects of his employment, an individual may nonetheless regard it to be acceptable. Because it is based on employees' natural responses when questioned about the causes of their job satisfaction and discontent, the two-factor theory is not free from bias. They will attribute their unhappiness to outside causes like peer dynamics, workplace policies, and compensation structures. Additionally, individuals will attribute their own level of job satisfaction to themselves, and the idea disregards blue-collar workers[99].

Criticisms of Herzberg's Two-factor Theory. The two-factor theory is subject to a number of problems. The theory appears to be bound to the critical incident method; the reliability of the

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data could have been negatively impacted by ego-defensiveness on the part of the employee; the value of the factors differed as a function of the occupational level of the employee; and the theory ignores the part played by individual differences among employees; factors overlapped as sources of satisfaction and dissatisfaction; the theory confuses events causing feelings of satisfaction and dissatisfaction with the agent that caused the event to happen[100].

Importance of motivation, because it boosts faculty members' mental and physical reflexes, motivation is crucial in an academic setting. People that are highly driven are willing to complete tasks quickly and successfully, which leads to more output, more money coming in, and happy employees and institutions. Employees that lack motivation sometimes work more slowly and carelessly, which ends up losing the company money. Lack of direction or purpose can contribute to low motivation, which can occasionally be overcome by setting goals. The greatest technique to boost employee motivation is a concern for many organizations. However, others would wonder why just paying a salary is insufficient. It becomes clear that in order to improve an institution's bottom line, staff members must bring their excitement to work by attentively examining what causes a loss of motivation and understanding the dependence of the institutions on staff. In conclusion, management must make sure that academic staff members are appropriately motivated. They must pay close attention to the staff's needs and ensure that those demands are handled promptly and correctly. The institution is at risk from a personnel that lacks motivation. When a member of staff is unable to do a task or believes that he cannot, he becomes frustrated and may exhibit other traits particular to the situation in which he finds himself. Uninspired employees become irritated and angry, attacking others verbally or physically. Furthermore, he might avoid engaging in productive tasks in favor of engaging in unproductive ones. In order to effectively meet the demands of the academic staff within an organization, it is

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crucial for management of an institution to utilize the many theories of motivation. This is such that an organization's objectives can only be met by inspiring its academic staff[36].

2.2.3 Bandura's Self-efficacy Theory (1977)

Bandura's self-efficacy theory served as the foundation for this study's theoretical framework. Albert Bandura originally put forth the self-efficacy idea in 1977. Self-efficacy is described as an opinion or decision-making process (i.e., the use of a judgment by the individual) about an individual's ability to undertake some action in Bandura's social cognitive theory. Bandura mentions four sources of self-efficacy in his explanation of the concept: (a) performance successes (experiences of active mastery), (b) vicarious experience, (c) verbal persuasion, and (d) emotional arousal. The first source of self-efficacy, or performance, is based on a person's own experiences, but the other three sources are influenced by external factors[101].

Active experiences with mastery, the most effective predictor of self-efficacy is mastery experiences because they demonstrate people's prior successful engagement in an activity, giving people specific knowledge about their actual capacity to carry it out. People typically view past achievements in a certain field as evidence that they are qualified to perform successfully in that field. As a result, prior success raises hopes for future success in a certain field. Additionally, prior failures may be seen as evidence of ineptitude, lowering hopes for future success and raising fears of future failure. The more someone succeeds (or fails) at a task, the stronger and more established their expectations of future success (or failure) become. Repeated successes (or failures) in a domain have a cumulative effect on self-efficacy. Following failures have less of a negative effect on self-efficacy than they would if self-efficacy was less embedded or just starting to build until higher levels of self-efficacy have been formed via repeated experiences of

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personal achievement or mastery. When students finish research activities successfully research-related tasks, they have research mastery experiences, because prior achievement in a field raises hopes for future achievement in that field[102].

Social comparison-based vicarious experiences can be a strong trigger for self-efficacy. These details can be discovered by watching models in action or by hearing them directly from others. Its effects are often smaller than those of performance accomplishments because onlookers do not acquire vicarious experience through real performances. Such vicarious experience must be supported by successive successful performances in order for self-efficacy to be sustained and maybe generalize to new contexts[103].

Verbal influence, this refers to recommendations or words of support from others that affect people's opinions about their capacity to be successful in a particular field. Verbal persuasion is a type of self-competency appraisal that isn't based on personal experience or on vicariously observing and identifying with a role model's accomplishments. Therefore, as a result, self-efficacy resulting through verbal persuasion is less illuminating of people's true capacities and is less resilient to setbacks than self-efficacy resulting from personal or vicarious mastery experiences.

How instructive a particular vicarious experience is about the observer's skills depends on the characteristics of the observer's model. An observer will be more likely to assume they can complete the same task if the model shows competence when completing it and is similar to the individual in significant ways (for example, a novice researcher observing another novice researcher with a similar perceived skill level). The modeling effect on efficacy is lessened if the model and observer are quite different from one another (for example, a beginner researcher

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viewing a faculty member with much expertise). Therefore, one's outcome expectations for a job area may theoretically be impacted by the quantity and quality of vicarious experiences provided in an academic training program[104].

Emotional or physiological arousal, this has a strong impact during stressful circumstances. Negative arousal, such as cognitive and/or bodily signs of stress and worry, usually causes people to perform less well on a task. The mere presence of negative emotional or physiological arousal in novel, comparable situations will elicit expectations of failure (i.e., personal incompetence) and feelings of low self-efficacy, even before the individual has the opportunity to engage in the activity. If an individual frequently experiences situations in which negative arousal leads to poor performance on a given activity. Similar to this, if pleasant arousal is connected to achievement, it will increase self-efficacy, generate larger expectations of success, and increase motivation to complete a task. As outcome expectancies contain judgments about the valence of any potential consequences that may result from engaging in a given activity, the Social Cognitive Career Theory (SCCT) framework allows for the possibility that emotional or physiological arousal may also be at play in the development of outcome expectancies.

Thus, academic staff members' levels of research self-efficacy are impacted by the emotional and physiological reactions they have while carrying out research-related duties. When academic staff members are repeatedly exposed to negative arousal while conducting research, these emotional states may impair task performance. Additionally, circumstances relating to study could potentially be linked to unfavorable emotional or physiological arousal sensations. This negative arousal will subsequently lead to expectancies of failure and low self-efficacy sentiments. In order to boost academic staff self-efficacy when completing research activities,

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effective RTEs aim to promote as much favorable emotional and physiological arousal as feasible[76].

People's self-efficacy to complete tasks within that domain will rise as positive arousal and positive physiological states become linked to research-related activities. They will also influence outcome expectancies for later success, increasing people's likelihood to participate in research-related activities in the future[102].

Relevance of self-efficacy theory, according to the notion, behavior changes happen as a result of a person's feeling of personal competence or efficacy changing. The idea additionally suggested that behavioral and psychological transformation could occur when a person believes they are capable of carrying out particular activities. A person's self-efficacy changes as a result of all psychological changes brought about by varied and diverse tactics. To succeed, a person needs to have confidence that they can make the needed behavioral changes. This is the individual's self-efficacy anticipation. Bandura claimed that an individual's outcome expectations, or his or her conviction that a particular conduct would result in a specific outcome, is significant for the explanation and prediction of behavior. This expectation is in addition to self-efficacy expectancy.

It has been demonstrated that the self-efficacy theory is effective at predicting behavior in a variety of contexts, including phobias, career growth, cognitive accomplishment, depression, sports performance, motivation, and international politics. However, it has been claimed that expectancies regarding result may be more significant or that the two may combine linearly or multiplicatively to determine conduct[105]. Self-efficacy theory originally proposed that efficacy expectations are central determinants of behavior. According to Bandura, efficacy beliefs have an

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impact on how people think, feel, and act. Self-efficacy enables people to complete things successfully. While knowledge and skills are also vital, according to Bandura, they are not a guarantee of success. Despite equal educational backgrounds and skill sets, one person may struggle to complete a task because of a lower level of self-efficacy than the other. According to the notion, people with high self-efficacy take on more difficult projects and succeed in them, whereas people with low self-efficacy shy away from difficult tasks or professions.

Self-efficacy can be influenced by behavioral indicators (such as finishing assignments) and by the results of actions (such as perceived goal progress and achievement), as well as by social and environmental factors (such as peer comparisons and feedback from coaches and teachers). Self-efficacy is not something that just appears out of thin air; rather, people gauge their self-efficacy using a variety of information sources. These sources include vicarious experiences, social influence tactics, physical and emotional indicators, and performance accomplishments[103]. The most trustworthy source is performance accomplishments since they show what a person is capable of. However, people frequently evaluate their own efficacy in light of what they see in others. While watching a failed performance can diminish an observer's self-efficacy, watching a successful one can increase it. Persuasion from others (such as "You can do it!") has an impact on self-efficacy as well. Self-efficacy can be increased through persuasive and vicarious sources, but for the boost to stick, the person must perform successfully. Indicators of physiological function are another source. People who experience less anxiety in a scenario can believe that this indicates greater chances of success. Other motivational factors are also considered relevant by the social cognitive theory. Goals and self-evaluations of development, social comparisons, values, outcome expectations, and attributions are a few examples of these personal effects[106]. The significance of self-efficacy as a crucial motivating factor was then enlarged in two crucial

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ways. One is the creation of the earlier discussed paradigm of reciprocal interactions, in which self-efficacy is positioned within a model of individual influences on motivation. The second was the broadening of research's application outside clinical settings and the use of tasks that required participants to make more nuanced assessments of what was necessary for success.

The idea also suggested that certain characteristics, such research self-efficacy, motivation, and productivity, have some sort of link with one another and interact. The association between the variables (self-efficacy and research productivity) is determined by the self-efficacy hypothesis. Additionally, this study aims to determine the connection between academic staff members' motivational factors, research productivity, and research self-efficacy. Thus, the current study predicted that academic staff research self-efficacy and motivating factors have a link with their research output at a private university in Oyo State by applying the motivation model and self-efficacy theory. In other words, the study makes the assumption that motivational variables, research productivity, and research self-efficacy are somehow related.

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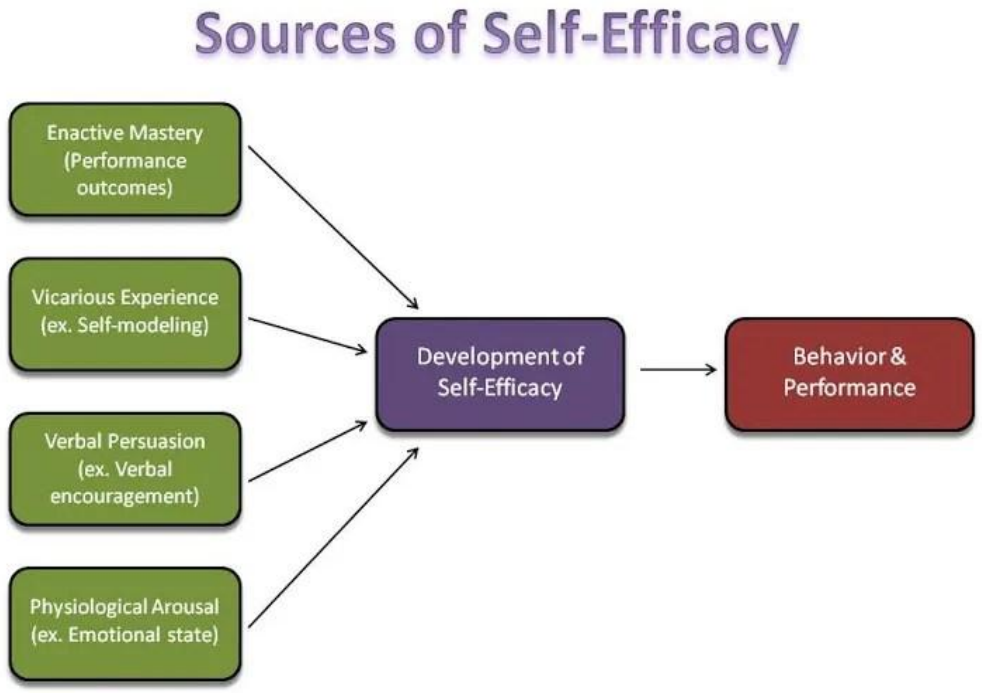

Figure 2.3 Bandura Self-efficacy Model (Source; Adapted from[77])

2.3 Review of Empirical Studies

2.3.1 Research Productivity and Research Self-efficacy of Academic Staff

A nation's wealth and the welfare of its people depend on research. Through research, universities greatly support the growth and development of business and governmental organizations, fostering regional, national, and global development. Universities are recognized as sources of new information all across the world. Universities are viewed as modern knowledge creators and entrepreneurial engines based on research. Therefore, academics have duties that go beyond teaching[107].

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The focus of intellectual and scholarly inquiry and analysis is on academics. Lecturers who are interested in the production, sharing, or preservation of information, instructors' Within the setting of Nigerian universities, square measure professors ranging from graduate assistant cadre to academician cadre. In order to develop their professional skills and have an impact on a field or society at large, lecturers in tertiary institutions of learning, especially universities, are given the opportunity to specialize in a field of study, develop a research program, and then share the information with others. Faculty members can build a stronger academic foundation through research. This is done in order to increase academic understanding and develop the abilities needed for effective knowledge transfer.

In addition, it spurs intense effort from researchers, fills knowledge gaps, and creates new research opportunities [108]. Research is the main activity of any university's since it has been thoroughly studied. This is without a doubt the best strategy to advance development and increase the frontiers of knowledge in an endeavor to make the world a better place. The fact that evaluations of institutions take into account the number and quality of research output [109] Additionally, conducting research has advantages for the researcher. The ability of lecturers to build a reputation in national and international educational communities is influenced by research articles. Research productivity frequently plays a substantial impact in academic success with regard to promotions, tenure, and pay. Researchers progress their careers more quickly through collaborative, cutting-edge research among their peers. It has been noted that lecturers themselves put pressure on academic staff to produce more publications because they are motivated by the potential to improve their professional standing, leave a lasting impression on their profession, increase their compensation, and increase their job mobility[110]. According to a different study, academic staff members' advancement and recognition in universities are

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significantly influenced by the quantity and quality of their research outputs, which are published as journal articles, books, technical reports, and other types of publications.

Different angles have been adopted by researchers regarding the worth of their study. Transmitting knowledge has traditionally been the major job of academic staff in higher education, with the belief that the teacher knows everything and has a duty to communicate that vast knowledge to the students. The lecturer genuinely acquired his knowledge through research and first-hand experience. If the person wants to be seen as educated, they must continue their research[111]. Published papers serve as the primary means of disseminating academics' whole body of work. The publications of lecturers in a range of media, such as peer-reviewed journals, open access journals, digital archives, and presentations at workshops and seminars, are used to assess their research output[112]. It is impossible to conduct an isolated analysis of research productivity in Nigerian universities. The evaluation of research papers is one approach for measuring the results of research that researchers look at from primary or other sources. Productivity and research activities are linked. Research includes the gathering and evaluation of data.

The creation, reading, and public dissemination of research articles via the internet, peer-reviewed journals, or other channels results in productivity. Research is conducted by academic staff members, and numerous criteria are employed to judge their productivity[113]. The publications could comprise books, including edited books and textbooks, book chapters, monographs, conference articles, and analytical proposals filed to receive external and internal grants[114]. As a result, only studies that are successfully published are considered for determining a lecturer's research productivity. As a result, lengthy research that is finished but never shared or assessed in any way is excluded. Nigeria, for instance, had the highest proportion of papers

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submitted to the African Journal of Library, Archives, and Information Science that were rejected for publication among all the African nations, nothing more than a time waster, these documents[115]. Numerous studies have examined the body of knowledge produced by academics worldwide, particularly in developing countries. Despite the fact that numerous policy documents have been produced by governmental and educational institutions to emphasize the importance of research as a catalyst for national development and innovation, it was discovered in one of these studies that Nigerian scholars are not fulfilling expectations in these fields[116].

According to studies on research productivity in South-West and Northern Nigeria, scientists at Nigerian universities published an average of one research paper annually. Researchers discovered in a different study that Nigerian academics produce much less research on average than their counterparts in wealthy countries. The publication of academic staff members' research at the private universities in Uganda was another topic of investigation. The survey found that instructors who don't do much research are getting more vocal about the standard of research being done at Uganda's private universities[117].

In a study on the research productivity of academics at Jigjiga University in Ethiopia, found statistically significant ($p < 0.05$) differences in publication output according to respondents' years of academic experience, highest degree attained, and academic rank. Similar to this, faculty members who had a history of receiving research grants, supervising theses, attending academic conferences, and receiving research-related training were more likely to publish than those who did not ($p < 0.05$). However, there was no statistically significant difference in publication productivity ($p > 0.05$) according to gender, age, the amount of instruction, or participation in administrative tasks. Additionally, there was a significant ($p<0.05$) difference in publishing

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production amongst academic disciplines[12]. In general, it seemed that social science departments published less than those in the scientific and life sciences.

At Mwenge Catholic University, a study conducted on the constraints of research productivity. The study came to the conclusion that resource, institutional, and cultural constraints have a significant impact on the research output at the university. This conclusion was supported by the expectation theory, which describes how individuals are driven owing to expected outcomes[11]. Data on the institutional-related factors found as having a substantial association with research output are summarized[118]. The institutional element most frequently cited as influencing research output was the availability of research funding (43% of the publications).

Additionally, it was determined that academic staff research productivity in federal universities in Nigeria is average, indicating that academic staff productivity in federal universities in Nigeria is average. The study's conclusions also showed a favorable correlation between institutional elements and academic staff research output in federal universities in Nigeria. This result is consistent with a study of which found a significant relationship between institutional variables and lecturers' research production. The lecturers' work environment and institutional support may have an impact on their research productivity[119]. When policies support research initiatives, lecturers are more likely to commit to them because they won't have to use their own money to support the research activities.

As a result, a study conducted qualitative interviews with academics from a range of fields to investigate the causes of research confidence among junior faculty[120]. Hemmings discovered that academicians had higher levels of research confidence as a result of their prior publishing history. The value of research personal mastery experiences in boosting research self-efficacy is

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highlighted by this source of research confidence among early-career academicians. In qualitative research on the advantages of undergraduate research mentoring, it has been proposed that personal mastery experiences in the form of positive research experiences can raise academic staff members' feeling of research self-efficacy.

2.3.2 Research Productivity and Motivational Factors of Academic Staff in Universities

The performance of educational institutions and the accomplishments of students are directly correlated with the research productivity of the academic staff, making it a powerful and substantial predictor of high-quality higher education [121]. Also helps to shape the nation's potential for transformation, excellent education, and sustainable national development [122]. The academic staff's research productivity can contribute to the achievement of the overarching goals for which higher education institutions were founded. However, given that it is still at a low ebb, Nigeria's academic staff research productivity has come under scrutiny [123]. The issue of lecturers' subpar performance in Nigerian higher education institutions has gained significant attention from both academics and the general public.

Increased global attention is also being paid to the issues of an inadequate working environment combined with the low research productivity of academic personnel in institutions in less developed nations like Nigeria. One of the most important elements that can help any firm, regardless of context, deploy, recruit, and keep great individuals is a positive work environment. Additionally, the research productivity of academic staff in research institutes in south-west Nigeria is the subject of investigation[10]. A total of 15,477 research outputs were published by academic personnel, according to the data, and their level of research productivity in south-west Nigeria is poor. The majority of the publications 3,486 (22.6%) were articles in journals,

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followed by conference proceedings with 2,364 (15.3%). The research productivity patterns of the academic staff at research institutes in the South-West revealed that the majority of the publications 10,016 or 64.7% were published locally while 5,461 or 35.3% were published abroad. The trends further demonstrated that 4,657 (30.08%) of the research productivity, or 5,604 (36.2%), had multiple authors, whereas 5,216 (33.7%) and 4,657 (30.08%) had single authors. Family difficulties, financial limitations, poor information accessibility, poor information literacy, and poor employer motivation are the main barriers to academic staff members' ability to conduct research in research institutes. The study makes several recommendations, including the creation of a Special Research Trust Fund to support the growth of research in these institutes, adequate grants and funds for research for academic staff, ongoing information literacy training programs, mentoring, improved research skills for academic staff, and encouragement of teamwork and interdisciplinary research among academic staff in research institutes.

Regular salary and welfare package payments, a supportive work environment, the chance for autonomy, creativity, and innovative thinking that the job offers, and the regular training that employees are exposed to motivated them to perform their jobs better and become productive in research activities[124]. The findings of her analysis also showed that the staff's preferred motivational techniques—those that would increase efficiency and effectiveness—included making sure project staff members are hired for the long term, rewarding exceptional performance, improving the reliability of the existing retirement plan, providing modern workspaces, and raising salaries with benefits and bonuses, among other things. Her research came to the conclusion that motivation is essential for improving employee work performance,

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research productivity, and an organization's overall efficiency. To address the needs of the workers as well as the changes in the workplace, a variety of motivational tactics should be used.

That "the combination of intrinsic and extrinsic motivational factors, such as training and development, challenging or interesting work, freedom for innovative thinking, and job security were found to have significantly influenced employee motivation and retention in both public and private sector organizations" is amply supported. A study found that "an analysis of female research productivity in Nigerian universities" that "female research output was generally low: 59.5 percent of female academics published one paper annually, 23.6 percent published up to two papers, 1.1 percent published three papers, and 15.8 percent did not publish on an annual basis[124]. Even though the majority of female academic staff members publish once a year, most want to write more frequently. The study's findings revealed that factors such as marital status, religion, academic rank, and the quantity of weekly lectures had an effect on participants' capacity to conduct research and disseminate the findings. The study came to the conclusion that female academics contributed in ways that were more significant to teaching than to research.

Studies in Nigeria, revealed that the study sample had a poor rate of research productivity[125, 126]. Findings from[126] revealed that, despite having access to information resources, Lead City University sampled academics had low research productivity, and conclusions a study suggested that doctoral students at the Federal University of Abeokuta had low research productivity in terms of research output, with 799 (90.7%) of the respondents having difficulties in finishing their dissertations and theses[125]. Furthermore, faculty respondents in the study revealed that there were more successful at giving presentations at conferences and less successful at publishing submissions in the form of book chapters. The variations in results could simply be the consequence of variations in research participants[127].

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2.3.3 Research Self-efficacy and Motivational Factors

Research productivity among academic personnel is influenced by a number of critical elements, including motivation and research self-efficacy. Research self-efficacy as to do with the conviction that one can carry out research tasks successfully, whereas motivation is the desire and zeal to pursue research objectives[77]. One important motivational process, although not the only one, is self-efficacy. Even those with high levels of self-efficacy may lack motivation if they do not value the anticipated result. Staff members might have strong self-efficacy for doing well in a course, but they might not if they think the course won't help them with their desired major. Furthermore, if people lack the necessary skills to execute well, no amount of self-efficacy will ensure success. However, self-efficacy is a crucial motivational process that results in powerful motivational consequences, assuming enough abilities and favorable levels of other motivational processes[106].

Academic staff members in Nigeria encounter many obstacles when conducting research, including a lack of financing, poor research infrastructure, and restricted access to research materials. These difficulties may have a negative effect on motivation and self-efficacy in research. In private institutions in Nigeria, there has been an upsurge in interest in academic staff members' research self-efficacy in recent years. The idea of research self-efficacy and its impact on academic staff research output have been studied in many ways. A study conducted research on how research self-efficacy affects academic staff research productivity in private universities in Nigeria[78]. According to the study, academic staff members who had high levels of research self-efficacy were more productive and produced higher-quality research outputs than those who had lower levels.

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Because academic staff members with high research self-efficacy produced more research than those with low research self-efficacy, research self-efficacy strongly predicted research production. These results imply that the research productivity of academic staff in private universities in Nigeria is significantly influenced by research self-efficacy. Factors like past performance successes, vicarious experience, verbal persuasion, and emotional arousal have an impact on research self-efficacy[77]. Academic staff members are more likely to have strong research self-efficacy if they have previously performed research tasks effectively as opposed to those who have failed. Research self-efficacy can also be increased by looking up to successful role models and receiving encouraging comments from reliable sources. In addition to having an impact on motivation, self-efficacy has been shown to have an impact on motivation.

In order for academic professionals in Nigeria to continue producing quality research activities, motivational elements are also essential. Multiple motivational factors have been linked to academic staff research productivity in Nigerian universities, according to a study by[128]. These elements include recognition, opportunity for career progression, job stability, and a conducive research environment. These motivational elements have been shown to increase the level of dedication to research and increase the productivity of academic employees. Job satisfaction, extrinsic motivation, and intrinsic motivation are all motivational elements that affect academic staff members' research productivity. While extrinsic motivation incorporates benefits from outside sources like recognition, promotion, and money, intrinsic motivation refers to the internal drive and delight obtained from the study process. Job satisfaction is correlated with one's sense of purpose and fulfillment at work. Academic staff members are more likely to be motivated to pursue research goals if they are intrinsically motivated, receive sufficient external benefits, and are satisfied with their jobs[129].

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Another important element that affects the research output of academic staff at private universities in Nigeria is academic staff motivation. Another study investigated the impact of academic staff motivation on their research output at private universities in Nigeria. According to the study, motivation was a strong predictor of research productivity since highly driven academic staff members produced higher-quality research outputs and were more productive than their less motivated counterparts. These results imply that staff motivation is a crucial variable affecting the research productivity of academic staff at Nigerian private universities. Interventions including professional development opportunities, mentorship programs, and partnerships with external partners can be introduced to improve the research self-efficacy and motivation of academic staff members in Nigeria. Access to infrastructure and resources for study can raise motivation and self-efficacy in the field. Institutions and other interested parties must acknowledge the significance of these elements and offer the necessary assistance so that academic staff members can successfully complete their research objectives. Overall, research productivity among academic staff members is greatly influenced by research self-efficacy and motivation. The amount and quality of research output in Nigeria can be positively impacted by addressing the issues and offering support in these areas[85].

High research self-efficacy academic staff members are more likely to feel secure in planning and carrying out research studies, gathering and analyzing data, and interpreting research findings. However, academic staff members with low research self-efficacy frequently exhibit self-doubt, reluctance, and low motivation, all of which can eventually impede research output[78]. The research self-efficacy and staff motivation of academic staff in private universities in Nigeria are influenced by a number of factors. The competitive nature of the research environment and the fear of failure are two elements that influence research self-efficacy[130].

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According to the study, academic staff members were less likely to have high levels of research self-efficacy if they felt that the research environment was extremely competitive. Additionally, it was determined that inadequate research resources, such as finance, access to facilities, and proper research assistance, were barriers to research self-efficacy. Research self-efficacy and staff motivation among academic staff in private universities in Nigeria are similarly impacted by inadequate research training and mentoring.

Additional issues that influence staff motivation among academic staff in private colleges in Nigeria include job insecurity, subpar working environment, and insufficient financial incentives. However, the research output of academic personnel in private universities in Nigeria was adversely impacted by insufficient financial incentives. These data imply that a number of variables influence academic staff motivation and research self-efficacy in private universities in Nigeria. To increase the research output of academic staff in private universities in Nigeria, it is crucial to increase staff motivation and research self-efficacy. Research activities are more likely to be approached with assurance, perseverance, and motivation by academic professionals who have high levels of research self-efficacy and motivation. The result is enhanced research productivity and higher-quality research results. Additionally, the academic staff at Nigeria's private universities must produce more research in order to improve their standing and competitiveness. Increased research funding, higher institutional rankings, and better student recruitment and retention rates all result from improved research productivity.

Furthermore, it was discovered that job satisfaction was significantly predicted by monetary compensation, promotion, performance evaluation, learning environment, and code of conduct. Job performance was significantly influenced by autonomy, self-efficacy, and the code of conduct. Self-efficacy played a significant moderating role in the link between job happiness and

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performance. The ANN study revealed that money awards, performance reviews, and a code of conduct are the three main determinants impacting job happiness. Self-efficacy is crucial for fostering job performance. Future research should take into account additional major motivational variables that enhance job satisfaction and performance, such as emotional intelligence, mindfulness, and other personal attributes[131].

Also, findings of the study reveals that motivational level of academic staff in Gombe State University was very high as more than 90 percent of the academic staff affirmed that they enjoy working in the University. The result from the study also shows that, the available motivational tools in the University and strength of the techniques of motivating academic staff of Gombe State University is moderately fair[132].

In summary, two important elements that directly affect the research productivity of academic staff in Nigeria are research self-efficacy and motivational variables. Providing academic staff with sufficient support in the form of research funds, chances for career promotion, and a favorable research work environment is crucial to ensuring their performance is at its best. In addition, training and development programs are required to improve academic staff members' research self-efficacy and foster a culture of excellence in research in Nigerian universities.

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2.4 Conceptual Framework

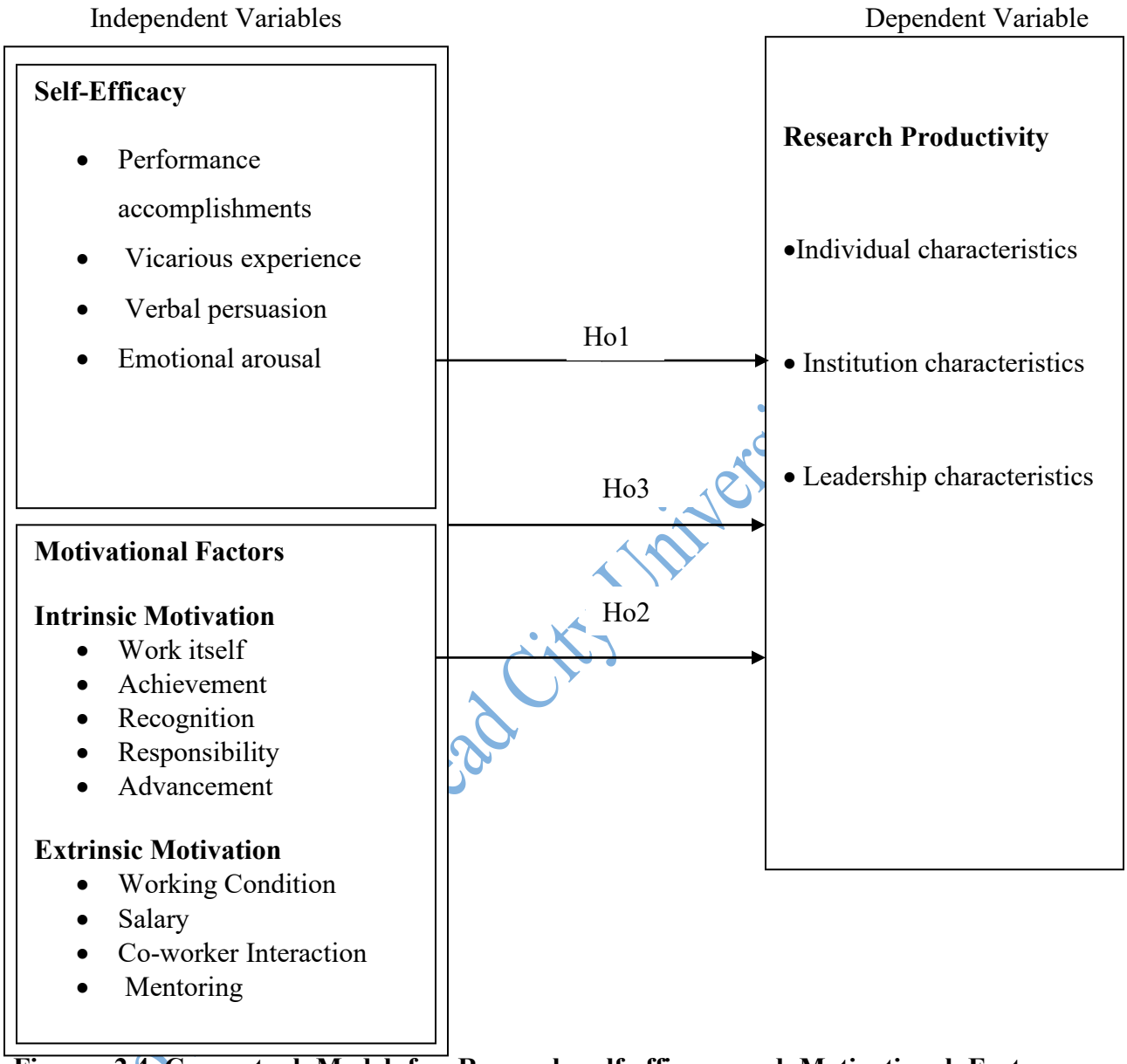

Figure 2.4 Conceptual Model for Research self-efficacy and Motivational Factors on Research Productivity of Academic Staff in Private Universities, Oyo State.

Source: Researcher is Fieldwork, 2023

The conceptual framework was self-developed to serve as a guide and a framework for the study titled, Research self-Efficacy and Motivational Factors on Research Productivity of Academic Staff in Private Universities in Oyo State. The framework is designed by the researcher to

graphically depict the relationships that exist between and among the variables of the study. The conceptual framework of this study reflects the constructs by which each of the variables are measured. The research self-efficacy consists of Performance accomplishments, vicarious experience, verbal persuasion and emotional arousal. The motivational factors will be measured by the Intrinsic Motivation: work itself, achievement, recognition, responsibility, advancement and Extrinsic Motivation: working Condition, salary, co-worker Interaction and mentoring while the dependent variable of research productivity constitutes of individual characteristics, institution characteristics and leadership characteristics.

The model depicts two dependent variables that are research self-efficacy and motivational factors as well as their sub-constructs as they relate and are likely to influence the dependent variable of research productivity by academic staff. Thus, research productivity could be influenced by any of the two independent variables (Research Self-Efficacy and Motivational Factors) individually or could jointly influence the research productivity. Hence, a change in research productivity of academic staff could be accounted for by the variance of any or all of the independent variables. Therefore, the model supports that a relationship could exist between and among the various model as they interact.

2.5 Summary of Literature Reviewed

Motivational states are generally seen as internal forces that create an employee's propensity to engage in goal-directed behavior. A natural, internal need to put out the requisite effort and do the essential steps in regard to work-related activities is motivation. It has been roughly characterized as the psychological influences that affect an individual's level of effort and perseverance as well as the course of their conduct inside an organization. Additionally, the willingness to work hard in order to accomplish a goal or earn a reward can be seen as a form of

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motivation. When defining motivation at work, the phrase "sum of the mechanisms that drive the arousal, direction, and maintenance of behaviors relevant to work situations" has been used. The success of an organization is even more dependent on having motivated employees because they are typically more successful in their jobs.

Some authors also view motivation as an attitudinal term that is represented by either a favorable or negative attitude of an individual towards their employment. Many scholars describe motivation as an affective or emotional reaction of an individual to their work. Positive attitudes and levels of satisfaction are reciprocal; one causes the other. Some authors define motivation as what is expected of a person at work or when carrying out their responsibilities. If their anticipation is fulfilled, they will feel a certain level of satisfaction; if not, they will be unsatisfied with their jobs.

Furthermore, motivation might be internal or external. Extrinsic motivation is driven by bodily necessity, but intrinsic motivation is generated from or driven by psychological achievement. Whatever, all together, important aspects of motivation include but may not be limited to the following as circumstances differ, thus each and every organization must carry out organizational-specific studies on what turns on and off their staff, but generally, the following need to be given due consideration if the objectives and aims of the organization would be achieved: communication, fringe benefits, working nature of the work, organization, appreciation, personal growth, policies and procedures, co-workers, opportunity for advancement, recognition, working conditions, security, supervision and leadership. The two-factor theory of hygiene and motivator, which is the sub concept of Herzberg's theory of motivation, holds that hygiene (extrinsic motivation) factors like pay and supervision reduce employees' discontent

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with the workplace. Employees are encouraged to be more productive, innovative, and devoted by motivators (intrinsic motivation), such as praise and achievement.

One of the key variables affecting the research output of academic employees is research self-efficacy. The term "research self-efficacy" refers to a person's attitudes and ideas about their potential for academic accomplishment as well as their confidence in their capacity to complete academic activities. Individuals with high self-efficacy beliefs put in more effort, commitment, and tenacity, which results in excellent performance. Higher self-efficacy academic staff members blame lower attempts rather than lower abilities for their failures, whereas lower self-efficacy academic staff members blame low abilities for their failures. As a result, self-efficacy has an impact on both task selection and task persistence. In other words, academic employees who lack self-efficacy are more inclined to avoid, put off, and eventually abandon their jobs out of fear. In contrast, those who have high levels of self-efficacy are more likely to rely on themselves when confronted with complex problems in order to find a solution. They are also more likely to be patient while solving the problem, to put in more effort, and to persevere for a longer period of time.

However, some academic staff members ask their peers to list their names in research articles that they did not contribute to but are ready for publication. This mindset has an impact on lecturers' productivity in high-impact research and on the quality of their research. Due to the usage of poor quality resources, established trade journals frequently set high standards for the research they publish, which are frequently not satisfied by Nigerian researchers. If the quantity of publications published is used to gauge research productivity, Nigerian professors may not rank among the most productive in the world. The motivational component may have an impact on their research productivity, the study also reveals. The majority of the material that was

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discovered and studied concentrated on developed nations. The problems surrounding the impact of research self-efficacy and motivational factors on the research productivity of academic staff, especially in developing countries, were not addressed in the scant quantity of literature evaluated in the context of developing nations.

Finally, a conceptual model is adapted for this study, which models three variables that are contained in the study: research self-efficacy, motivational factors, and research productivity. The study uses intrinsic motivation, which includes measures like the desire to do the work itself, achievement, recognition, responsibility, advancement, and vicarious experience, as an independent variable and motivational factors, which include measures like verbal persuasion and emotional arousal. Working circumstances, pay, interactions with coworkers, and mentoring are examples of extrinsic motivation, whereas research output is a dependent variable made up of measures of individual traits, institutional characteristics, and leadership characteristics.

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Chapter Three

Methodology

This chapter presents the method adopted in carrying out the study under the following sub-headings: research design, the population of the study, computation of sampling size and sampling technique, sources of research data, research instrument, validity and reliability of the instrument, data collection and method of data analysis.

3.1 Research Design

The study utilized a cross-sectional descriptive survey research approach, because it allowed the researcher to collect data at a given point in time across a sample population. This concentrates on how people perceive the current situation, describes and interprets what is relevant to the conditions, practices, or relationships that are present within the views, beliefs, and attitudes that are held, as well as the processes that are taking place and trends that are developing an event or situation, descriptive research of the cross-sectional type is thought to be appropriate. Thus, by the use of this research design, the researcher was be able to identify and establish the relationship between research self-efficacy, motivational factors and research productivity of academic staff in Ajayi Crowther University, Oyo and Lead City, Ibadan, Oyo State, Nigeria.

3.2 Population of the Study

The population of the study consists of four hundred and fifty-two (452) lecturers in Lead City University, Ibadan and two hundred and sixty-five (265) lecturers in Ajayi Crowther University, Oyo, Oyo State, Nigeria. According to the data that was obtained from the human resource unit and academic and planning unit of the institutions as at 2023, there were 13 faculties in the

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universities with the total number of seven hundred and seventeen (717) academic staff. This is presented in table 3.1.

Table 3.1: Population of lecturers in Lead City University, Ibadan and Ajayi Crowther University, Oyo

S/N	Faculty	Lead City University	Ajayi Crowther University
1	College of Medicine & Health Sciences	93	Not Applicable
2	Faculty of Natural & Applied Sciences	77	67
3	Faculty of Law	22	19
4	Faculty of Social & Management Sciences	80	15
5	Faculty of Environmental Design & Mgt (Built Env.)	38	17
6	Faculty of Arts & Education	51	13
7	Faculty of Engineering & Technology	32	22
8	Faculty of Comm. & Infor. Science	45	13
9	Faculty of Pharmacy	14	Not Applicable
10	Faculty of Humanities	Not Applicable	43
11	Faculty of Agricultural Science	Not Applicable	18
12	Faculty of Basic Medical Sciences	Not Applicable	16
13	Faculty of Management	Not Applicable	22
	Total	**452**	**265**

Source: Human Resource Unit (HR) of the institution and Directorate of Academic Planning Unit (DAPU) of the institution (2022/2023 Session)

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3.3 Sample and Sampling Techniques

The sample size of this study is Two hundred and fifty five (255). Sampling is a process that allows a researcher to scientifically choose who or what is included in an investigation. Previous literature is of view that sampling involves selecting units (e.g people, organizations) from a population of interest so that one may fairly generalize the results of a study. Specifically, the sample size was drawn from the total number of lecturers in two private universities that were purposively selected in Oyo State i.e. Lead City University, Ibadan and Ajayi Crowther University, Oyo. Taro Yamane (1967) published table was used to select the sample size for the study. The table at confidence level 95% with margin error of +5.0 was used to select sample size of 255 out of the total population of 717 academic staff identified for this study. Following the determination of the sample size, proportionate random sampling was used to select the required sample size from each of the universities.

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Figure 3.1. Table for determining sample size of a known population

Table 1. Sample Size for ±3%, ±5%, ±7%, and ±10% Precision Levels where Confidence Level Is 95% and P=.5.

Size of Population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.

Do No

Table 3.2 Stratified Sampling Calculation for the Sample Used

S/N	Name of Institution	% of Total Population	Calculated no of each sample
1.	Lead City University	$\frac{452}{717} \times 100 = 62.7 = 63\%$	$\frac{63 \times 255}{100} = 160.6 = 161$
2.	Ajayi Crowther University	$\frac{265}{717} \times 100 = 37\%$	$\frac{37 \times 255}{100} = 94$
	Total	**100%**	**255**

Table 3.3 The Sample Table

	Name of Institution	Sample
1.	Lead City University	161
2.	Ajayi Crowther University	94
	Total	**255**

3.4 Descriptive of Instruments for Data Collection

The instrument that was used for the study is a questionnaire titled Questionnaire on Research Self-efficacy and Motivational Factors on Research Productivity of Academic Staff in Private Universities, Oyo State. The instrument was adopted from various validated and tested studies. The questionnaire was divided in to seven sections, A-F as follows,

Section A- Demographic information: This contains five items on personal data of each respondent such as name of faculty, qualification, position, age and gender.

Section B- The level of research of productivity of academic staff: This contains (10) items adapted from academic staff [1&,2]. It has a four likert scale type. The respond format for the level of research productivity is: Strongly Agree (SA); Agree (A); Disagree (DA); Strongly Disagree (SDA). Example of questions is: What is the level of your research productivity? I do present papers in conference proceedings.

Section C- The level of research self-efficacy of academic staff which are an individual' characteristics, an institution's characteristics and an institution's leadership characteristics. It has a four liker scale type. The respond format for the level of research self-efficacy is: To a

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Very High Extent (TVHE), To a High Extent (THE), To a Low Extent (TLE), and To a Very Low Extent (TVLE)

Section D- It deals with most prevalent factors that bring about motivation of academic staff. It contains the two (2) mains construct of the dependent variable namely, intrinsic motivation and extrinsic motivation. It has a four likert scale type. The respond format of the most prevalent factors that bring about motivational factors is: To a Very High Extent (TVHE), To a High Extent (THE), To a Low Extent (TLE), and To a Very Low Extent (TVLE)

3.5 Validity of the Research Instrument

In order to ensure face and content validity, the adapted measuring instrument was given to the supervisor and other lecturers in the Department of Information Management of Lead City University who checked to ensure accuracy and precision of the instrument. Based on the criticisms and corrections of the experts, the instrument was modified to achieve the research objectives.

3.6 Reliability of the Research Instrument

Reliability means the ability of a research instrument to be consistent in returning the same results when administered to a population similar in nature. The draft of the questionnaire was pre-test on 20 lecturers at Bowen University Iwo, Osun State, Nigeria who were not be part of the study sample size but share similar characteristics with the population of the study. To test the reliability of the questionnaire, the Cronbach alpha reliability method was used at 0.05 levels of significance. The reliability tests result shows the following values: research productivity; 0.72; research self-efficacy, 0. 78; and motivational factors, 0. 81. These Cronbach alpha values are within the range accepted for reliability of research instruments.

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3.7 Administration of the Instrument and Method of Data Collection

A letter of introduction was collected from the Head of Department of Information Management, Lead City University, Ibadan, which was used to gain permission to conduct the survey on the academic staff of the selected universities. The questionnaire was administered both physically with the assistance of two research assistants who were trained by the researcher.

3.8 Methods of Data Analysis

Descriptive statistics was used to analyze the data. Descriptive statistics tools involving frequency count and percentage which was presented in tables where appropriate and was used to describe the demographic characteristics and to answer the study research questions 1-3. Linear regression analysis was used to test hypotheses 1 to determine the influence of the independent variables on the dependent variable. H02 and H03 were tested using multiple regressions. All the Hypotheses were tested at 0.5 level of the significance.

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Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents the analysis of the empirical data collected to answer each research question and test the research hypotheses. The analysis of this study therein includes the demographic distribution of the respondents as well as the questionnaire return rate. Descriptive statistics was used to answer research questions and the decision rule is that all items with mean score equal to or greater than 2.5 is accepted as significant while hypotheses are tested at 0.05 level of significance.

Questionnaire Return Rate

The study sample is made up of one hundred and sixty one (161) academic staff from Lead City University, and ninety-four (94) academic staff from Ajayi Crowther Unversity, Oyo. Altogether, the sample of the study is two hundred and fifty-five (255) academic staff. Accordingly, 255 copies of the questionnaire were administered to the respondents and the two hundred and fifty-five (255) copies were retrieved which is the actual sample of the study.

Table 4.1 Presentation of Demographics Data

	Items	Frequency	Percent
Gender	Male	103	40.4
	Female	152	59.6
	Total	255	100.0
Institutions	Lead City University	161	
	Ajayi Crowther University	94	
	Total	255	

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Faculties	Frequency	Percent
Lead City University		
College of Medicine & Health Sciences	33	13
Natural & Applied Sciences	28	11
Law	8	3
Social & Management Sciences	28	11
Environment Design & Mgt (Built Env.)	13	5
Arts & Education	18	7
Engineering & Technology	13	5
Communication & Infor. Science	15	6
Pharmacy	5	2
Ajayi Crowther University		
Natural & Applied Sciences	23	9
Law	8	3
Social & Management Sciences	5	2
Environment Design & Mgt (Built Env.)	5	2
Arts & Education	5	2
Engineering & Technology	8	3
Communication & Infor. Science	5	2
Humanities	15	6
Agricultural Science	8	3
Basic Medical Sciences	5	2
Management	7	3
Total	**255**	**100**

Status	Professors	0	0
	Senior Lecturer	60	23.5
	Lecturer I	58	22.7
	Lecturer II	76	29.8
	Ass. Lecturer	61	23.9
	Others	0	0
	Total	255	100
Academic Qualification	Ph.D	101	39.6
	M.Phil/Masters	154	60.4
	Others		
	Total	255	100
Work Experience	<1-5	77	30.2
	6-10	88	34.5
	11-15	43	16.9
	16-20	35	13.7
	21-25	5	2.0
	26-30	0	0
	31&above	7	2.7
	Total	255	100

Source: Fieldwork 2023

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Table 4.1 shows the demographic composition of the respondents. Gender wise, there are more females than male respondents. There are 152 female respondents which constituted 59.6% of the total respondents while there are 103 male respondents which means they constituted 40.4%. In term of institutional affiliation, majority of the respondents 161(%) were from Lead city University Ajayi Crowther University, while the rest, 94(%) are from Ajayi Crowther University, due to Lead City University has more academic staff than Ajayi Crowther University.

The table also, shows the distribution of the respondents according to their faculties. Majority of the respondents 33(13%) were from College of Medicine & Health Sciences while the lowest were 5(2%) of the respondents from Medical Sciences and Pharmacy respectively.

In term of academic attainment, Lecturer II which is 76(29.8%) of the total respondents has the highest frequency, while those in the Lecturer I status constitutes 58(22.7%) of the total respondents has the lowest frequency. The demographic distribution is very important because some of the factors that determine self-efficacy include gender, role played and experience[1].

Experience also has a role to play in the pressure or motivation of academic staff to conduct research. Among the study respondents, it can be seen 88(34.5%) of them has between 6-10 years has the highest frequency while few has experience between 21-25 years 5(2.0%). The combination of academic attainment, work experience and gender are important in investigating the research self-efficacy of academic staff. In addition, the rank of academic staff may determine whether they would conduct more or less research[2].

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4.2 Presentation of Research Questions

4.2.1 Research Question One: What is the level of research productivity of academic staff in Private Universities, Oyo state?

Table 4.2: Analysis of Research Productivity of the Academic Staff in Private Universities

Statement	SA	A	DA	SDA	Mean	Std. Deviation
Research Productivity Individual Characteristics						
I find research activities stimulating	78 (30.6%)	177 (69.4%)	- -	- -	3.30	.461
I am always ready to participate in research groups	53 (20.8%)	202 (79.2%)	- -	- -	3.20	.406
Editors/ Reviewers comments does not discourage me	46 (18.0%)	172 (67.5%)	37 (14.5%)	- -	3.03	.570
I rarely miss deadline for paper submission	38 (14.9%)	185 (72.5%)	32 (12.5%)	- -	3.02	.524
Average Mean Score					**3.14**	
Institutional Characteristics						
My institution facilitates access to grant for research activities	3 (1.2%)	145 (56.9%)	105 (41.2%)	2 (.8%)	2.58	.532
My institution ensures I have a enough time for research	3 (1.2%)	250 (98.0)	- -	2 (.8%)	2.99	.208
My institution promotes a culture of research and innovation	32 (12.5%)	221 (86.7%)	- -	2 (.8%)	3.10	.381
There are research groups in my institution I can join	38 (14.9%)	211 (82.7%)	4 (1.6%)	2 (.8%)	3.11	.427
Average Mean Score					**2.95**	
Leadership Characteristics						
I have access to mentoring that encourages research	17 (6.7%)	225 (88.2%)	- -	13 (5.1%)	2.96	.520
My supervisor/ HOD encourages me to conduct research	27 (10.6%)	197 (77.3%)	31 (12.2%)	- -	2.98	.477
There are many proficient researchers around me	39 (15.3%)	209 (82.0%)	7 (2.7%)	- -	3.12	.406
My supervisor/ HOD encourages me to see problems and challenges as	22 (8.6%)	175 (68.6%)	56 (22.0%)	2 (.8%)	2.85	.562

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opportunities to perform better	
Average Mean Score	**2.97**
Grand Mean	**2.81**

Decision rule: 1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high

Source: Field Survey Result (2023)

The research productivity of academic staff in Oyo State is analysed in table 4.2. The analysis shows that research productivity is measured under various dimensions such as individual characteristics, institutional characteristics and leadership characteristics. The average mean score (3.14) shows that the respondents individual characteristics is high which it has really contribute to their research productivity. The analysis shows that the dimension with highest means score of individual characteristics in academic staff research productivity is that the respondents find research activities stimulating (Mean = 3.30). This means that the academic staff find research activities stimulating is high, while academic staff rarely miss deadline for paper submission (Mean = 3.02) has the lowest mean.

The average means score 2.95 shows that the institutional characteristics of the respondents is also high under decision rule and this has help the respondents research productivity. However, the analysis shows that, the highest mean score of institutional characteristics is, there are research groups in my institution the respondents can join (Mean = 3.11), while, the lowest mean is, their institution facilitates access to grant for research activities (Mean = 2.58).

Furthermore, the average mean score 2.97 of leadership characteristics is also high under decision rule, this revealed that the leadership characteristics have impact in research productivity of academic staff. Furthermore, the highest (Mean = 3.12) of leadership characteristics is, there are many proficient researchers around me. This revealed that the respondents have many proficient researchers around them which as really improve their

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research productivity, while the supervisor/HOD encourages the respondents to see problems and challenges as opportunities to perform better (Mean = 2.85) has the lowest mean.

Individual characteristics have the highest average mean score 3.14 follows by leadership characteristics 2.97 while institutional characteristics is 2.95. These three measures falls under high under decision of rule: 1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high, which is acceptable, this means that these three measures have great impact on academic staff research productivity, and the grand mean is 3.09.

4.2.2 Research Question Two: What is the level of research self-efficacy of academic staff in Private Universities, Oyo state?

Table 4.3: Analysis of Research Self-efficacy of the Academic Staff

Statement	TVHE	THE	TLE	TVLE	Mean	Std. Deviation
Performance Accomplishment						
I work independently in a research work	25 (9.8%)	179 (70.2%)	51 (20.0%)	- -	2.89	.537
I follow the ethical principles of research.	28 (11.0%)	227 (89.0%)	- -	- -	3.10	.313
I can identify research gaps	43 (16.9%)	212 (83.1%)	- -	- -	3.16	.375
I can review literature extensively	33 (12.9%)	131 (51.4%)	91 (35.7%)	- -	2.77	.660
Average Mean					**2.98**	
Vicarious Experience						
I gain much experience in Seminar	68 (26.7%)	187 (73.3%)	- -	- -	3.26	.443
I gain much experience in workshop	49 (19.2%)	182 (71.4%)	24 (9.4%)	-	3.09	.527
I learn from academic mentors in research	73 (28.6%)	182 (71.4%)	- -	- -	3.28	.452
I have witnessed scholars academic presentations	135 (52.9%)	112 (43.9%)	8 (3.1%)	- -	3.49	.560
Average Mean					**3.28**	

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Verbal Persuasion						
I discuss research with Colleagues	113 (44.3%)	142 (55.7%)	- -	- -	3.44	.497
I consult senior researchers for research ideas	93 (36.5%)	160 (62.7%)	2 (.8%)	- -	3.35	.496
I participate in generating collaborative research ideas	35 (13.5%)	209 (82.0%)	11 (4.3%)	- -	3.09	.414
I belong to a group of researchers on social medial where I gain more experience	179 (70.2%)	69 (27.1%)	- -	7 (2.7%)	2.67	.524
Average Mean					**3.14**	
Emotional Arousal						
I can usually handle whatever comes my way in research	9 (3.5%)	236 (92.5%)	10 (3.9%)	- -	2.99	.273
I can remain calm when facing Difficulties	9 (3.5%)	246 (96.5%)	- -	- -	3.03	.184
I can rely on my coping abilities while embarking on research	10 (3.9%)	182 (71.4%)	63 (24%)	- -	2.79	.494
I can always manage to solve difficult problems in research if I try hard enough	16 (6.3%)	214 (83.9%)	25 (9.8%)	- -	2.96	.400
Average Mean					**2.94**	
Grand Mean					**3.09**	

Decision rule: 1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high

Source: Field Survey Result (2023

Table 4.3. Presents data on the research self-efficacy of the respondents, the research self-efficacy was measured by performance accomplishment, vicarious experience, verbal persuasion and emotional arousal. Over all, the respondents demonstrate the ability to identify to performance accomplishment has the average means 2.98 which is high under decision rule.

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The data presented shows that the most prominent research self-efficacy of performance accomplishment by the respondents is identifying research gaps with the highest (mean = 3.16). This is followed by following the ethical principle of research (mean = 3.10). Other performance accomplishment include; working independently in a research work (mean = 2.89) and reviewing literature extensively (mean= 2.77) has the lowest mean.

The average mean of 3.28 shows that the respondents have vicarious experience is high which it has really helped them in their research. The most preferred vicarious experience has the highest mean according to the responses include; witnesses scholars academic presentations (mean=3.49); learn from academic mentors in research (mean= 3.28); gain much experience in seminar (mean = 3.26) and gain much experience in workshop (mean = 3.09).

As a result, the average mean of verbal persuasion is 3.13 which also high, this shows that verbal persuasion assist the respondents in their research activities. The data presented show that the respondents mostly in verbal persuasion discuss research with colleagues and hope for the best has the highest (mean = 3.44). The lowest among is belong to a group of researchers on social medial where I gain more experience (mean = 2.67).

The average mean score for emotional arousal is 2.94 which is high according to decision rule, this shows that emotional arousal in research self-efficacy help the respondents in their research activities. The data shows that majority of the respondents usually remain calm when facing difficulties in research activities has the highest (mean =3 .03) while, the result of the respondents shows that they can rely on their coping abilities while embarking on research (mean = 2.79) is the lowest among.

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However, vicarious experience has the highest average mean score 3.28 followed by verbal persuasion 3.14, performance accomplishment 2.98 and emotional arousal 2.94. They are all high and acceptable by the decision rule1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high. The grand mean is 3.09. This shows that theses measure improve the research self-efficacy of academic staff in private universities.

4.2.3 Research Question Three: What are the most prevalent factors that bring about motivation of Academic Staff in private Universities in Oyo State?

Table 4.4: Analysis of the Most Prevalent Factors that Bring About Motivation of the Academic Staff

Statement	TVHE	THE	TLE	TVLE	Mean	Std.Diation
Intrinsic Motivation Items						
I work because of the satisfaction I experience at work	12 (4.7%)	235 (92.2%)	8 (3.1%)	- -	3.01	.280
My job in this university gives me much pleasure	12 (4.7%)	227 (89.0%)	16 (6.3%)	- -	2.98	.331
I have received positive feedback from students	61 (23.9%)	194 (76.1%)	- -	- -	3.23	.427
I have received appreciation from my employer	- -	109 (42.7%)	126 (49.4%)	20 (7.8%)	2.34	.620
Average Mean					**2.89**	
Extrinsic motivation items						
My contributions have been acknowledged with certificates	6 (2.4%)	84 (32.9%)	119 (46.7%)	46 (18.0%)	2.19	.753
I love my job in this university because the salary structure of employees is encouraging	7 (2.7%)	214 (83.9%)	23 (9.0%)	11 (4.3%)	2.85	.518
My job in this university provides me with security	4 (1.6%)	229 (89.8%)	19 (7.5%)	3 (1.2%)	2.91	.361
My job in this university gives me career satisfaction	7 (2.7%)	235 (92.2%)	13 (5.1%)	- -	2.97	.279

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Average Mean	**2.73**
Grand Mean	**2.81**

Decision rule: 1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high

Source: Fieldwork, 2023

Table 4.5 present data on the factors that bring about motivation of the respondents. The two factors are intrinsic factors and extrinsic factors. The average mean score 2.89 is high under decision rule and this shows that the intrinsic factors have influence on staff performance. The data presented shows that the highest prominent intrinsic factors of motivation by the respondents is received positive feedback from students research (Mean = 3.23) and the least among is they have received appreciation from my employer (Mean = 2.34).

Furthermore, the most preferred extrinsic factors among academic staff is their job in this university gives them career satisfaction (Mean = 2.97) has the highest mean and the least is their contributions have been acknowledged with certificates (Mean = 2.19). This is low under decision rule, and this result shows that the respondents' contributions in their universities have not been acknowledged with certificate.

However, the grand mean is 2.81, the intrinsic factors have the highest average mean 2.89, follow by extrinsic factors 2.73. The result is high and acceptable by the decision rule 1.00 -1.49 = very low, 1.50 -2.49 =Low, 2.50 – 3.49 = High, 3.50 – 4.00 = Very high

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4.3 Presentation of Hypotheses

4.3.1 Hypothesis One: There will be no significant influence of research self-efficacy on research productivity of academic staff in Private Universities, Oyo state

Table 4.5: Summary of Result of Significant Influence of Research Self-efficacy on Research Productivity of the Academic Staff

Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.328[a]	.108	.104	2.88383

a. Predictors: (Constant), Level of research self-efficacy of academic staff

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	254.068	1	254.068	30.550	.000[a]
	Residual	2104.073	253	8.316		
	Total	2358.141	254			

a. Predictors: (Constant), Level of research self-efficacy of academic staff

Dependent Variable: Level of research productivity of academic staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	19.035	3.130		6.082	.000
	Level of research self-efficacy of academic staff	.349	.063	.328	5.527	.000

a. Dependent Variable: Level of research productivity of academic staff

Source: Fieldwork 2023

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Table 4.5 presents the results of the linear regression analysis on the influence of research self-efficacy on research productivity of academic staff in private university, Oyo state. From the data, the level of research self-efficacy of academic staff has a significant value which indicates that it has a positive influence on research productivity among respondents. In addition to this, the research model also shows an R^2 value 0.108 and adjusted R^2 value of 0.104. This means that the level of research self-efficacy of academic staff can lead to a 10.4% variation in the research productivity among the academic staff in the selected university.

Table presents the results of ANOVA (overall model significance) of the regression test which revealed that the level of research self-efficacy of academic staff has a significant influence on research productivity of academic staff in private university in Oyo state, Nigeria. This can be explained by the F-value (30.550) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence the result posited that level of research self-efficacy of academic staff has a significant influence on research productivity of academic staff in private university in Oyo state, Nigeria.

In addition, the results of regression coefficient in table revealed that the level of research self-efficacy of academic staff has a significant influence on research productivity of academic staff in private universities in Oyo state, Nigeria. Specifically, the analysis showed that at 95% confidence level, a unit change in level of research self-efficacy of academic staff will lead to 0.349 increase in research productivity of academic staff in private universities in Oyo state, Nigeria. The null, hypothesis which states that there is no significant influence of the level of research self-efficacy of academic staff on research productivity of academic staff in private universities, Oyo state, is therefore rejected.

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4.3.2 Hypothesis Two (H02): There will be no significant influence of most prevalence factors that bring about motivation on research productivity of academic staff in Private Universities, Oyo state;

Table 4.6: Summary of Result of Influence of Most Prevalence Factors that Bring about Motivation on Research Productivity of the Academic Staff

Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.119[a]	.014	.010	3.03119

a. Predictors: (Constant), Prevalence factor that bring motivation of academic staff

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.543	1	33.543	3.651	.057[a]
	Residual	2324.599	253	9.188		
	Total	2358.141	254			

a. Predictors: (Constant), Prevalence factor that bring motivation of academic staff
b. Dependent Variable: Level of research productivity of academic staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	32.124	2.197		14.622	.000
	Prevalence factor that bring motivation of academic staff	.186	.097	.119	1.911	.057

a. Dependent Variable: Level of research productivity of academic staff

Source: Fieldwork 2023

Table 4.6 presents the results of linear regression analysis on the influence of Prevalence factor that bring motivation of academic staff on research productivity of academic staff in private

university, Oyo state. From the data presented in the table, it can be seen that Prevalence factor that bring motivation of academic staff has no significant value which indicates that it has no influence on research productivity among respondents. In addition to this, the research model also shows an R^2 value 0.014 and adjusted R^2 value of 0.010. This means that prevalence factors that bring motivation of academic staff can lead to a 1.00% variation in the research productivity among the academic staff in the selected university.

Table presents the results of ANOVA (overall model significance) of the regression test which revealed that Prevalence factor that bring motivation of academic staff has no significant influence on research productivity of academic staff in private university in Oyo state, Nigeria. This can be explained by the F-value (3.651) and high p-value (0.057) which is not statistically significant at 95% confidence interval. Hence the result posited that prevalence factors that bring about motivation of academic staff has no significant influence on research productivity of academic staff in private university in Oyo state, Nigeria.

In addition, the results of regression coefficient in table, revealed that Prevalence factor that bring motivation of academic staff has no significant influence on research productivity of academic staff in private universities in Oyo start, Nigeria. Specifically, the analysis showed that at 95% confidence level, a unit change in Prevalence factor that bring motivation of academic staff will lead to 0.186 increase in research productivity of academic staff in private universities in Oyo state, Nigeria. The null, hypothesis which states that there is no significant influence of Prevalence factor that bring motivation of academic staff on research productivity of academic staff in private universities, Oyo state, is therefore accepted.

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4.3.3 Hypothesis Three: There will be no significant combine influence of research self-efficacy and motivational factors on research productivity of academic staff in Private Universities, Oyo State.

Table 4.7: Influence Combination of Research Self-efficacy and Motivational Factors on Research Productivity of the Academic Staff

Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.345[a]	.119	.112	2.87135

a. Predictors: (Constant), Prevalence factor that bring motivation of academic staff, Level of research self-efficacy of academic staff

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	280.489	2	140.245	17.010	.000[a]
	Residual	2077.652	252	8.245		
	Total	2358.141	254			

a. Predictors: (Constant), Prevalence factor that bring motivation of academic staff, Level of research self-efficacy of academic staff

b. Dependent Variable: Level of research productivity of academic Staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	15.550	3.675		4.232	.000
	Level of research self-efficacy of academic staff	.345	.063	.324	5.473	.000
	Prevalence factor that bring motivation of academic staff	.165	.092	.106	1.790	.075

a. Dependent Variable: Level of research productivity of academic Staff

Source: Fieldwork 2023

Table 4.7 presents the results of multiple regression analysis of combine influence level of research self-efficacy of academic staff and Prevalence factor that bring motivation of academic staff on research productivity of academic staff in private university, Oyo state. From the data

presented in the table, it can be seen that combine the level of research self-efficacy of academic staff and Prevalence factor that bring motivation of academic staff has a significant value which indicates that it has a positive influence on research productivity among respondents. In addition to this, the research model also shows an R^2 value 0.119 and adjusted R^2 value of 0.112. This means that combine Level of research self-efficacy of academic staff and Prevalence factor that bring motivation of academic staff can lead to 11.2% variation in the research productivity among the academic staff in the selected university.

Table presents the results of ANOVA (overall model significance) of the regression test which revealed that combine level of research self-efficacy of academic staff and Prevalence factor that bring motivation of academic staff has a significant influence on research productivity of academic staff in private university in Oyo state, Nigeria. This can be explained by the F-value (17.010) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence the result posited that combine the level of research self-efficacy of academic staff and Prevalence factors that bring motivation of academic staff has a significant influence on research productivity of academic staff in private university in Oyo state, Nigeria.

In addition, the results of regression coefficient in table, revealed that combine the level of research self-efficacy of academic staff and Prevalence factors that bring motivation of academic staff has a significant influence on research productivity of academic staff in private universities in Oyo state, Nigeria. Specifically, the analysis showed that at 95% confidence level, a unit change in level of research self-efficacy of academic staff will lead to 0.345 increase in research productivity and a unit change in Prevalence factors that bring motivation of academic staff will lead to 0.165 increase in research productivity of academic staff in private universities in Oyo state, Nigeria.

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However, from the coefficient table, it can be seen that, individually, only research self-efficacy (B=0.345, t=5.473, p>0.05) is sole significant contributor to research productivity among the respondents while prevalence factors that bring motivation (B=0.165, t=1.790, p>0.05) is not a significant contributor to research productivity among the respondents. This means that there is a significant perceived combined influence of only research self-efficacy on research productivity among academic staff in private universities in Oyo State.

The null, hypothesis which states that there is no significant influence of combine Level of research self-efficacy of academic staff and Prevalence factor that bring motivation of academic staff on research productivity of academic staff in private universities, Oyo state, is therefore rejected.

4.4 Discussion of Findings

The findings presented in the first research question analysis discussed on the multifaceted nature of research productivity among academic staff in private universities in Oyo State, Nigeria. The research question, which investigates the level of research productivity, considers three primary dimensions: individual characteristics, institutional characteristics, and leadership characteristics. The analysis reveals that individual characteristics play a significant role in determining research productivity. The dimension with the highest mean score for individual characteristics is that academic staff finds research activities stimulating. Autonomy and commitment, work habits, and originality are the aspects of personal traits that have a favorable impact on research productivity[3]. Persistence, discipline, work ethic, open-mindedness, and patience are among the personal qualities that are positively connected with research productivity.

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Additionally, the analysis shows that academic staff members are generally always ready to participate in research groups. This highlights the importance of collaboration and networking in research productivity[4]. Collaborative efforts can lead to increased research productivity and knowledge sharing. The fact that the respondents do not find editors/reviewers' comments discouraging and rarely miss paper submission deadlines further underscores the positive influence of individual characteristics on research productivity. Researchers who take criticism constructively and adhere to deadlines are likely to be more productive[5]. Institutional characteristics also exert a notable influence on research productivity among academic staff. The analysis demonstrates that the presence of research groups in the institution and the promotion of a culture of research and innovation contribute positively to research productivity. This aligns with the literature that emphasizes the role of supportive institutional environments in fostering research productivity[6]. Furthermore, the findings indicate that academic staff benefit from having sufficient time for research. Adequate time for research is crucial for producing high-quality work[7]. On the other hand, the lower mean score for access to research grants suggests that institutions may need to improve in this aspect to further enhance research productivity[8]. The overall high average score for institutional characteristics emphasizes their importance in supporting academic staff' research productivity.

Leadership characteristics also play a vital role in research productivity. The analysis reveals that the presence of proficient researchers around academic staff members positively impacts their research productivity. This finding aligns with previous research indicating that a research-oriented environment, including having accomplished peers, can stimulate individual research output[9]. Supervisors and Heads of Department (HOD) who encourage academic staff to conduct

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research and provide access to mentoring also contribute to research productivity. These findings underscore the value of supportive leadership in enhancing research activities[10].

The analysis concludes that individual characteristics, institutional characteristics, and leadership characteristics are all deemed high in terms of their impact on research productivity. This implies that a multi-dimensional approach, encompassing intrinsic motivation, institutional support, and effective leadership, is essential for improving the research productivity of academic staff in private universities in Oyo State. These findings resonate with the broader literature emphasizing the importance of a holistic approach to research productivity[11]. In summary, the findings from this analysis underscore the significance of considering multiple factors when addressing research productivity among academic staff in private universities, highlighting that a combination of individual, institutional, and leadership characteristics is essential for achieving a higher level of research productivity.

Findings from the second research questions offer valuable insights into the research self-efficacy of academic staff in private universities in Oyo State, by examining its dimensions, including performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal. These dimensions are integral to self-efficacy theory, as developed by[12]. The data reveal that academic staff members exhibit notable self-efficacy in terms of performance accomplishment. Identifying research gaps receives the highest mean score, followed closely by adhering to ethical principles in research. These findings demonstrate that academic staff feel confident in their ability to identify research gaps and conduct research ethically. This aligns with Bandura's self-efficacy theory, which emphasizes the role of past achievements in fostering self-efficacy[13]. Additionally, the ability to work independently in research and to review literature extensively is a testament to the skills and self-belief of academic staff. The high

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average mean for performance accomplishment indicates that this dimension plays a significant role in enhancing research self-efficacy among academic staff. Vicarious experience, which involves learning from others' experiences and success, is a crucial factor in research self-efficacy[13]. The data presented in the analysis support this notion, with respondents expressing a strong preference for specific forms of vicarious experience. Witnessing scholars' academic presentations, learning from academic mentors in research, gaining experience through seminars, and workshops, all receive high mean scores. This implies that academic staff in private universities in Oyo State highly value and benefit from learning through the experiences of others.

Verbal persuasion, which involves receiving encouragement and positive feedback from others, is another component of self-efficacy[13]. The data indicate that respondents frequently engage in activities that involve verbal persuasion to enhance their research self-efficacy. Discussing research with colleagues and hoping for the best and consulting senior researchers for research ideas are the most preferred activities in this dimension. These demonstrate the impact of verbal persuasion on academic staff's belief in their research capabilities. Academic staff who seek feedback and encouragement from their peers and seniors are likely to experience a boost in their research self-efficacy[14]. Emotional arousal, which encompasses emotional reactions and coping strategies, also plays a role in research self-efficacy[13]. The data illustrate that respondents exhibit the ability to remain calm when facing difficulties in research activities and have confidence in their problem-solving abilities. This resilience and coping ability in research are indicative of higher emotional arousal in research self-efficacy[15]. The average mean scores for the four dimensions performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal are all high, indicating that academic staff in private universities in Oyo State

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demonstrate strong self-efficacy across these dimensions. This aligns with self-efficacy theory, which posits that individuals with high self-efficacy in various dimensions tend to approach tasks with greater confidence and persistence, leading to improved performance and outcomes[15].

Understanding the various dimensions of research self-efficacy and their impact on academic staff has important implications for universities. Institutions can leverage this knowledge to design training programs, mentorship initiatives, and a supportive research culture to further enhance research self-efficacy. Moreover, recognizing the importance of vicarious experiences, verbal persuasion, and emotional arousal highlights the role of collaborative and supportive research environments in fostering self-efficacy[16]. Therefore, the findings indicate that the research self-efficacy of academic staff in private universities in Oyo State is strong, with significant contributions from performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal. These factors collectively boost the research self-efficacy of academic staff, which, in turn, can positively impact their research productivity and overall success in academia.

The result of the findings presented in this analysis aim to shed light on the factors that motivate academic staff in private universities in Oyo State, Nigeria. These factors are categorized into two main groups intrinsic factors and extrinsic factors. The insights from this study provide a valuable understanding of what drives motivation among academic staff in this context. Intrinsic motivation refers to the internal factors that drive individuals to engage in tasks or activities for their inherent satisfaction[17]. The data presented in the analysis highlights the significance of intrinsic motivation among academic staff. The most prominent intrinsic factor that motivates the respondents is receiving positive feedback from students' research. This finding is in line with self-determination theory, which emphasizes the importance of competence and relatedness in

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fostering intrinsic motivation[18]. When academic staff receives positive feedback from their students, it affirms their competence and strengthens their connection with their work, ultimately boosting their motivation. Additionally, academic staff works because they experience satisfaction in their roles and find pleasure in their job in the university. This reflects the idea that individuals are more motivated when they find their work fulfilling and personally satisfying[19]. These results indicate that intrinsic factors, such as job satisfaction and the sense of accomplishment, are strong motivators for academic staff. However, it's worth noting that the factor "received appreciation from my employer" suggest that some academic staff do not feel adequately recognized for their efforts, potentially affecting their intrinsic motivation. Recognizing and appreciating the contributions of academic staff is essential to foster motivation[20].

Extrinsic motivation, on the other hand, is driven by external factors such as rewards, recognition, and job security[21]. The data in the analysis reveals that extrinsic factors are also important for motivating academic staff in private universities. Academic staff feel motivated when their job in the university provides career satisfaction and job security. These findings align with research on job satisfaction, which emphasizes the role of job security and career advancement opportunities in motivating employees[22,23]. The respondents also express motivation based on the salary structure in their universities, indicating that a competitive salary structure encourages motivation. Compensation is a well-established extrinsic motivator in the workplace[21]. A fair and competitive salary is crucial in retaining and motivating academic staff. However, the data suggests that academic staff's contributions have not been adequately acknowledged with certificates of recognition. This lower extrinsic recognition implies that, in some cases, the

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formal recognition of academic staff's achievements may be lacking. Extrinsic recognition, such as certificates, awards, or promotions, can significantly contribute to motivation[24].

The analysis indicates that intrinsic factors have a higher average mean compared to extrinsic factors, which are both above the decision rule for high scores. This suggests that academic staff are more motivated by internal factors related to job satisfaction, personal fulfillment, and positive feedback from students. However, extrinsic factors, such as salary and job security, also play a significant role in motivating academic staff. The overall grand mean is high and indicates that both intrinsic and extrinsic factors collectively influence the motivation of academic staff in private universities in Oyo State. Understanding the factors that motivate academic staff is essential for universities seeking to create a positive work environment and retain talented faculty. Institutions should aim to provide a balance of intrinsic and extrinsic motivators, recognizing the importance of both job satisfaction and tangible rewards, to maintain a highly motivated academic staff [21]. Moreover, the findings suggest that efforts to recognize and appreciate academic staff's contributions are vital. Institutions can enhance motivation by implementing formal recognition programs, competitive salary structures, and opportunities for career advancement[24].

The first hypothesis posits that there will be no significant influence of research self-efficacy on the research productivity of academic staff in private universities in Oyo State. The findings, as revealed through linear regression analysis and ANOVA, indicate otherwise. The results of the linear regression analysis, demonstrate that research self-efficacy has a significant positive influence on research productivity among academic staff. This finding aligns with Bandura's self-efficacy theory, which asserts that an individual's belief in their ability to accomplish a task influences their performance[15]. In the context of academic research, academic staff members

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with high research self-efficacy are more likely to set ambitious research goals, invest greater effort in their work, and persist in the face of challenges[25]. The statistically significant influence of research self-efficacy on research productivity is consistent with the literature supporting the positive relationship between self-efficacy and performance[25].

While the proportion of research self-efficacy may appear relatively small, it is noteworthy, considering that research productivity is influenced by a multitude of factors, including institutional support, resources, and individual motivation[26]. Therefore, the observed influence of research self-efficacy, even if modest, is a significant contributor to research productivity. In light of the significant influence of research self-efficacy on research productivity, the null hypothesis, which states that there is no significant influence of research self-efficacy, is rejected. The findings clearly demonstrate that research self-efficacy plays a vital role in shaping the research productivity of academic staff in private universities in Oyo State.

These findings have important implications for academia and private universities in Oyo State. To enhance the research productivity of academic staff, institutions should consider strategies to bolster research self-efficacy. This may include targeted training and support programs that help academic staff build confidence in their research skills, overcome obstacles, and set ambitious research goals. Additionally, recognizing and celebrating academic staff's research achievements can further boost self-efficacy, leading to increased productivity[16]. The results of this analysis provide compelling evidence that research self-efficacy significantly influences research productivity among academic staff in private universities in Oyo State. This underscores the importance of nurturing research self-efficacy beliefs among academic staff, as it can have a positive impact on their research performance and output.

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The second hypothesis indicate that there will be no significant influence of prevalence factors that bring about motivation of academic staff on the research productivity of academic staff in private universities in Oyo State. The findings, as revealed through linear regression analysis and ANOVA, support this hypothesis. The results of the linear regression analysis indicate that prevalence factors that bring about motivation among academic staff do not have a significant influence on research productivity. This finding suggests that the motivational factors examined in this study, whether intrinsic or extrinsic, do not play a substantial role in shaping the research productivity of academic staff.

The findings indicate that factors beyond the prevalence factors explored in this study have a more substantial impact on research productivity. Therefore, future research should consider a broader range of variables, including institutional support, resource availability, and individual characteristics, to better understand the determinants of research productivity among academic staff[26&16]. In conclusion, the results suggest that the prevalence factors that bring about motivation among academic staff do not significantly influence their research productivity in private universities in Oyo State. While motivation remains a crucial aspect of job satisfaction and engagement, it appears that other, unexamined factors have a greater bearing on research productivity in this context. Consequently, it can be concluded that the prevalence factors that bring about motivation do not exert a meaningful influence on research productivity among academic staff in private universities in Oyo State.

The third hypothesis asserts that there will be no significant combined influence of research self-efficacy and motivational factors on the research productivity of academic staff in private universities in Oyo State. The findings, as determined through a multiple regression analysis and ANOVA, support the rejection of this hypothesis. The results of the multiple regression analysis

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demonstrate that the combined influence of research self-efficacy and prevalence factors that bring about motivation among academic staff has a significant positive effect on research productivity. This indicates that, when taken together, these two factors have an impact on the research productivity of academic staff in private universities in Oyo State. This is a noteworthy contribution to understanding the factors influencing research productivity, particularly considering the multifaceted nature of academic research[26]. The ANOVA results confirm the overall significance of the model's combined influence of research self-efficacy and motivational factors on research productivity. This underscores the practical relevance of considering both research self-efficacy and motivation as determinants of research productivity among academic staff.

The results emphasize the important of addressing both research self-efficacy and motivation to enhance research productivity among academic staff. To foster an environment conducive to research productivity, institutions can implement training programs aimed at boosting academic staff's self-efficacy and creating motivating conditions, such as recognition and appreciation of their contributions[16&24]. In light of the significant combined influence of research self-efficacy and motivational factors on research productivity, the null hypothesis, which posits no such influence, is rejected. The findings clearly demonstrate that when these factors are considered together, they have a significant impact on the research productivity of academic staff in private universities in Oyo State.

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Endnote

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Chapter Five

Conclusion

5.1 Summary of Findings

The findings of this study can be summarized as follows:

The level of research productivity of academic staff in private universities in Oyo State is high.

The level of research self-efficacy of academic staff in private universities is high. However, there is deficiency in the area of belonging to a group of researchers on social medial where they gain more experience.

The prevalence factors that bring about motivation of academic staff in private universities in Oyo state is high.

The level of research self-efficacy of academic staff has a significant influence on research productivity of academic staff in private university in Oyo state.

The prevalence factors that bring about motivation of academic staff has no significant influence on research productivity of academic staff in private university in Oyo state, Nigeria.

The combined research self-efficacy and prevalence factors that bring motivation of academic staff has a significant influence on research productivity of academic staff in private universities in Oyo state. However, it was also found that only research self-efficacy of academic staff has a significant joint influence of a research productivity of academic staff while, the prevalence factors that bring motivation has no significant joint contribution to research productivity.

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5.2 Conclusion

Research self-efficacy is an important skill required of academic staff to achieve robust research productivity. The study aligns with and extends existing research on the influential factors affecting research productivity among academic staff. Numerous scholars have emphasized the pivotal role of research self-efficacy in enhancing academic performance and productivity.

Additionally, the result found that motivational factors alone may not significantly impact research productivity of academic staff. The negligible influence of prevalence factors that bring motivation on research productivity, as evidenced by non-significant p-values, aligns with the perspective that motivation, while important, might not be the sole driver of academic output. Moreover, there is synergy between research self-efficacy and motivational factors, as observed in the study. The findings highlight the combined influence of research self-efficacy and motivational factors on research productivity of academic staff.

In conclusion, the present study not only adds empirical evidence to the significance of research self-efficacy but also aligns with established theoretical frameworks. The nuanced understanding provided by this research contributes to the ongoing discourse on the multifaceted nature of factors influencing academic staff's research productivity, shedding light on the centrality of self-efficacy in private university settings. These insights have implications for both academic practitioners and institutional policies aiming to enhance research outcomes.

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5.3 Recommendations

Based on the findings and conclusion researched in this study, the following recommendations are made;

i. It is important for private universities in Oyo State to increase their support by facilitating access to grant for research activities of their academic staff.

ii. Private Universities need to improve in sponsoring their academic staff to workshops and seminars where they can hone their research skills and learn about the global best practices in research.

iii. It is also important for private universities to ensure that their academic staff have lesser workload in order for them to have enough time for their research work.

iv. Private Universities should motivate their academic staff by appreciating them in terms of giving them recommendation letter, acknowledgement with certificates, good salary structure and many more. This will give them job security and career satisfaction.

v. HODs should work on their leadership characteristics for the sake of their academic staff which includes mentoring such as, encouraging them to conduct research, encourage them to see problems and challenges as opportunities to perform better.

vi. Academic staff should work and improve on their research skills such as identifying research gaps, review literature extensively, follow the ethical principles of research and many more.

vii. Academic staff in private universities should belong to a research group on social media where they can gain more experience and they should also work on their coping ability while embarking on research.

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5.4 Contribution on Knowledge

The study has filled a research gap by conceptually showing the influence of research self-efficacy and motivational factors on research productivity of academic staff in private universities in Oyo State. The study has also contributed to the Nigerian society by offering solutions which can help enhance the research productivity of academic staff in private universities. More so, the study findings have shown the services and structures needed by universities management to effectively satisfy the needs of their academic staff.

The study also developed a conceptual framework which outlines the metrics of each variable and how they relate to research productivity. The unique conceptual model is a useful resource for future researchers on the subject. The study has also made theoretical contributions by adapting various theories such as the Bandura theory and motivation hygiene theory by Frederick Hertzberg and Bland theory of research productivity to use faculty members.

The self-developed questionnaire has also contributed to the study. The study has also contributed empirically by collecting and analyzing empirical data that has not been previously collected by previous researchers and analyzing such to test hypotheses and validating the study model. Both the data and validation of hypotheses is expected to be useful to future researchers who might find any aspect useful, either for comparison or adaptation.

5.5 Suggested Areas for Further Research

The current study focused on private universities in Oyo State. This leaves the door open for further studies. Researchers can include more private universities in Oyo State or across South-west Nigeria. Some of the studies that can be conducted include the following:

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i. Information Seeking behavior, Motivation factors on research productivity of academic staff in private universities in Southwest Nigeria.

ii. Research Self-efficacy and Motivational Factors on Research Productivity of Academic Staff in Private Universities in Southwest Nigeria.

iii. Research Self-efficacy and Motivational Factors on Research Productivity of Lecturers in Federal Universities in Nigeria.

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Questionnaire

Department of Library and Information Science

Faculty of Communication and Information Science

Lead City University, Ibadan

Dear Respondent,

I am a Master degree student of the above named Department. The questionnaire is designed to investigate Research Productivity of Academic Staff in Private Universities in Oyo State. Your answers will be process anonymously and none of the answers can be considered right or wrong. Kindly fill this questionnaire truthfully.

Thank you.

Tosin A. Ayodele

Section A: Demographic Information

1. Name of your Institution……
2. Faculty: …….
3. Status: Chief Lecturer { }; Senior Lecturer { }; Lecturer I.{ }; Lecturer II { }; Asst. Lecturers { }; Others
4. Qualification: Prof. { }; PhD .{ }; MPhil/Masters { }; Others { }
5. Age Range: 21-30 { }, 31-40 { }, 41-50 { }, 51-60 { }, 61-70 { }, 71 & above{ }
6. Gender: Male: { }, Female { }
7. Years of experience: < 1-5 years { }; 6-10 years { }; 11-15 years { }; 16-20 years { }; 21-25 years { }; 26-30 years{ };31 years & above { }

Section B

Level of Research Productivity of Academic Staff

What is your level of research productivity in these areas listed below?

Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)

S/N.	**Research Productivity**	**SA**	**A**	**DA**	**SD**
	Individual Characteristics				

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1	I find research activities stimulating				
2	I am always ready to participate in research groups				
3	Editors/ Reviewers comments does not discourage me				
4	I rarely miss deadline for paper submission.				
	Institutional Characteristics				
5	My institution facilitates access to grant for research activities				
6	My institution ensures I have a enough time for research				
7	My institution promotes a culture of research and innovation				
8	There are research groups in my institution I can join				
	Leadership Characteristics				
9	I have access to mentoring that encourages research				
10	My supervisor/ HOD encourages me to conduct research				
11	There are many proficient researchers around me				
12	My supervisor/HOD encourages me to see problems and challenges as opportunities to perform better				

Section C

Level of Research Self-efficacy Academic Staff

What is your level of research self-efficacy in these areas listed below?

To a Very High Extent (TVHE); To a High Extent (THE); To a Low Extent (TLE); To a Very Low Extent (TVLE)

S/N	**Research Self Efficacy**	**TVHE**	**THE**	**TLE**	**TVLE**
	Performance Accomplishment				
1	I work independently in a research work				
2	I follow the ethical principles of research				
3	I can identify research gaps				
4	I can review literature extensively				
	Vicarious Experience				
5	I gain much experience in seminar				
6	I gain much experience in workshop				
7	I learn from academic mentors in research				
8	I have witnessed scholars academic presentations				

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	Verbal Persuasion				
9	I discuss research with colleagues				
10	I consult senior researchers for research ideas				
11	I participate in generating collaborative research ideas				
12	I belong to a group of researchers on social medial where I gain more experience				
	Emotional Arousal				
13	I can usually handle whatever comes my way in research				
14	I can remain calm when facing difficulties				
15	I can rely on my coping abilities while embarking on research				
16	I can always manage to solve difficult problems in research if I try hard enough				

Section D

Most prevalent factors that bring about motivation of academic staff in private universities

What are the most prevalent factors that bring about motivation of academic staff in private universities?

To a Very High Extent (TVHE), To a High Extent (THE), To a Low Extent (TLE), To a Very Low Extent (TVLE)

Please indicate your level of agreement of each of the items.

S/N	Intrinsic Motivation Items	TVHE	THE	TLE	TVLE
1	I work because of the satisfaction I experience at work				
2	My job in this university gives me much pleasure.				
3	I have received positive feedback from students				
4	I have received appreciation from my employer				
	Extrinsic motivation items				
5	My contributions have been acknowledged with certificates				
6	I love my job in this university because the salary structure of employees is encouraging				
7	My job in this university provides me with security				
8	My job in this university gives me career satisfaction				

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Bio-data

A. Personal Data

1. **Full Name:** Tosin Abimbola AYODELE
   E-mail: tosinayoola1960gmail.com

   Phone Number: 07031824463

2. **Date and Place of Birth:** 29th July, 1987/Oyo

3. **Nationality:** Nigerian

4. **Name and Address of the Next of Kin:** Mr. A E. Ayodele/ Oko-Oba, Oyo Akinmorin Road,Oyo.

B. Educational Background with Date

1. University of Ibadan, Ibadan Oyo State 2011-2016
2. Federal College of Education, (Special), Oyo 2008-2010
3. Anglican Secondary Grammar School, Ife-Odan 2005-2006
4. Maradesa Memorial, Comprehensive College 2003-2005

C. Working Experience with Date

1. Christ the Rock Ages Int' School, Sangotedo Ajah, Lagos Teacher 2010-2011
2. St' John Primary School, Jobele, Oyo Teaching Practice 2009
3. Federal School of Surveying, Oyo (Industrial Training) 2016
4. Federal College of Education Special Oyo Till date

D. Awards and Fellowships (If Any) Nil

E. Membership of Academic/Professional Bodies

1. Nigeria Library Association (NLA)
2. Librarian Registration Council of Nigeria (LRCN)
3. Teacher Registration Council of Nigeria (TRCN)

F. Publication(s) **Nil**

G. Major Conferences Attendant with Dates:

1. One week Training in KOHA Update and Computer Application in Library Management, Organized by Federal College of Education (Special), Oyo and the College Library, Held at the College Virtual Library, F.C.E (Sp.),19th - 23rd August, 2013-**In Attendance**
2. Computer Training of Microsoft at Distance Learning (University of Ibadan) 2017 **In Attendance**
3. WEB Programming using HTML and CSS Held at Virtual Library of Federal College of Education (Sp.) Oyo, During the Africa Code Week 2017-**In Attendance**
4. Service Provision for meeting the needs of Library Users in 21st Century Held at the Virtual Library of Federal College of Education (Special), Oyo. 2019-**In Attendance**
5. A day workshop on Information Management and Productivity in an Academic Environment. Held at Schools of Early Childhood Care, Primary, Adult and Non-

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Formal Education (ECPAE) of Federal College of Education (Sp.) Oyo, 15th January, 2020. **In Attendance**

6. Transforming Libraries and Librarianship: A Gateway to Sustainable Development. Held at Public Service Institute of Nigeria, Dutse Junction, Kubwa Express-way Abuja. 23rd to 27th November, 2020. **In Attendance**
7. A day workshop on Economic Adjustment for Better Life by Civil Servants in post Covid-19. Held at Women in Colleges of Education (WICE) of Federal College of Education (Sp), Oyo.19th August, 2021. **In Attendance**

H. Reference

Mr. Adebimpe, O.A

Chief Librarian,

Federal College of Education (Sp.) Oyo.

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…….. ……..

Signature Date

The University Compliance Certification

This is to certify that this thesis by Tosin Abimbola AYODELE with Matric No. LUC/PG/002741 in the Department of Information Management, Lead City University, Ibadan, is in full compliance with the approved university format and style.

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Signature **Date**

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