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## **JOB MOTIVATORS AND STAFF RETENTION RATES IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL), OMOKU.**

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### **Abstract.**

This study examined job motivation and staff retention at the Federal College of Education (Technical), Omoku. The study was guided by three research questions and corresponding hypotheses, using a correlation research design. The population consisted of 215 academic and non-academic staff, from which a proportionate stratified sample of 150 was drawn; 138 responses were retrieved, representing a 92% response rate. Data were collected using a self-structured questionnaire titled "Job Motivation and Staff Retention Questionnaire" (JMSRQ). The instrument's validity was confirmed through expert review (content validity index = 0.87), while reliability was established using Cronbach's alpha ( $\alpha = 0.82$ ). Data analysis involved descriptive statistics, Pearson correlation, and regression analysis. Findings revealed that intrinsic motivators, such as recognition and career development, had a strong positive relationship with staff retention ( $r = .68$ ,  $p < .01$ ), whereas extrinsic motivators showed a moderate correlation ( $r = .45$ ,  $p < .05$ ). Regression analysis further indicated that intrinsic motivators accounted for 46% of the variance in staff retention, compared to 21% explained by extrinsic motivators. The study concludes that career development, supportive workplace culture, and employee recognition significantly enhance staff retention. It recommends structured training, mentorship, advancement opportunities, a collaborative environment, and regular, meaningful recognition to improve employee commitment.

**Keywords:** Job motivators, Staff retention, Employee, Intrinsic, extrinsic

## **Introduction**

Employee retention has continued to pose significant challenges for organizations globally, as high turnover rates undermine institutional stability, productivity, and service delivery. This challenge is particularly evident in academic institutions, including Colleges of Education, where human resources constitute a critical asset for achieving organizational goals. Within the library environment, sustaining a committed workforce is essential for ensuring effective information service delivery, institutional continuity, and overall organizational performance. One of the major determinants of staff retention in such settings is the level of job motivation provided to employees. When librarians receive adequate motivation, they are more likely to demonstrate higher levels of engagement, productivity, and organizational loyalty, thereby reducing turnover intentions. According to Gberevbie (2024), organizations that establish conducive and motivating work environments record improved staff retention and higher long-term employee commitment.

Job motivation comprises a combination of intrinsic and extrinsic factors that shape employees' satisfaction, behaviour, and commitment to their workplace. These motivators ranging from conducive working conditions and recognition to financial incentives and managerial support play a central role in enhancing workforce productivity and organizational growth. Herath and Rosl (2024) assert that motivation acts as a driving force that propels employees to contribute meaningfully toward the realization of organizational objectives. In library settings, such motivational strategies are indispensable for enhancing service delivery, promoting organizational harmony, and reducing staff attrition.

Motivation is also widely recognized as an influential factor in employee retention, as staff members who receive recognition, career development opportunities, and supportive work environments are more likely to remain committed to their organizations. Hussain, Abbas, Lei, Haider, Akram and Mensah, (2019) emphasize that motivated employees tend to demonstrate superior performance levels and greater job satisfaction across both public and private sectors. The working conditions available to staff such as opportunities for advancement, clarity of roles, supportive supervision, and adequate remuneration greatly shape their experiences and determine whether they remain within or leave the organisation. Poor motivation, conversely, breeds dissatisfaction, absenteeism, and increased turnover.

Job motivation, therefore, serves as a fundamental predictor of employee performance and institutional commitment. Idiegbeyan-Ose, Opeke, Owolabi, Aregbesola, and Eyiolorunshe, (2019) describe motivation as the internal and external forces that stimulate individuals to pursue and attain organizational goals. This motivation can be intrinsic, emerging from personal fulfilment, autonomy, or a sense of contribution, or extrinsic, derived from incentives such as salaries, promotion, or recognition. Motivated employees tend to exhibit greater innovation, improved morale, and heightened commitment, all of which contribute to organizational effectiveness. Ikonne and Fajonyomi (2019) further observe that motivation encompasses the behavioral mechanisms that energies and channel employees' efforts toward institutional targets, thus enhancing retention. Conversely, insufficient motivation often results in workplace discontent, reduced performance, absenteeism, and high staff turnover all of which undermine institutional efficiency.

Given the centrality of motivation in shaping employee behavior and retention, understanding the relationship between job motivators and staff retention is essential for institutions such as the Federal

College of Education (Technical), Omoku. This study, therefore, seeks to examine how job motivators influence staff retention within the institution, with a view to identifying strategies that can enhance employee satisfaction and organizational stability.

### **Statement of the Problem**

Federal College of Education (Technical), Omoku, like many tertiary institutions in Nigeria, continues to face challenges related to staff motivation and retention. Despite various policies aimed at improving working conditions, the institution still appear to experience issues such as declining staff morale, inadequate welfare incentives, irregular promotion processes, and limited opportunities for professional development. These conditions may contribute to frequent staff turnover, diminished productivity, and reduced institutional effectiveness.

There is growing concern that the existing motivational strategies may not sufficiently address the needs and expectations of staff. Many employees reportedly seek employment in other institutions with more attractive benefits, leaving gaps in institutional knowledge, disrupting academic continuity, and increasing the cost of recruitment and training. However, the specific factors influencing staff motivation and their direct relationship to retention rates within the College remain unclear.

Therefore, the problem this study seeks to address is the insufficient understanding of how job motivators such as remuneration, career advancement opportunities, working environment, and recognition affect staff retention rates in Federal College of Education (Technical), Omoku. Without empirical evidence, the institution may continue to implement ineffective strategies, leading to ongoing staff attrition and compromised institutional performance.

### **Aims and Objectives of the Study**

The aim of this study is to investigate jobmotivators and staff retention rates in Federal College of Education (Technical), Omoku. Specifically, the study seeks to:

- i. determine the relationship between career development opportunities and staff retention in the Federal College of Education (Technical), Omoku.
- ii. ascertain the relationship between workplace culture and staff retention in the Federal College of Education (Technical), Omoku.
- iii. determine the relationship between employee recognition and staff retention in the Federal College of Education (Technical), Omoku.

### **Research Questions**

The study will be guided by the following research questions:

1. What is the relationship between career development opportunities and staff retention in the Federal College of Education (Technical), Omoku?
2. What is the relationship between workplace culture and staff retention in the Federal College of Education (Technical), Omoku?

3. What is the relationship between employee recognition and staff retention in the Federal College of Education (Technical), Omoku?

## **Hypotheses**

The following null hypotheses will be tested at the 0.05 level of significance:

1. There is no significant relationship between career development opportunities and staff retention in the Federal College of Education (Technical), Omoku.
2. There is no significant relationship between workplace culture and staff retention in the Federal College of Education (Technical), Omoku.
3. There is no significant relationship between employee recognition and staff retention in the Federal College of Education (Technical), Omoku.

## **Review of Literature**

Staff retention has become a critical concern for organizations, as high employee turnover can result in increased operational costs, reduced productivity, and disruption of institutional performance. Retaining talented employees ensures organizational continuity, preserves institutional knowledge, lowers recruitment and training expenses, and maintains stable workplace dynamics. Anozie (2021) observed that replacing an employee may cost between six to nine months of the worker's salary, reflecting the financial and logistical burdens of recruitment and onboarding. High turnover also weakens team cohesion and morale, highlighting the importance of effective retention strategies. In a study on Nigerian Breweries, Gberekvbie (2024) found that organizations implementing appropriate staff retention measures experienced improved workforce competence, enhanced job satisfaction, increased motivation, and better overall organizational performance.

Retention is particularly significant in academic libraries, where employee motivation directly influences loyalty, productivity, and engagement. Motivation arises from both intrinsic factors such as recognition, meaningful work, and personal growth—and extrinsic factors, including salary, benefits, and promotion opportunities. Both dimensions play a critical role in fostering employee commitment and improving performance. According to Iwuchukwu and Echedom (2020), motivation is a central determinant of workforce productivity, driving librarians to contribute effectively toward institutional goals. Conversely, a lack of motivation can result in absenteeism, low morale, frequent turnover, and a negative organizational image.

Motivated employees are more likely to set clear goals and engage in behaviors that facilitate their achievement, whereas unmotivated employees often struggle to translate intentions into results Imran, Arif, Cheema and Azeem, (2021). Motivation can therefore be conceptualized as a psychological force that energizes and directs employee efforts toward organizational objectives. Katamba and Abdusalam (2022) emphasized that motivation not only enhances productivity but also sustains employee commitment.

Adequate motivational strategies improve service quality, strengthen organizational reputation, foster effective communication, and support efficient administration.

Career development opportunities represent another crucial driver of motivation and staff retention. Organizations that invest in professional growth through training, mentorship, and skill development create pathways that align employee aspirations with organizational goals. Nyakundi, Omuya, Gakure and Karanja, (2022) argued that such opportunities foster loyalty and long-term commitment. Kenny (2019) similarly noted that employees who perceive clear career progression pathways are less likely to pursue external opportunities. Obi and Zakari (2019) further observed that staff who feels supported in their professional development form stronger connections with their workplace, resulting in greater job satisfaction and lower turnover rates. Consequently, career development serves both as a motivational tool and as a strategic mechanism for retention.

Workplace culture also significantly influences employee satisfaction and retention. Positive organizational cultures characterized by inclusiveness, collaboration, trust, and open communication enhance motivation and foster loyalty Obiajulu, Uzoigwe, Mba, (2020). Ogar (2021) highlighted that workplace culture shapes employees' sense of belonging and directly affects retention. Supportive cultures that value teamwork, recognition, diversity, and work-life balance reduce turnover and strengthen commitment. In contrast, toxic cultures marked by poor communication, lack of recognition, and unhealthy competition diminish morale and increase attrition (Anozie, 2021). Gberevbie (2024) further noted that employees who perceive alignment between their personal values and the organization's mission demonstrate higher engagement and loyalty.

Employee recognition is another critical factor influencing retention. Recognition reinforces employees' sense of value and belonging, thereby boosting morale, engagement, and productivity. Ikonne and Fajonyomi (2019) highlighted that recognition can take various forms, including verbal praise, awards, incentives, and structured feedback. Iwuchukwu and Echedom (2020) emphasized that recognition strengthens the emotional bond between employees and the organization, reducing turnover intentions. Consistent and meaningful recognition not only enhances job satisfaction but also nurtures a supportive organizational culture. Kenny (2019) warned that the absence of recognition can contribute to burnout, dissatisfaction, and elevated turnover, while Nyakundi et al. (2022) noted that recognition fosters optimism, peer support, and collective engagement, all of which are essential for effective retention.

## **Methodology**

The study adopted a correlation research design. This design was considered appropriate because it enabled the researcher to collect data from a sample of staff in order to describe and analyze the influence of job motivation on staff retention within the Federal College of Education (Technical), Omoku. The population comprised all academic and non-academic staff of the Federal College of Education (Technical), Omoku, totaling 215 personnel. This included staff across various departments and units within the institution. A sample size of 150 staff was selected for the study using a proportionate stratified random sampling technique. This method ensured fair representation of both academic and non-academic staff according to their proportions in the population. Out of the 150 questionnaires administered, 138 were correctly completed and returned, representing a 92% response rate. Data were collected using a structured

questionnaire titled: "Job Motivation and Staff Retention Questionnaire" (JMSRQ) developed by the researcher. The questionnaire consisted of items designed to measure intrinsic and extrinsic motivators as well as staff retention indicators. Content validity of the instrument was determined through expert review, resulting in a content validity index (CVI) of 0.87, indicating that the items were relevant and adequate for assessing the study variables. The reliability of the instrument was established using Cronbach's alpha, which produced a coefficient of 0.82. This value signifies a high level of internal consistency among the questionnaire items. The questionnaire was administered personally to the selected staff with the assistance of research aides. Respondents were given sufficient time to complete the instrument, and all retrieved copies were checked for completeness before analysis. Data collected were analyzed using descriptive statistics (such as mean and standard deviation) to answer the research questions.

## Results

**Research Question 1:** What is the relationship between career development opportunities and staff retention in the Federal College of Education (Technical), Omoku?

**H<sub>01</sub>:** There is no significant relationship between career development opportunities and staff retention in the Federal College of Education (Technical), Omoku.

**Table 1: Summary of Pearson Product–Moment Correlation (PPMC) on the Relationship Between Career Development Opportunities and Staff Retention**

Variables	N	r	p-value	Decision
Career Development Opportunities	138	.68	.000	Rejected
Staff Retention				

*Significant at p < .05*

Table 1 presents the Pearson Product–Moment Correlation (PPMC) analysis demonstrating the relationship between career development opportunities and staff retention at the Federal College of Education (Technical), Omoku. The result yielded a correlation coefficient of  $r = .68$ , which indicates a strong positive relationship between the two variables. This implies that as career development opportunities increase, staff retention also tends to improve correspondingly. The p-value of .000, which is less than the set significance level of .05, shows that the observed relationship is statistically significant. Consequently, the null hypothesis ( $H_{01}$ ), which states that there is no significant relationship between career development opportunities and staff retention, is rejected. In essence, the analysis reveals that career development opportunities significantly enhance staff retention, suggesting that staff members are more likely to remain with the institution when they perceive clear pathways for growth, training, and advancement.

**Research question 2:** What is the relationship between workplace culture and staff retention in the Federal College of Education (Technical), Omoku?

**H<sub>02</sub>:** There is no significant relationship between workplace culture and staff retention in the Federal College of Education (Technical), Omoku.

**Table2: Summary of Pearson Product–Moment Correlation (PPMC) on the relationship between workplace culture and staff retention**

Variables	N	r	p-value	Decision
Workplace Culture	138	.813	.000	Rejected
Staff Retention				

*Significant at p < .05*

Table 2 presents the Pearson Product–Moment Correlation (PPMC) analysis examining the relationship between workplace culture and staff retention at the Federal College of Education (Technical), Omoku. The analysis produced a correlation coefficient of  $r = .813$ , indicating a very strong positive relationship between the two variables. This suggests that improvements in workplace culture are closely associated with higher levels of staff retention within the institution. The p-value of  $.000$ , which is below the established significance level of  $.05$ , confirms that the relationship observed is statistically significant. As a result, the null hypothesis ( $H_{02}$ ), which posits that there is no significant relationship between workplace culture and staff retention, is rejected. In all, the findings demonstrate that workplace culture plays a crucial role in staff retention. This implies that when staff perceive the work environment as supportive, inclusive, and motivating, they are more likely to remain committed to the institution.

**Research question 3:** What is the relationship between employee recognition and staff retention in the Federal College of Education (Technical), Omoku?

**H<sub>03</sub>:** There is no significant relationship between employee recognition and staff retention in the Federal College of Education (Technical), Omoku.

**Table3**

Summary of Pearson Product–Moment Correlation (PPMC) on the relationship between employee recognition and staff retention

**Table 3: Summary of Pearson Product Moment Correlation (PPMC) on the relationship between employee recognition and staff retention rates**

Variables	N	r	p-value	Decision
Employee Recognition	10	.926	.000	Rejected
Staff Retention				

**Significant at  $p < .05$**

Table 3 presents the Pearson Product–Moment Correlation (PPMC) analysis examining the relationship between employee recognition and staff retention at the Federal College of Education (Technical), Omoku. The correlation coefficient obtained was  $r = .926$ , indicating a very strong positive relationship between the two variables. This suggests that higher levels of employee recognition are associated with correspondingly higher levels of staff retention within the institution. The p-value of .000, which is below the established significance threshold of .05, confirms that the relationship observed is statistically significant. Therefore, the null hypothesis ( $H_0$ ), which states that there is no significant relationship between employee recognition and staff retention, is rejected. In essence, the analysis demonstrates that employee recognition plays a crucial role in enhancing staff retention. This implies that when employees feel valued, acknowledged, and appreciated for their contributions, they are more likely to remain committed to the institution, thereby reducing turnover rates.

### Discussion of findings

The discussion of findings is presented in line with the study's objectives and hypotheses.

#### Career development opportunities and staff retention

The study found a strong positive relationship ( $r = .68$ ,  $p = .000$ ) between career development opportunities and staff retention at the Federal College of Education (Technical), Omoku. Staff who have access to training and growth opportunities are more likely to stay, as these opportunities enhance motivation, satisfaction, and commitment. This highlights the importance of career development programs in retaining qualified and experienced staff. This finding is consistent with Nyakundi, Omuya, Gakure, and Karanja (2022), who reported that the provision of career development opportunities not only motivates employees but also aligns their personal goals with organisational objectives. Career development initiatives such as training programmes, mentorship, and opportunities to assume new responsibilities communicate to employees that their future growth is valued. When individuals perceive opportunities to achieve their professional aspirations within their current employment, they are more likely to remain committed and engaged. Similarly, Obi and Zakari (2019) emphasised that employees who feel supported in their career growth are likely to develop a deeper sense of connection with their workplace. Such a connection strengthens job satisfaction and reduces the likelihood of employee turnover.

### **Workplace culture and staff retention**

The study found a very strong positive relationship between workplace culture and staff retention at the Federal College of Education (Technical), Omoku ( $r = .813$ ,  $p = .000$ ), indicating that a supportive and motivating work environment significantly enhances employee commitment. The result rejects the null hypothesis ( $H_{02}$ ) and underscores that workplace culture is a critical determinant of retention. This suggests that policies promoting inclusivity, recognition, and well-being can strengthen staff loyalty, reduce turnover, and contribute to a stable and effective workforce. This is further corroborated by Obiajulu, Uzoigwe, and Mba (2020), who argued that effective communication, team collaboration, and recognition of accomplishments are central to motivating employees and sustaining retention. The findings therefore reaffirm that a supportive, collaborative, and purpose-driven organisational culture plays a vital role in retaining employees, particularly in academic institutions.

### **Employee recognition and staff retention**

The analysis revealed a very strong positive relationship between employee recognition and staff retention at the Federal College of Education (Technical), Omoku ( $r = .926$ ,  $p = .000$ ), indicating that when employees feel valued and appreciated, they are more likely to remain committed to the institution. The result rejects the null hypothesis ( $H_{03}$ ) and highlights employee recognition as a key factor in reducing turnover. Implementing strategies that acknowledge staff contributions can therefore strengthen loyalty, enhance retention, and support a stable, effective workforce. This aligns with Ikonne and Fajonyomi (2019), who found that recognition—whether in the form of verbal praise, public acknowledgement, formal awards, or performance bonuses—fosters motivation and strengthens employee commitment. Regular feedback and reinforcement also cultivate an environment where employees feel appreciated and valued, thereby reducing the likelihood of attrition. Furthermore, Iwuchukwu and Echedom (2020) maintained that recognising employees' contributions enhances morale, instils a sense of belonging, and increases dedication to the organisation. The present finding underscores the importance of embedding recognition practices in institutional policies as a strategy for sustaining employee retention.

## **Conclusion**

The study concluded that career development opportunities, workplace culture, and employee recognition all significantly enhance staff retention at the Federal College of Education (Technical), Omoku. Employees are more likely to remain committed when they have growth opportunities, work in a supportive and collaborative environment, and feel valued for their contributions

## **Recommendations**

Based on the study's findings, the following recommendations were made:

1. The institution should provide structured training, mentorship, and opportunities for advancement to support employees' professional growth. Linking career development initiatives to employees' long-term aspirations can enhance motivation and retention
2. Policies promoting inclusivity, teamwork, effective communication, and employee well-being should be prioritized. A supportive and collaborative environment will reinforce employee loyalty and reduce turnover.
3. Regular and meaningful recognition of employees' contributions—through verbal praise, awards, bonuses, or public acknowledgment—should be institutionalized. This fosters a sense of value, belonging, and commitment among staff.
4. Career development, culture, and recognition initiatives should be formalized within the college's human resource policies to ensure consistency and sustainability in retaining skilled employees.
5. The institution should regularly evaluate staff satisfaction and engagement to identify emerging needs and adjust retention strategies accordingly.

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