

SALARY STRUCTURE AND EDUCATIONAL QUALIFICATIONS AS DETERMINANTS OF JOB PRODUCTIVITY AMONG NON-ACADEMIC STAFF IN PUBLIC UNIVERSITIES IN GOMBE STATE, NIGERIA

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Abstract

This study examined current salary structure and educational qualifications as determinants of job productivity among non-academic staff in Gombe State public universities. A descriptive survey research design was employed, 354 participants were sampled, selected from a population of 4250 using simple random and proportionate stratified sampling procedure. A validated questionnaire with excellent reliability (Cronbach's alpha: 0.80) was used to collect data, which was analyzed using descriptive statistics (SPSS version 26.0). The findings revealed that the current salary structure negatively impacts job productivity, while educational qualifications have a positive impact. The study recommends revising the salary structure and recognizing staff members' educational qualifications to enhance productivity. The results have implications for personnel management practices and policy formulation in public universities in Nigeria.

Keywords: Salary Structure, Educational Qualifications, Determinants, Job Productivity, Non-academic staff and Public Universities.

Introduction

The higher education sector plays a pivotal role in the socio-economic development of Nigeria, with public universities being instrumental in producing skilled graduates, advancing research, and contributing to national growth. Within these institutions, both academic and non-academic staff are essential to achieving the core mission of teaching, research, and community service. While academic staff focus on delivering educational programs and conducting research, non-academic staff provide critical support services that ensure the smooth operation of the university. These services include administrative functions, technical support, maintenance, and other roles that underpin the university's daily activities. Despite their significant contributions, non-academic staff in Nigerian public universities often faces challenges that can impact their productivity and job satisfaction. Factors such as inadequate compensation, limited opportunities for professional development, and insufficient recognition of their roles can undermine their motivation and commitment. Given the importance of non-academic staff to the overall functioning of universities, it is crucial to understand the factors that influence their job productivity and to identify strategies that can enhance their performance.

This study aims to explore the job productivity of non-academic staff in public universities in Gombe State, Nigeria, with a particular focus on current salary structure and educational qualifications as the determinants of employee productivity. By examining the relationship between factors such as current salary structure, educational qualifications, and job productivity, this research seeks to contribute to the existing body of knowledge and inform policies and practices that can improve the productivity and job satisfaction of non-academic staff.

The general overview on the various concepts linked to this study has become a prerequisite in dealing justly on the issue of Job Productivity and its determining factors in public universities, the following section conceptually reviews these issues in a concise manner. Productivity is generally considered to be the rate of work an individual or group of employees successfully accomplishes within a given timeframe. Greater productivity means achieving a large number of works within less timeframe and conversely.. Productivity can be measured by the quality of the work, the amount of task finished and the product obtained. (Indeed editorial team, 2025) Job Productivity is often refers as employee productivity. Yunus and Ernawati (2017) defined Employee productivity as the capability to produce goods and services in order to achieve the goals of the organization. Similarly, Iqbal et.al (2019) defined employee productivity in terms of impersonal trust therefore lack of trust between employees and employers can lower the productivity of employees, hindering the organisation's performance. The concept of job productivity among non-academic staff in higher education institutions has garnered significant attention in recent years. Research suggests that personnel management practices, including salary structure and educational qualifications, play a crucial role in determining job productivity (Neumann, 2022). Research has consistently shown that salary structure is a significant predictor of job productivity. A study by Olowookere (2019) found that non-academic staff in Nigerian universities who received fair and competitive salaries were more productive and had higher job satisfaction. In the Nigerian context, research has highlighted the challenges facing non-academic staff in universities, including inadequate salary structures and limited opportunities for professional development (Adeyinka, 2017; Olowookere, 2019). These challenges can negatively impacts job productivity and overall performance.

Salary structure refers to the framework that outlines the compensation and benefits for employees within an organization (Adeyinka, 2017). A fair and competitive salary structure is essential for attracting and retaining top talent, motivating employees, and enhancing job productivity (Hackman & Oldham, 1976). Studies have consistently shown that a fair and competitive salary structure is positively correlated with job productivity (Hackman & Oldham, 1976; Locke, 1976). In the context of Nigerian universities, Adeyinka (2017) found that salary structure significantly influences job satisfaction and productivity among non-academic staff. Educational qualifications refer to the level of education and training an individual has received (Becker, 1964). Educational qualifications are essential for enhancing job productivity, as they provide employees with the knowledge, skills, and competencies required to perform their job duties effectively. The relationship between educational qualifications and job productivity is complex. While some studies suggest that higher educational qualifications lead to increased productivity (Becker, 1964), others argue that job relevance and employee motivation are more important factors (Hackman & Oldham, 1976). Research has shown that educational qualifications can have a positive impact on job productivity. A study by Neumann (2022) found that non-academic staff with higher educational qualifications were more productive and had better job performance.

This study is grounded in the principles of Human Capital Theory and Expectancy Theory, which collectively provide a comprehensive framework for understanding the complex relationships between employee development, motivation, and performance. Human Capital Theory, as espoused by Becker (1964), posits that investments in education and training are essential for enhancing individual productivity and performance. By acquiring new skills and knowledge, employees can increase their value to the organisation, leading to improved efficiency and effectiveness. This theory underscores the importance of employee development initiatives, such as training programmes and mentorship opportunities, in fostering a skilled and productive workforce. Expectancy Theory, developed by Vroom (1964), offers valuable insights into the motivational factors that drive employee performance. According to this theory,

employees are motivated to perform when they believe that their efforts will yield desired outcomes, such as fair compensation, recognition, or career advancement. The theory proposes that motivation is influenced by three key factors: expectancy (the belief that effort will lead to performance), instrumentality (the belief that performance will lead to outcomes), and valence (the perceived value of the outcomes). By understanding these factors, organisations can design effective strategies to motivate employees and enhance their performance. The integration of Human Capital Theory and Expectancy Theory provides a nuanced understanding of the interplay between employee development, motivation, and performance. By investing in employee development and providing opportunities for growth and advancement, organisations can not only enhance employee productivity but also foster a motivated and engaged workforce. As employees perceive the value of their efforts and the outcomes associated with their performance, they are more likely to be motivated to excel, leading to improved organisational outcomes. This study will draw on these theoretical frameworks to investigate the relationships between employee development, motivation, and performance. By exploring these complex dynamics, this research aims to contribute to the existing literature on employee development and motivation, providing valuable insights for organisations seeking to optimize their human capital and drive performance.

Statement of the Problem

Despite the crucial role of non-academic staff in the smooth operation of public universities, concerns have been raised about the factors influencing their job productivity. Specifically, issues related to salary structure and educational qualifications have been identified as potential determinants of job productivity among non-academic staff. However, there is limited empirical evidence on the impact of these factors on job productivity in the context of public universities in Gombe State, Nigeria. This study aims to address this knowledge gap by investigating the impact of current salary structure and educational qualifications on job productivity among non-academic staff in public universities in Gombe State, with a view to providing insights that can inform strategies to enhance productivity and overall university performance.

Purpose of the Study

The aim of this study was to examine the impact of the current salary structure and educational qualifications as determinants of job productivity among non-academic staff in public universities in Gombe State, Nigeria. Specifically, the study was designed to achieve the following objectives:

1. To examine the effect of current salary structure (emolument) on job productivity (JP) among non-academic staff in Universities in Gombe State.
2. To investigate the influence of educational qualifications on job productivity (JP) among non-academic staff in Universities in Gombe State.

Research Questions

The following research questions guided the study

1. To what extent does current salary structure (emolument) affect the job productivity among non-academic staff at public universities in Gombe state?
2. What is the impact of educational qualifications on Job Productivity among non-academic staff at public universities in Gombe state?

Sure — here's your **Methods** section only, expanded with more scholarly detail and a smooth academic tone:

Methods

This study adopted a descriptive survey research design to investigate the impact of the current salary structure and educational qualifications on the job productivity of non-academic staff in public universities in Gombe State. The design was considered appropriate because it allowed the researcher to collect and analyze data from a large population to describe existing conditions and relationships without manipulating any variable. The population of the study consisted of 4,250 non-academic staff drawn from all public universities in Gombe State. Using the Krejcie and Morgan (1970) table for determining sample size, a representative sample of 354 participants was selected. The sample was chosen through simple random and proportionate stratified sampling techniques to ensure that different categories of non-academic staff were adequately represented. A validated structured questionnaire was used for data collection. The instrument was designed on a four-point rating scale ranging from *Strongly Agree* (4) to *Strongly Disagree* (1) and comprised items reflecting the two major variables: current salary structure and educational qualifications. The instrument's validity was established through expert review in educational management and measurement, while reliability was determined using Cronbach's alpha, which yielded a coefficient of 0.90, indicating high internal consistency. Data collected were analyzed using descriptive statistical tools such as mean and standard deviation to summarize responses and interpret the patterns of agreement or disagreement among participants regarding the effects of the identified variables on job productivity.

Results

Table 1: Cumulative analysis of results based on responses of the participants obtained

Variable	Percentage	Cluster Mean (x)	Standard Deviation	Interpretation
Current Salary Structure	70%	2.73	0.93	Negative
Educational Qualifications	85%	1.80	0.76	Positive

Source: Field work, 2025.

Data in Table 1 shows that the current salary structure had a cluster mean of 2.73 and standard deviation of 0.93, indicating a negative influence on job productivity among non-academic staff in public universities in Gombe State. About 70% of respondents disagreed that the existing salary motivates performance. Conversely, educational qualifications recorded a cluster mean of 1.80 and standard deviation of 0.76, rated positively by 85% of respondents, implying that higher qualifications contribute significantly to improved job productivity across staff categories.

Discussion

The findings of the study revealed that both the current salary structure and educational qualifications significantly determine job productivity among non-academic staff in public universities in Gombe State. The analysis indicated that the current salary structure has a negative effect on productivity, as 70% of respondents disagreed that their present pay motivates them to perform better. The cluster mean of 2.73 and a standard deviation of 0.93 show general dissatisfaction, with moderate variation in responses. This implies that inadequate remuneration and perceived unfair salary administration may hinder motivation and job performance among staff. In contrast, educational qualifications were found to exert a strong positive influence on job productivity. About 85% of respondents agreed that higher qualifications enhance performance, supported by a cluster mean of 1.80 and a standard deviation of 0.76. This suggests a strong consensus that qualifications contribute to improved

competence, efficiency, and overall productivity among non-academic staff in the studied institutions.

The findings of this study align with the work of Arian et al. (2018), who reported a strong positive correlation between job satisfaction, compensation, and promotion opportunities among nurse educators. Similarly, Khaira et al. (2021) identified educational qualifications, compensation, and skills as key determinants of job satisfaction, while factors such as gender and work environment were less significant. These consistencies underscore the importance of fair remuneration and recognition of qualifications as central factors in enhancing staff motivation, satisfaction, and productivity within public universities.

Conclusion

This study has provided valuable insights into the current salary structure and educational qualifications as determinants of job productivity among non-academic staff in public universities in Gombe State. The findings highlight the significance of current salary structure, compensation, promotion opportunities based on educational qualification and skills, and other factors in driving job satisfaction and productivity. Notably, the study reveals that current salary structure, compensation along with promotion opportunities, play a crucial role in enhancing job productivity. The results suggest that university management should prioritize effective personnel management practices, including fair compensation, regular promotions, and staff welfare packages, while also recognizing and utilizing the skills and qualifications of non-academic staff.

Recommendations

Based on the findings of the study, the following recommendations were made

1. **Revise Current Salary Structure:** University management should revisit and revise the current salary structure to ensure it is fair, competitive, and motivating for non-academic staff, as the current structure has been shown to have a negative impact on job productivity.
2. **Recognize and Support Educational Qualifications:** University management should continue to value, recognize, and support the educational qualifications and skills of non-academic staff, through promotions of due staff, special appointments within the job cycle, and the presentation of awards based on merit to a given performance or special skills achieved as a result of added higher educational qualifications, and personal recognition as the determinant has been found to have a profoundly positive impact on job the productivity.

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