



## Motivational Strategies and Human Resource Management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Nigeria

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**Abstract.** This study examined the relationship between motivational strategies and management of human resource in Department of Education, Faculty of Education, Borno State University, Maiduguri Borno State, Nigeria. The objectives of the study were to examine the relationship among compensation strategy, work culture strategy, compensation strategy and human resource management in Department of Education, Faculty of Education, Borno State University, Nigeria. The research design employed by the researchers was a correlational research design, which was used to determine the relationship between motivational strategies and human resource management. Correlation is meant for exploring the degree of relationship between two variables in consideration. The sampling techniques employed in the study are simple random sampling techniques because they ensure that each member of the population has an equal chance of being selected at random. The sample size of the study was 45 comprised of both academic staff and non-academic staff. The instrument used for this study was a questionnaire on the motivational strategies and human resources management in the Department of Education, Faculty of Arts and Education, Borno State University, Maiduguri, Borno State, Nigeria. The instrument used for this study was a questionnaire on the motivational strategies and human resources management. The data collected were analyzed using Pearson Product Moment Correlation Coefficient. The finding revealed no significant relationship among compensation strategy, work culture strategy, compensation strategy and human resource management among personnel in Department of Education, Faculty of Education, Borno State University, Nigeria. Since it was established that there is no association among compensation strategy, work culture strategy, compensation strategy and human resource management in the Department of Education,

Faculty of Education, University of Maiduguri, Borno State, Nigeria, therefore, the management of the Department should apply different strategies such as promotion, condition of service to motivate the staff in the department.

**Keywords:** Motivational Strategies, Recognition, Compensation, Human Resource Management

### 1. Background of the Study

Human resource management is critical in today's dynamic educational environment for maintaining a competitive advantage. The concept of motivation is crucial to effective Human Resource Management, as it drives employee engagement, performance and organizational success. Motivation is more than just a nice attribute but it is an essential aspect that drives employee behavior, dedication and productivity (Mansara, 2019). Human resource managers are increasingly concerned with ensuring optimal employee performance and satisfaction in an organization. Researchers and stakeholders in educational management believed that among the many elements influencing these results, motivation stands out as a key driver.

Motivation can be broadly defined as "the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal" (Robbins & Judge, 2019). Internal or external forces might drive passion and perseverance in pursuing an endeavour. Human resource management is a strategic method to effectively manage teachers, administrators, support staff and other workers in educational institutions in order to improve teaching, learning and overall school performance. The effective mobilization, utilization, and coordination of human efforts and skills to achieve educational goals and objectives (Olagboye, 2004).

Human resource management encompasses various practices, including recruitment, training, performance management, compensation and employee relations, each of which plays a vital role in shaping employee motivation. Recent empirical studies reinforce the

importance of aligning human resource management practices with motivational strategies in institution of learning like University. For example, Ahmad, Khan and Rehman (2024) discovered that aligning human resources procedures with both intrinsic and extrinsic motivational factors greatly increase employee motivation. According to Yusuf, Sesay and Kamara (2023) pay, training opportunities and work-life balance were important motivators for employee satisfaction and retention. Human resource management is responding to the changing global school landscape.

Employee motivation is critical to good human resource management because it influences performance, engagement, and organizational success.

Various theories and approaches have affected our understanding of motivation, from classical models to 21st-century views that address both internal and external variables in modern settings. Employee motivation is commonly regarded as the factor that drives employees to go above and beyond the call of duty. Classical theories such as Maslow's Hierarchy of Needs and Herzberg's two-factor theory have long emphasized the need to meet employees' basic and growth needs (Maslow, 1943; Herzberg, 1968). Maslo proposed that human behaviour is driven by a progression of needs from physiological safety to self-actualization. At the same time, Herzberg distinguished between hygiene elements, which prevent unhappiness, and motivators, which actively promote performance. These fundamental concepts have provided human resource management professionals with a framework for determining what motivates people at work.

Modern scholarship, on the other hand, builds on these older ideas to address the changing character of work in the twenty-first century.

According to Ryan and Deci (2000), self-determination theory stresses intrinsic motivation through satisfaction with autonomy, competence and relatedness, leading to increased engagement. In today's knowledge-based economy, businesses understand that a motivated workforce is not only more productive but also better able to innovate and adapt to change. According to recent research, integrating motivational tactics into human resource procedures can directly lead to increased retention, performance, and long-term competitive advantage. In recent years, the role of human resource managers has evolved from traditional personnel management to a strategic partnership that directly impacts organizational outcomes (Bala, 2011).

Modern human resource management strategies increasingly prioritize integrating employee goals with the organization's overall mission and vision. Employee alignment is achieved by a combination of well-structured extrinsic incentives like competitive remuneration, bonuses and perk while intrinsic rewards

that tap into their need for recognition, career advancement and meaningful work experiences. Integrating these factors promotes job satisfaction and fosters an organizational culture of continuous development (Aslam et al., 2014).

In a globalized market, organizations face challenges such as rapid technology advancement and rising competition, requiring exceptional staff performance. Motivated individuals excel in problem-solving, resilience, and seizing learning opportunities. An empirical study shows that investing in employees' personal and professional development leads to improved organizational performance (Rajpure, 2022). This research has prompted human resource experts to use sophisticated motivating tactics that are constantly updated as part of an organization's talent management strategy.

Moreover, motivational strategies in the modern context are closely intertwined with leadership styles and organizational culture. Transformational leadership, characterized by visionary guidance, empowerment, and open communication, has been particularly effective in fostering motivation among employees. Leaders who actively engage and support their teams create a positive environment that encourages innovation and shared success. Such an environment not only bolsters individual performance but also drives collective growth across the organization. These trends are reflected in 21st-century research, which emphasizes that human resource management practices must evolve to address the nuanced needs of today's diverse and dynamic workforce (Bala, 2011; Aslam et al., 2014).

Despite the extensive benefits of motivational strategies, challenges remain primarily in the area of human resource management. Overreliance on extrinsic rewards, such as "pay-for-performance" schemes, may inadvertently shift focus away from the intrinsic values that underpin sustainable employee engagement. Addressing these challenges requires a balanced integration of quantitative and qualitative practices within human resource management. It is against this background that the researchers examined the relationship between motivational strategies on human resource management at the Faculty of Education, Department of Education, Borno State University, Borno State, Nigeria.

### 1.1 Objective of the Study

The objectives of the study were to examine the relationship between:

- Recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

- Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.
- Compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

## 1.2 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H<sub>01</sub>: there was no significant relationship between Recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

H<sub>02</sub>: there was no significant relationship between Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

H<sub>03</sub>: there was no significant relationship between Compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

## 2. Literature Review

Adebayo and Okon (2021) conducted research on the Effect of Employee Recognition on Job Performance in public secondary schools in Lagos state. A descriptive survey research design was used for the study. The populations of this study include all public secondary school teachers in Lagos state, Nigeria, with a sample size of 250 teachers randomly selected from 25 secondary schools, using a stratified sampling technique. The study uses a structured questionnaire titled Teacher Recognition and Performance Questionnaire (TRPQ) for data collection. The data was analyzed using descriptive statistics and Pearson's correlation analysis. The study shows that recognition significantly improves teachers' job commitment and morale in attaining positive outcomes of teaching and learning. Recognition had a positive correlation with job satisfaction and reduced turnover. The result also revealed that, there is a strong positive correlation between recognition and job performance. The study also indicates that recognition strategies are a critical component of HRM that enhances teacher retention and performance in secondary education.

Ncube and Moyo (2022) researched the Influence of Staff Recognition on Employee Retention in higher education institutions—a study in three public universities in Zimbabwe. The study uses a mixed method research design (quantitative and qualitative) with a population of 120 academic staff and 30 non-academic staff, with a total population of 150 in three selected public universities. The study employed a well-

structured questionnaire and semi-structured interviews as an instrument for data collection. The data for the study were analyzed using ANOVA and regression for the quantitative data, while qualitative data were analyzed through thematic analysis. The study further revealed that monetary and non-monetary recognition schemes (certificates, bonuses, thank-you notes) contributed to high retention rates and increased work engagement. The result also shows that there are significant differences in retention levels between recognized staff and non-recognized staff, and recognition also made staff feel valued, included, and emotionally committed to their institution. The study concluded that, recognition is a motivational drive that improves employee satisfaction, loyalty and overall HR performance in higher education settings.

Eze and Uzoechi (2022) conducted research on Employee Recognition and Organizational Commitment in Private Secondary Schools in Enugu State, Nigeria. A correlation survey research design was used for the study. The population of this study included both teaching staff and supporting staff in private secondary schools, with a total of 200 staff members selected using a stratified random sampling technique. The study used a standardized questionnaire (Likert Scale-based) instrument to collect data. The study collected data that was analyzed using Spearman's rank correlation and multiple regression analysis. They revealed that recognition positively affects organizational commitment and job longevity. Staff who received recognition were more likely to align with school goals and exhibit proactive behavior. The study's results show that there is a significant positive relationship between recognition and organizational commitment. The study concluded that recognition programs should be institutionalized as part of HRM strategy to increase staff engagement and reduce attrition in private schools.

Musa and Ibrahim (2021) researched the Influence of Organizational Culture and Leadership Style on Teachers' Job Satisfaction and Retention in Public Secondary Schools in Kaduna State, Nigeria. The study used a descriptive survey research design. The population of the study was teachers in public schools in Kaduna state, Nigeria, with a sample size of 300 teachers from 30 randomly selected public secondary schools. The study used a structured questionnaire on work environment, job satisfaction, and turnover intention to collect data. The data of the study were presented and analyzed using mean score, Pearson correlation, and regression analysis to show the relationship between work culture environment and job satisfaction. The findings of the study revealed that a positive work culture (supportive leadership, collaborative environment) was strongly correlated with job satisfaction. The study concluded that creating a positive school culture is critical to improving teachers' satisfaction and reducing attrition rates in public schools.

Afolabi and Oladele, (2022) conducted research on Workplace Environment and Human Resources Effectiveness in Tertiary Institutions in Nigeria. The study used an ex-post facto research design. The study population consisted of 250 academic and administrative staff in three selected Nigerian universities. The researcher's sample size was 150 academic staff and 100 non-academic staff, with a total of 250 respondents. The research used a standardized questionnaire on the work environment and an HR effectiveness survey. The study used the T-test and multiple regression for data analysis. The researcher result outcome during the study indicated that, healthy workplace environment (noise level, safety infrastructure support system) was significantly related to human resource effectiveness, academic staff were more sensitive to cultural dimension (autonomy, fairness) than non-academic staff and the regression analysis showed that workplace environment accounted for 47% of the variance in productivity and human resource outcomes. The researcher concluded that the workplace environment is a strong determinant of staff efficiency and should be prioritized in human resource management policy design in higher education.

Also, research conducted by Kibet and Wanjiku (2020) on the Influence of Organizational Culture on Teacher Commitment in Private Secondary Schools in Nairobi County, Kenya. The study employed a correlational research design. The population of the study includes teachers in private secondary schools in Nairobi County, Kenya, and the research sample size was 200 teachers selected using a stratified sampling technique. The study used the organizational culture assessment questionnaire (OCAQ) and the teacher commitment scale as instruments for data collection. The study used Spearman correlation and ANOVA to analyze the relationship between organizational culture and teacher commitment. The study findings indicated that there is a positive and significant relationship between organizational culture (trust, innovation, communication) and teacher commitment ( $p=0.62$ ,  $p<0.5$ ). The study also shows that teachers in schools with a participatory culture reported higher levels of loyalty and performance. The study concluded that organizational culture shapes teacher attitude and directly impacts HRM outcomes like commitment, stability, and performance.

Research conducted by Adekola and Owoyemi (2020) on the Effect of Compensation Strategies on Teacher Retention in Public Schools in Lagos State, Nigeria. The study used a quantitative survey research design. The population of the study was selected public schools' teachers in Lagos State, Nigeria. The sample size of the study was 350 teachers from 20 schools. The instrument used for data collection was a structured questionnaire (5-point Likert scale). The data collected was analyzed using regression analysis. The study revealed that competitive salaries and bonuses significantly reduce

teacher turnover, and non-monetary benefits (e.g., health insurance, professional development) also improve retention. The researcher found that teachers with structured compensation plans reported higher job satisfaction. Compensation strategies directly influence teacher retention and should be aligned with HRM policies.

Joshua, Ayansina, Alabi, Oose, and Adegboega (2024) researched the Effect of Compensation Practices on Academic Staff Job Performance in the Federal University of Agriculture, Abeokuta, Ogun State, Nigeria. The study used a multi-stage sampling technique to purposively select 3 agricultural-based colleges, followed by a proportional stratified sampling technique, where respondent was randomly selected. The study sample size was one hundred and three (103) respondents from the three (3) colleges of Agriculture of the University, of which 92 questionnaires were retrieved. The study used a well-structured questionnaire that assessed compensation practices and job performance. The data collected was analyzed using descriptive and inferential statistics such as (mean, standard deviation, chi-square, and Pearson product-moment correlation). The study findings revealed that there is a competitive compensation package that positively influences job performance, timely payment, and a clear reward system that enhances staff motivation. The result concluded that academic staff perceived a pressing need to review the compensation package by involving them in the compensation decision-making process, and effective compensation practices are crucial for improving academic staff performance and should be prioritized in HRM strategies.

### 3. Research Methodology

The research design employed by the researchers was a correlational research design, which was used to determine the relationship between motivational strategies and human resource management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State, Nigeria. Correlation is meant for exploring the degree of relationship between two variables in consideration. Correlation coefficient is the measure to quantify such degree of relationship of the variables (Gogtay & Thatte, 2017). The population of the study was both academic and non-academic staff of the Faculty of Arts and Education, Borno State University, Maiduguri, Borno State. The sampling techniques employed in the study are simple random sampling techniques because they ensure that each member of the population has an equal chance of being selected at random. The sample size of the study was 45 comprised of both academic staff and non-academic staff. The instrument used for this study was a questionnaire on the motivational strategies and human resources management in the Department of Education, Faculty of Arts and Education, Borno State University, Maiduguri, Borno State, Nigeria. It

comprises two sections (A) and (B). Section (A) comprises personal data of the respondents, such as sex and year of experience, while Section (B) consists of 15 items of multiple choice using a Likert rating scale. The instrument was subject to strict and thorough screening by the supervisor of this study to ascertain whether the instrument used measures what it purports to measure.

The corrections, comments, and suggestions were made to improve the validity of the instrument. In the administration of the instrument, the researcher, with the aid of the hod, administered and collected the data from the respondents within five days. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

#### 4. Data Analysis and Results

There was no significant relationship between Recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

**Table 1:** Correlation Analysis on relationship between Recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

Variables	Mean	Std. Deviation	N	r-value	P-value	Remarks
Human Resource Management	17.7333	2.80746	45	-0.213	0.161	significant
Recognition Strategy	20.4667	3.13775	45			

Table 1 tests the hypothesis that, there is no significant relationship between recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The findings indicate that the r-value is 0.375 and the p-value is 0.161, which is greater than 0.05 level of significance. This implies that there was no significant relationship between recognition strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. Hence, the hypothesis was accepted.

H<sub>02</sub>: there was no significant relationship between Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

**Table 2:** Correlation Analysis on relationship between Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

Variables	Mean	Std. Deviation	N	r-value	P-value	Remarks
Human Resource Management	20.4667	3.13775	45	-0.243	0.108	significant
Work Culture Strategy	20.4000	2.57964	45			

Table 2 tests the hypothesis that, there was no significant relationship between work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The findings indicate that the r-value is -0.243 and the p-value is 0.108, which is greater than 0.05 level of significance. This implies that there was no significant relationship between work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. Hence, the hypothesis was accepted.

H<sub>03</sub>: there was no significant relationship between Compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

**Table 3:** Correlation Analysis on relationship between Compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State.

Variables	Mean	Std. Deviation	N	r-value	P-value	Remarks
Human Resource Management	20.4667	3.13775	45	-0.151	0.322	significant
Compensation Strategy	9.8222	5.09585	45			

Table 3 tests the hypothesis that, there was no significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The findings indicate that the r-value is 0.322 and the p-value is -0.151, which is greater than 0.05 level of significance. This implies that there was no significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. Hence, the hypothesis was accepted.

## 5. Discussion

The finding of the study with respect to first hypothesis which states that, there was no significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study revealed there was no significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study was not in agreement with the finding of Adebayo and Okon (2021), Ncube and Moyo (2022) and Eze and Uzoechi (2022) which revealed positive significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. This disagreement might be as a result of geographical location and difference in sampled of the study.

The finding of the study with respect to second hypothesis which states that, there was no significant relationship between Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study revealed that, there was no significant relationship between Work culture strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study was not in agreement with the finding of Musa and Ibrahim (2021), Afolabi and Oladele, (2022) and Kibet and Wanjiku (2020) which revealed a positive significant work culture strategy and human resources management. This disagreement were further established maybe as a result of geographical location and difference in sampled of the study.

The finding of the study in respect with third hypothesis which states that, there was no significant relationship between compensation strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study revealed that there was no significant relationship between Compensation

strategy and human resources management in the Department of Education, Faculty of Education, Borno State University, Maiduguri, Borno State. The finding of the study was not in agreement with the findings of Adekola and Owoyemi (2020) and Joshua, Ayansina, Alabi, Oose, and Adegboega (2024) which revealed positive significant relationship between Compensation strategy and human resources management. This might be as a result of geographical location and difference in sampled of the study.

## 6. Conclusion

Based on the finding of the study it was concluded that, the study established no association among compensation strategy, work culture strategy, compensation strategy and human resource management among personnel in Department of Education, Faculty of Education, Borno State University, Nigeria. This implies that compensation strategy, work culture strategy, compensation strategy was not important determinants for human resource management in Department of Education, Faculty of Education, Borno State University, Nigeria.

## 7. Recommendations

Since it was established no association among compensation strategy, work culture strategy, compensation strategy and human resource management in the Department of Education, Faculty of Education, University of Maiduguri, Borno State, Nigeria. Therefore, management of the department should apply different strategies such as promotion, condition of service to motivate the staff in the department.

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