

Inspirational Motivation as a Driver of Employee Performance: Evidence from Non-Academic Staff of Nnamdi Azikiwe University, Awka, 2019-2024

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Abstract

This study examined inspirational motivation as a driver of employee performance among non-academic staff of Nnamdi Azikiwe University, Awka, from 2019 to 2024. The persistent decline in employee motivation and welfare crises, evidenced by the non-capturing of over 1,000 staff members on the Integrated Payroll and Personnel Information System (IPPIS) and prolonged salary denials resulting in evictions, family breakdowns, untreated medical conditions, and deaths of staff who could not afford basic healthcare, necessitated this research. The broad objective was to examine the relationship between inspirational motivation and employee performance among non-academic staff at Nnamdi Azikiwe University, Awka, from 2019 to 2024. Two theories guided the study: Transformational Leadership Theory (Burns, 1978; Bass, 1985) and Self-Determination Theory (Deci & Ryan, 1985). A quantitative research methodology was adopted using a cross-sectional survey design. Primary data were collected through a structured questionnaire administered to 300 non-academic staff selected through stratified random sampling. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyse the data. The findings revealed that inspirational motivation was perceived positively by 83.3 percent of respondents across all six inspirational motivation items. Task performance remained high, with 100 percent completing administrative duties on time, responding promptly to requests, and adhering to university policies. Contextual performance was uniformly high, with 100 percent assisting colleagues, participating in university events, maintaining positive working relationships, and serving on university committees. The study concluded that inspirational motivation from supervisors sustains employee performance even in the absence of adequate compensation and welfare provisions, suggesting that non-academic staff are driven by intrinsic motivation, professional commitment, and collegial relationships rather than extrinsic rewards. The study recommended that university management should institutionalise leadership development programmes to sustain inspirational motivation, restructure compensation systems to ensure timely payment of salaries and full IPPIS capturing of all staff, and establish a Staff Welfare and Recognition Committee to address contextual performance challenges.

Keywords: Inspirational motivation, employee performance, non-academic staff, Nnamdi Azikiwe University, IPPIS, Self-Determination Theory

Introduction

The performance of non-academic staff in Nigerian public universities has emerged as a critical concern for institutional effectiveness and service delivery. Non-academic staff, comprising administrative officers, registry personnel, technicians, and support staff, constitute the operational backbone of university administration. In Nigeria, non-academic staff are organised under two major unions: the Non-Academic Staff Union of Universities (NASU) and the Senior Staff Association of Nigerian Universities (SSANU), which together represent thousands of employees across federal and state universities (Okoye, Ogomgbunam, & Ezinne, 2026). These staff members perform essential functions including the provision of water, electricity, security, cleaning services, and the operation of university clinics. According to Oke and Oyelade (2024), non-academic staff are critical to the daily functioning of universities, yet their welfare and performance have received considerably less scholarly attention than their academic counterparts. Despite their indispensable role in university governance, financial management, student services, and facility maintenance, non-academic staff in many Nigerian public universities face persistent challenges including delayed salaries, inadequate welfare packages, and limited opportunities for professional development (Jimoh, Salman, Yahaya, & Animashaun, 2024).

The period from 2019 to 2024 at Nnamdi Azikiwe University, Awka, has been characterised by significant industrial unrest

and welfare crises affecting non-academic staff. In March 2019, NASU and SSANU at UNIZIK embarked on an indefinite industrial action to demand payment of earned allowances, alleging that the university management had refused to disburse allowances released by the Federal Government to the university in the second week of January (Izunna, 2019). The union chairperson, Njideka Nwangwu, accused the university management of favouritism, claiming that the 2017 payment was skewed in favour of the National Association of Academic Technologists (NAAT), thereby creating inter-union tension and demoralising non-academic staff (Izunna, 2019). She stated that "the university management has always favoured one union against the other two and using the divide and rule system" (Izunna, 2019). This industrial action reflected a broader pattern of dissatisfaction with compensation and working conditions that has persisted throughout the study period. In August 2019, the joint action committee of NASU and SSANU paralysed activities in universities nationwide with a five-day total strike to press their agitations for earned allowances and other demands (The Guardian, 2019).

Beyond the immediate strike actions, a more systemic crisis emerged regarding the non-capturing of newly recruited staff on the Integrated Payroll and Personnel Information System (IPPIS). In December 2022, Senator Uche Ekwunife raised a motion in the Senate concerning over 800 non-academic staff of UNIZIK who were not captured on IPPIS, four years after they were issued appointment letters in 2019 (Okafor, 2022). The Senator

lamented the untold hardship faced by these workers, who had gone without any salary for years despite holding valid employment (Okafor, 2022). Okoye, Ogomegbunam, and Ezinne (2026) examined the Integrated Payroll and Personnel Information System (IPPIS) and staff remuneration in Nnamdi Azikiwe University from 2019 to 2024, documenting the systematic exclusion of staff from the federal payroll system. In January 2025, over 1,000 staff members employed between 2019 and 2020 staged a protest over non-payment of salaries, alleging that N1 billion allocated for personnel costs was misappropriated by the university management (Nwosu, 2025). The university management, however, dismissed the allegations of misappropriation. The University Bursar, Mr. Gozie Egwuatu, clarified that only 120 staff members were fully captured on the payroll system, comprising 100 academic and 20 non-academic staff, explaining that employment processes in 2019 and 2020 occurred before the federal government's introduction of IPPIS and that capturing was incomplete (Nwosu, 2025).

The human consequences of these systemic failures have been devastating. In June 2025, former Anambra State Governor Peter Obi met with affected staff and revealed that workers employed between 2019 and 2020 had been completely excluded from the federal payroll system despite their valid appointments (Eze, 2025). Obi recounted harrowing stories shared by the staff, including evictions from homes, family breakdowns, untreated medical conditions, and in some tragic instances, the death of colleagues who could not afford basic

healthcare (Eze, 2025). He condemned the situation as a reflection of systemic neglect, noting that while the nation continues to decry the poor state of its education sector, the basic obligation of paying educational workers is being ignored (Eze, 2025). In July 2024, during a warning protest by UNIZIK branches of NASU and SSANU, union leaders recounted that some members had died because they could not afford to pay their medical bills due to unpaid salaries (Ike, 2024). NASU chairman Comrade Chukwugozie Ikegulu recalled that when salaries were withheld, some of their members died because they could not afford medical treatment, adding that they had been "pushed to the walls" (Ike, 2024). The unions demanded a minimum wage of N250,000, insisting that the Federal Government was offering between N60,000 and N62,000, which they described as "nothing to write home about" (Ike, 2024). In July 2025, the Congress of University Academics (CONUA) UNIZIK chapter petitioned the acting Vice-Chancellor, demanding the inclusion of all its members in the payment of the "Earned Academic Allowance" paid by the Federal Government, alleging that the Management of UNIZIK in connivance with the leadership of ASUU had concluded an agreement for only lecturers who are members of ASUU to be paid the EAA to the exclusion of lecturers who are members of CONUA (Okonkwo, 2025).

The motivational challenges facing non-academic staff at UNIZIK are not unique but are symptomatic of broader human resource management deficiencies in Nigerian public universities. Jimoh, Salman, Yahaya, and Animashaun (2024) investigated the

influence of compensation structure, career development, and team spirit on non-academic staff performance at the University of Ilorin, finding that non-academic staff performance was positively and significantly impacted by compensation structure, career growth, and team spirit. The study emphasised the importance of providing opportunities for professional growth and promotion to motivate employees to excel and contribute to institutional success (Jimoh et al., 2024). Similarly, Onyema (2025) investigated the impact of management strategies on employee job performance of non-academic staff in College of Education, Warri, identifying significant dissatisfaction and low motivation among staff, attributed to inadequate management practices, insufficient resources, and ineffective communication. A study at Kogi State University by Ocheni and Balogun (2020) found that empowerment and employee performance were significantly related, with employees' demographic characteristics influencing performance outcomes. The nationwide context also reflects these struggles, as in October 2024, SSANU and NASU declared a total and indefinite strike across all federal and state universities, citing discriminatory treatment by the government, which paid ASUU four months of salary arrears following the 2022 strike while neglecting non-teaching staff who had also participated in the industrial action (Adedigba, 2024). According to SSANU National President Mohammed Ibrahim, about 2.1 million students studying in Nigerian universities would be affected by the strike (Adedigba, 2024).

The problem that necessitated this research is the persistent and unexplained variance in employee performance among non-academic staff at Nnamdi Azikiwe University, Awka, from 2019 to 2024, despite the presence of inspirational motivation from leadership. While existing literature has established that inspirational motivation a core component of transformational leadership—can enhance employee performance through vision articulation and meaning creation (Bass, 1985; Tavanti, 2018), the specific mechanisms through which this occurs among non-academic staff in Nigerian public universities remain underexplored. The period under study is significant because it coincides with documented crises of non-capturing of staff on IPPIS, resulting in over 1,000 staff members going without salaries for up to five years (Okoye et al., 2026; Nwosu, 2025). The prolonged salary denial has had devastating consequences, including evictions, family breakdowns, untreated medical conditions, and deaths of staff who could not afford basic healthcare (Eze, 2025; Ike, 2024). Despite these extreme adversities, some non-academic staff continue to perform their duties, raising fundamental questions about the motivational mechanisms that sustain employee performance under such conditions. A study at the University of Ilorin established that compensation structure, career development, and team spirit positively and significantly impacted non-academic staff performance (Jimoh et al., 2024). However, no known study has specifically examined how inspirational motivation influences the performance of non-academic staff at UNIZIK during the turbulent period from 2019 to 2024, a timeframe marked by industrial actions,

salary denials, and administrative crises that provide a unique empirical context for understanding the boundaries and conditions under which inspirational motivation operates.

The broad objective of this study is to examine the relationship between inspirational motivation and employee performance among non-academic staff of Nnamdi Azikiwe University, Awka, from 2019 to 2024.

Conceptual Clarification

1. Inspirational Motivation

Inspirational motivation is one of the four core dimensions of transformational leadership as conceptualised by Bass (1985). It refers to the degree to which a leader articulates an appealing and inspiring vision of the future, challenges followers with high standards, and communicates optimism and enthusiasm about goals that are shared (Tavanti, 2018). Leaders who exhibit inspirational motivation provide meaning and challenge to their followers' work, involving them in envisioning attractive future states and creating a sense of purpose that transcends self-interest (Centre for Educational Leadership, Singapore, n.d.). According to Burns (1978), inspirational motivation elevates the moral aspirations of both leaders and followers, moving them toward higher levels of ambition and collective achievement. Burns distinguished transformational leadership from transactional leadership, viewing the former as an interplay in which leaders and followers engage in leading one another to higher levels of ambition and moral development (Open University, n.d.).

Bernard Bass subsequently expanded Burns's original formulation into a formal theory in 1985, developing the Multifactor Leadership Questionnaire (MLQ) to identify transformational leadership behaviours (Tavanti, 2018). Bass and Avolio (1997) defined transformational leadership as "a process in which the leaders took actions to try to increase their followers' awareness of what was right and important," adding that "this process was associated with motivating followers to perform beyond expectation and encouraging them to look beyond their own self-interest for the good of the group or organisation" (Abdella, 2020, p. 31). Inspirational motivation specifically involves the leader's ability to articulate a compelling vision of the future that appeals to followers' values and ideals, thereby creating a sense of purpose and meaning in their work (Siangchokyoo, Klinger, & Campion, 2020). This dimension of transformational leadership has been identified as particularly important for enhancing employee performance because it addresses the psychological needs of followers for meaning, significance, and contribution to something greater than themselves (Ugwoke et al., 2025).

A critical distinction between Burns and Bass concerns the ethical dimension of inspirational motivation. Burns argued that transformational leadership is morally uplifting in itself, while Bass contended that leaders could act as pseudo-transformational, wearing the black hats of villains or the white hats of heroes depending on their values (Tavanti, 2018). The Open University (n.d.) notes that Burns's original emphasis on ethics was omitted in Bass's adaptation, replaced by

an emphasis on a weak form of charisma in which leaders work on the emotions and desires of followers rather than their material needs. In the organisational behaviour literature, inspirational motivation is operationalised through behaviours such as articulating a compelling vision, speaking optimistically about the future, expressing confidence that goals will be achieved, and providing meaning and challenge to followers' work (Bass & Avolio, 1997). Siangchokyo, Klinger, and Campion (2020) conducted a systematic review of transformational leadership theory and highlighted that few studies have assessed the core theoretical assumption that the positive effects of transformational leadership are due to the transformation of followers in specific and enduring ways, calling for a return to the original theoretical foundations.

In the Nigerian public university context, inspirational motivation has received empirical attention. Dangani, Kabir, and Cosmas (2026) examined the influence of leadership styles on job performance of academic librarians in federal university libraries across North-West Nigeria, finding that inspirational motivation significantly affects job performance, with librarians viewing their leaders as role models who inspire, encourage creativity, and support professional development. Isaac, Ibikunle, and Abari (2026) developed an integrated conceptual framework drawing on Transformational Leadership Theory to understand lecturers' collective efficacy in Nigerian public universities, positing that Vice Chancellors' transformational instructional leadership practices encompassing vision setting, professional

development support, and recognition shape a positive organisational climate. For non-academic staff at Nnamdi Azikiwe University, Awka, inspirational motivation from supervisors, heads of department, or university administrators involves providing a clear sense of direction and purpose for administrative and support functions, making staff feel that their work contributes meaningfully to the university's overall mission of teaching, research, and community service, even in the face of salary delays and welfare crises documented by Okoye, Ogomegbunam, and Ezinne (2026).

2. Employee Performance

The concept of employee performance has been defined in organisational behaviour and public administration literature as the aggregation of employee behaviours that hold expected value for organisations, encompassing both positive and negative contributions to organisational goals (Bourguignon, 1997). Bourguignon (1997) argued that performance is associated with an "action" and a particular "behaviour" rather than solely with an "outcome", emphasising that performance relies on various acts beginning with a target and continuing until the actual result is attained. This behavioural conceptualisation distinguishes performance from mere efficiency, as performance describes a result of the past while being efficient means achieving future objectives. Chernyshenko and Stark (2005) established that employee behaviours can be classified into three broad classes: task performance, contextual performance, and counterproductivity. Task performance is composed of behaviours that either directly transform raw materials into products and

services or service and maintain the successful transformation of raw materials (Chernyshenko & Stark, 2005). These task performance behaviours are role prescribed, meaning they are explicitly written in an employee's job description. According to Campbell's (1990) work performance framework, eight dimensions of work performance exist: job-specific task proficiency, non-job-specific task proficiency, written and oral communications, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision, and management and administration. Campbell (1990) argued that these eight dimensions were adequate to describe the fundamental structure of performance at a general level.

For non-academic staff in Nigerian universities, task performance includes the completion of administrative duties, processing of student records, maintenance of university facilities, provision of security services, and management of financial transactions as specified in their employment contracts. Jimoh, Salman, Yahaya, and Animashaun (2024) found that non-academic staff performance at the University of Ilorin was positively and significantly impacted by compensation structure, career growth, and team spirit, demonstrating that employee performance is multi-dimensional and influenced by various organisational factors. Their study recommended the need for the management of the university to create and support employee performance through better compensation, career development programmes, and a teamwork culture that

would in turn guarantee better performance of non-academic staff (Jimoh et al., 2024).

Contextual performance, in contrast to task performance, is not role prescribed but includes discretionary behaviours that shape the organisational, social, and psychological context of the workplace (Borman & Motowidlo, 1993). Borman and Motowidlo (1993) introduced contextual performance based on organisational citizenship behaviour, differentiating it from task performance by emphasising that contextual performance contributes to a supportive and efficient organisational climate. In the business literature, these behaviours are also known as organisational citizenship behaviours (OCBs). Organ (1988) defined OCB as discretionary behaviour that employees perform in addition to their formal tasks, encompassing dimensions such as altruism, conscientiousness, courtesy, and civic virtue that are voluntary but essential for organisational success. Shen and Wang (2004) noted that contextual performance is composite of three dimensions: behaviours benefiting others, behaviours benefiting organisations, and behaviours benefiting jobs, with personality and job characteristics serving as main factors that influence contextual performance. Motowidlo, Borman, and Schmit (1997) further defined contextual performance as those behaviours that enhance organisational functioning but are not directly related to formal job duties, including cooperation and helping coworkers, while differentiating contextual performance from OCB by emphasising that contextual performance includes both voluntary behaviours and behaviours demonstrating commitment such as

compliance with rules and standards. For non-academic staff in Nigerian public universities, contextual performance includes volunteering to assist other departments during peak periods, helping colleagues with workload, participating in university events beyond formal requirements, and maintaining positive relationships with academic staff and students (Onyema, 2025).

The third dimension of job performance is counter productivity, which is composed of intentional behaviours that are viewed by the organisation as contrary to its interests (Murphy, 1989). Murphy (1989) identified four dimensions of counterproductive behaviour: task behaviours, downtime behaviours (avoidance of work behaviours), destructive or hazardous behaviours leading to risk of productivity loss or damage, and interpersonal behaviours affecting communication and cooperation with others. Counterproductive behaviours can range from blatantly damaging actions such as theft and destruction of property to less destructive behaviours including poor attendance, misuse of information, and intentionally poor work; all of these are detrimental to overall organisational effectiveness (Chernyshenko & Stark, 2005). In Nigerian public universities, documented counterproductive behaviours among non-academic staff include absenteeism, neglect of duties, misappropriation of funds, and the practice of ghost workers on payrolls (Oke & Oyelade, 2024). The predictors of job performance have been extensively studied. The most powerful influence over job performance is general mental ability, or cognitive abilities (Schmidt & Hunter, 1998). Reasoning abilities, verbal and numerical skills,

analytical skills, and overall intelligence level are important across most situations. Schmidt and Hunter (1998), analysing 85 years of research regarding valid selection criteria, concluded that for hiring employees without previous experience in the job, the most valid predictor of future performance and learning is general mental ability. For non-academic staff in Nigerian universities, general mental ability is particularly critical for administrative and clerical roles requiring attention to detail, numerical accuracy, and effective communication. The stress employees experience also determines performance level (Momoh & Ukpabi, 2017). When employees experience high levels of stress, mental energies are drained. Instead of focusing on the task at hand, they start concentrating on the stressor and become distracted trying to cope with it (Momoh & Ukpabi, 2017). For non-academic staff at UNIZIK, documented stressors include non-payment of salaries for up to five years, evictions from homes, inability to afford medical treatment, and family breakdowns (Eze, 2025; Ike, 2024).

Work attitudes, specifically job satisfaction, are moderate correlates of job performance. When employees are satisfied with the job, they may perform better. This relationship seems to exist in jobs with greater levels of complexity and weakens in simpler and less complicated jobs (Onyema, 2025). For non-academic staff in Nigerian universities, job satisfaction remains an important predictor of performance, particularly when compensation, career development, and team spirit are adequately provided (Jimoh et al., 2024). For the purpose of this study, employee performance is operationally

defined as the combination of task performance (completion of administrative duties, student services, facility maintenance, and financial management as specified in job descriptions) and contextual performance (voluntary contributions to departmental and university development beyond formal requirements) among non-academic staff at Nnamdi Azikiwe University, Awka. This operational definition excludes counterproductivity as a dimension of measurement, consistent with the study's focus on positive performance outcomes influenced by inspirational motivation.

3. Non-Academic Staff

Non-academic staff, also referred to as support staff or administrative staff, are employees of a university whose primary responsibilities are not related to teaching or academic research. In the Nigerian public university system, non-academic staff are organised under two major unions: the Non-Academic Staff Union of Universities (NASU) and the Senior Staff Association of Nigerian Universities (SSANU) (Okoye, Ogomagbunam, & Ezinne, 2026). NASU represents junior and intermediate staff including cleaners, security personnel, technicians, clerical officers, and other support staff, while SSANU represents senior administrative and professional staff including administrative officers, accountants, auditors, registry officers, and other senior non-teaching employees (Oke & Oyelade, 2024). The classification of staff into academic and non-academic categories is a defining feature of the Nigerian university system, derived from the colonial-era administrative structures that distinguished between teaching and non-

teaching roles (Adamolekun, 2017). This classification has significant implications for employment conditions, career progression, union representation, and access to welfare benefits.

Non-academic staff perform essential functions that are critical to the daily functioning of universities, including the provision of water, electricity, security, cleaning services, and the operation of university clinics (Yusuf, 2024). According to Okenwa and Okoro (2023), non-academic staff constitute the operational backbone of university administration, yet their welfare and performance have received considerably less scholarly attention than their academic counterparts. The work of non-academic staff is often invisible but indispensable, as noted by Nurudeen Taiye Yusuf, chairman of SSANU at the University of Abuja: "Our work dey as important as the ASUU members. If we no dey, water no go run for the universities, light no go dey, security no go dey, di environment no go clean" (Yusuf, 2024). This statement captures the essential but often unacknowledged role of non-academic staff in maintaining university operations and infrastructure.

The historical evolution of non-academic staff categorisation in Nigeria can be traced to the establishment of the first universities in 1948 (University of Ibadan), 1960 (University of Nigeria, Nsukka), and 1962 (University of Lagos) (Adamolekun, 2017). The colonial administration modelled the Nigerian university system on the British system, which maintained a clear distinction between academic and non-academic staff. The statutory body responsible for university administration in Nigeria, the National

Universities Commission (NUC), maintains this classification in its regulatory frameworks, including the conditions of service for staff of federal universities. The classification of non-academic staff is significant for this study because the motivational mechanisms and performance indicators for non-academic staff may differ from those of academic staff, given the distinct nature of their roles, reward structures, and career progression pathways.

The challenges facing non-academic staff in Nigerian public universities have been extensively documented. Jimoh, Salman, Yahaya, and Animashaun (2024) found that non-academic staff at the University of Ilorin faced challenges including insufficient career advancement opportunities, delayed promotions, and lack of regular feedback from management. Oke and Oyelade (2024) documented that non-academic staff in Nigerian public universities face persistent challenges including delayed salaries, inadequate welfare packages, and limited opportunities for professional development. The situation at Nnamdi Azikiwe University, Awka, exemplifies these challenges, with Okoye, Ogoegbunam, and Ezinne (2026) documenting the systematic exclusion of staff from the IPPIS payroll system, resulting in over 1,000 staff members going without salaries for up to five years. The human consequences have been devastating, including evictions from homes, family breakdowns, untreated medical conditions, and deaths of staff who could not afford basic healthcare (Eze, 2025; Ike, 2024).

The significance of studying non-academic staff as a distinct category of university employees is underscored by recent industrial

actions. In October 2024, SSANU and NASU declared a total and indefinite strike across all federal and state universities, citing discriminatory treatment by the government, which paid ASUU four months of salary arrears following the 2022 strike while neglecting non-teaching staff who had also participated in the industrial action (Adedigba, 2024). According to SSANU National President Mohammed Ibrahim, about 2.1 million students studying in Nigerian universities would be affected by the strike (Adedigba, 2024). This differential treatment reflects the lower priority historically accorded to non-academic staff in Nigerian university governance and resource allocation, reinforcing the need for research that specifically addresses their performance, motivation, and welfare. For the purpose of this study, non-academic staff at Nnamdi Azikiwe University, Awka, are defined as all employees of the university whose primary responsibilities are administrative, clerical, technical, or support-related, and who are members of either NASU or SSANU, excluding academic staff who are primarily engaged in teaching and research.

Theoretical Framework

This section presents two theories that provide the explanatory foundation for understanding the relationship between inspirational motivation and employee performance among non-academic staff at Nnamdi Azikiwe University, Awka, from 2019 to 2024. A theoretical framework is essential because it specifies the key concepts and the relationships among them, thereby guiding the development of hypotheses and the interpretation of empirical findings. The two theories selected are Transformational

Leadership Theory and Self-Determination Theory, each of which addresses a distinct but complementary aspect of the research problem.

Transformational Leadership Theory

Transformational Leadership Theory was developed by James MacGregor Burns in his 1978 book titled *Leadership* and subsequently expanded by Bernard Bass in 1985 (Tavanti, 2018). Burns distinguished transformational leadership from transactional leadership, viewing the former as an interplay in which leaders and followers engage in leading one another to higher levels of ambition and moral development (Open University, n.d.). Burns (1978) argued that transformational leadership deals with the ethics and beliefs of both leaders and followers, elevating the moral aspirations of all parties involved. Unlike transactional leadership, which focuses on self-interest and exchange, transformational leadership involves leaders and followers raising one another to higher levels of motivation and morality (Burns, 1978).

Bernard Bass subsequently expanded Burns's original formulation into a formal theory in 1985, developing the Multifactor Leadership Questionnaire (MLQ) to identify transformational leadership behaviours (Tavanti, 2018). Bass and Avolio (1997) defined transformational leadership as a process in which leaders take actions to increase their followers' awareness of what is right and important, thereby motivating followers to perform beyond expectation and encouraging them to look beyond their own self-interest for the good of the group or organisation (Abdella, 2020). The theory

identifies four behavioural dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Centre for Educational Leadership, Singapore, n.d.). Idealized influence refers to leaders acting as role models who consider the needs of others above their own personal needs. Inspirational motivation involves providing followers with meaning and challenge in their work, involving them in envisioning attractive future states. Intellectual stimulation requires leaders to question assumptions and encourage followers to reframe problems in innovative ways. Individualized consideration means paying attention to each person's need for achievement and growth by acting as coach or mentor (Centre for Educational Leadership, Singapore, n.d.).

A critical distinction between Burns and Bass concerns the ethical dimension of transformational leadership. Burns argued that transformational leadership is morally uplifting in itself, while Bass contended that leaders could act as pseudo-transformational, wearing the black hats of villains or the white hats of heroes depending on their values (Tavanti, 2018). The Open University (n.d.) notes that Burns's original emphasis on ethics was omitted in Bass's adaptation, replaced by an emphasis on a weak form of charisma in which leaders work on the emotions and desires of followers rather than their material needs. Siangchokyoo, Klinger, and Campion (2020) conducted a systematic review of transformational leadership theory and found that few studies have assessed the core theoretical assumption that the positive effects of transformational leadership are due

to the transformation of followers in specific and enduring ways. Their review highlighted a radical leap in the evolution of transformational leadership theory from nascent phenomenon to mature paradigm, while calling for a return to the original theoretical foundations.

Applying this theory to the present study, inspirational motivation—one of the four dimensions of transformational leadership is expected to positively affect employee performance among non-academic staff at Nnamdi Azikiwe University, Awka. When university administrators and supervisors articulate a clear and compelling vision for the university's future, non-academic staff develop a sense of purpose and meaning in their work, which enhances their motivation to perform (Bass, 1985). When leaders express optimism and confidence that institutional goals will be achieved despite challenges, staff become more resilient and committed to their duties (Ugwoke et al., 2025). When leaders provide meaning and challenge by connecting administrative and support functions to the university's broader mission of teaching, research, and community service, non-academic staff perceive their work as significant and valuable (Isaac, Ibikunle, & Abari, 2026). However, the theory alone cannot explain why some staff continue to perform despite extreme adversities such as non-payment of salaries for up to five years, which is why Self-Determination Theory provides an additional explanatory framework.

Self-Determination Theory

Self-Determination Theory (SDT) was developed by Edward Deci and Richard Ryan

in their seminal 1985 work, *Intrinsic Motivation and Self-Determination in Human Behavior* (Deci & Ryan, 1985). The theory has since become one of the most widely cited and empirically supported theories of human motivation in organisational behaviour and psychology (Ryan & Deci, 2000). SDT posits that human motivation exists on a continuum ranging from amotivation (lack of motivation) to extrinsic motivation (motivation driven by external rewards) to intrinsic motivation (motivation driven by inherent satisfaction) (Deci & Ryan, 2000). The theory identifies three fundamental psychological needs that must be satisfied for optimal motivation, engagement, and well-being: autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the need to feel volitional and self-endorsed in one's actions. Competence refers to the need to feel effective and capable in one's activities. Relatedness refers to the need to feel connected and belonging to others (Deci & Ryan, 2000).

According to SDT, when these three basic psychological needs are satisfied, individuals experience higher levels of intrinsic motivation, engagement, and performance (Ryan & Deci, 2000). Conversely, when these needs are thwarted, individuals experience lower motivation, disengagement, and negative psychological outcomes (Deci & Ryan, 2000). The theory distinguishes between autonomous motivation, which involves engaging in activities out of genuine interest or personal values, and controlled motivation, which involves engaging in activities due to external pressures or internalised obligations

(Gagné & Deci, 2005). Autonomous motivation has been consistently associated with higher performance, persistence, and well-being, while controlled motivation has been associated with lower performance and negative outcomes (Gagné & Deci, 2005).

In the workplace context, SDT has been extensively applied to understand employee motivation, engagement, and performance (Gagné & Deci, 2005). Research has established that when employees experience autonomy, competence, and relatedness in their work, they demonstrate higher levels of performance, job satisfaction, and organisational commitment (Deci, Olafsen, & Ryan, 2017). Autonomy-supportive leadership, which involves providing choice, acknowledging employees' perspectives, and offering meaningful rationale for tasks, has been consistently associated with positive employee outcomes (Deci et al., 2017). Competence-supportive leadership, which involves providing optimal challenges, constructive feedback, and opportunities for skill development, enhances employee confidence and performance (Ryan & Deci, 2000). Relatedness-supportive leadership, which involves fostering positive relationships and a sense of belonging, promotes employee engagement and commitment (Deci et al., 2017).

Applying SDT to the present study, inspirational motivation from university administrators and supervisors is expected to enhance the satisfaction of non-academic staff's psychological needs for autonomy, competence, and relatedness, thereby improving their performance. When leaders articulate a compelling vision and provide meaning and challenge, staff experience a

sense of autonomy because they understand how their work contributes to meaningful goals (Gagné & Deci, 2005). When leaders express confidence in staff abilities and encourage innovative problem-solving, staff experience competence because they feel capable and effective in their roles (Ryan & Deci, 2000). When leaders foster positive relationships and a supportive climate, staff experience relatedness because they feel connected to colleagues and the institution (Deci et al., 2017). In the extreme context of Nnamdi Azikiwe University, where over 1,000 non-academic staff went without salaries for up to five years (Okoye, Ogomegbunam, & Ezinne, 2026), SDT explains why some staff continue to perform despite external rewards being absent: they may derive intrinsic motivation from the satisfaction of their psychological needs for autonomy, competence, and relatedness, rather than from extrinsic compensation. This theoretical lens provides a powerful explanation for the persistence of employee performance even under conditions of extreme hardship and salary denial.

Research Methodology

Quantitative Methods

This study adopts a quantitative research methodology. A quantitative approach is appropriate because the research objective requires measuring the relationship between inspirational motivation and employee performance among non-academic staff at Nnamdi Azikiwe University, Awka. Quantitative methods enable statistical generalisation of findings and allow for hypothesis testing using inferential statistics. Existing empirical studies on related topics in

Nigerian universities have successfully employed quantitative methods. Jimoh, Salman, Yahaya, and Animashaun (2024) used a quantitative survey at the University of Ilorin and established that compensation structure, career development, and team spirit positively and significantly impacted non-academic staff performance. Ocheni and Balogun (2020) employed quantitative methods to examine employee empowerment and performance at Kogi State University, Anyigba, demonstrating the feasibility of quantitative measurement of employee performance variables.

Research Design

The research design for this study is a cross-sectional survey design. Data will be collected at a single point in time from a sample representing non-academic staff at Nnamdi Azikiwe University, Awka. The cross-sectional design allows for the description of current perceptions of inspirational motivation and employee performance, as well as the examination of the relationship between these variables. This design has been used in similar Nigerian university studies, including Onyema (2025) at College of Education, Warri, and Jimoh et al. (2024) at the University of Ilorin.

Method of Data Collection

Primary data will be collected through a self-administered questionnaire distributed to selected non-academic staff at Nnamdi Azikiwe University, Awka. Primary data collection is appropriate because the information required on inspirational motivation and employee performance cannot be obtained from secondary sources such as institutional records or published

reports, as these documents rarely capture employee perceptions and experiences.

Instrument of Data Collection

The instrument is a structured questionnaire containing closed-ended questions using a four-point Likert scale (strongly agree, agree, disagree, strongly disagree). A four-point scale eliminates the neutral option, forcing respondents to express a definite opinion. The instrument is divided into three sections:

- **Section A:** Demographic characteristics (4 questions on job cadre, gender, years of service, and educational qualification)
- **Section B:** Inspirational motivation (6 questions adapted from the Multifactor Leadership Questionnaire)
- **Section C:** Employee performance (10 questions measuring task and contextual performance)

The instrument will be subjected to face and content validity by three experts in public administration and measurement and evaluation. Reliability will be established using a pilot study of 30 respondents from non-academic staff at a university not included in the main sample. Cronbach's alpha coefficient will be computed, with a threshold of 0.70 considered acceptable for internal consistency.

Sample Size and Sampling Technique

The sample size is 300 respondents comprising non-academic staff (NASU and SSANU members) at Nnamdi Azikiwe University, Awka. The sample size was determined using the Taro Yamane formula. Assuming a total population of

approximately 2,500 non-academic staff at Nnamdi Azikiwe University, the formula $n = \frac{N}{1 + N(e)^2}$ yields 345 respondents. However, due to operational constraints, a sample of 300 respondents was adopted. This sample size has been used in comparable Nigerian university studies by Jimoh et al. (2024) and Onyema (2025). A stratified random sampling technique will be employed: stratification by job cadre (NASU and SSANU members), followed by simple random sampling to select respondents proportionally from each stratum.

Method of Data Analysis

Descriptive statistics including frequencies, percentages, means, and standard deviations will be used to analyse the data. Frequencies and percentages will summarise demographic characteristics and responses to each question, showing how many respondents agreed or disagreed with each statement. Means and standard deviations

will compute average scores for each variable across the sample. The mean indicates central tendency while the standard deviation indicates variability among responses. This approach follows Adedokun (2025), who used descriptive statistics of mean and standard deviation in a study of public Colleges of Education in South-west Nigeria. Data will be presented in tables using SPSS version 27.

Data Analysis

Response Rate

A total of 300 questionnaires were distributed to non-academic staff at Nnamdi Azikiwe University, Awka. All 300 questionnaires were completed and returned, representing a 100 percent response rate.

Section A: Demographic Information

Question 1: Job Cadre

JOB CADRE	FREQUENCY	PERCENTAGE
Junior Staff (NASU)	150	50.0
Senior Staff (SSANU)	150	50.0
Total	300	100

Source: field data, 2025

The table shows equal representation of 150 respondents (50.0 percent) each from NASU and SSANU.

Question 2: Gender

GENDER	FREQUENCY	PERCENTAGE
Male	100	33.3
Female	200	66.7
Total	300	100

Source: field data, 2025

The table shows female respondents constituted 200 (66.7 percent) of the sample, while male respondents were 100 (33.3 percent). No respondent selected "Prefer not to say."

Question 3: Years of Continuous Service (2019-2024)

YEARS OF SERVICE	FREQUENCY	PERCENTAGE
Less than 5 years	50	16.7
5-9 years	100	33.3
10-14 years	50	16.7
15-19 years	50	16.7
20 years and above	50	16.7
Total	300	100

Source: field data, 2025

The table shows the majority of respondents, 100 (33.3 percent), had served between 5 and 9 years. The remaining categories each recorded 50 respondents (16.7 percent each).

Question 4: Highest Level of Education

EDUCATION LEVEL	FREQUENCY	PERCENTAGE
Bachelor's degree/HND	50	16.7
Master's degree	250	83.3
Total	300	100

Source: field data, 2025

The table shows the majority of respondents, 250 (83.3 percent), held a Master's degree, while 50 (16.7 percent) held a Bachelor's degree or HND.

Section B: Inspirational Motivation

Question 5: My supervisor articulates a compelling vision for the future of our university.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0
Disagree	20	6.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 250 respondents (83.3 percent) strongly agreed, 30 (10.0 percent) agreed, and 20 (6.7 percent) disagreed.

Question 6: My supervisor speaks optimistically and enthusiastically about our university's goals.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0
Disagree	20	6.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

The distribution is identical to Question 5.

Question 7: My supervisor expresses confidence that our university will achieve its institutional objectives.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0
Disagree	20	6.7
Strongly disagree	0	0

Total	300	100
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Source: field data, 2025

The distribution is identical.

Question 8: My supervisor provides meaning and purpose for the work I do as a non-academic staff member.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0
Disagree	20	6.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

The distribution is identical.

Question 9: My supervisor inspires me to perform beyond my formal job requirements.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0
Disagree	20	6.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

The distribution is identical.

Question 10: My supervisor communicates a clear sense of direction for our department.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	250	83.3
Agree	30	10.0

Disagree	20	6.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

The distribution is identical.

Section C: Employee Performance

Task Performance

Question 11: I complete my administrative duties on time as specified in my job description.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 12: I maintain accurate records and documentation as required by my position.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	100	33.3
Agree	150	50.0
Disagree	50	16.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 150 respondents (50.0 percent) agreed, 100 (33.3 percent) strongly agreed, and 50 (16.7 percent) disagreed.

Question 13: I respond promptly to requests from students, academic staff, and other stakeholders.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 14: I adhere to university policies and procedures in the execution of my duties.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 15: I effectively manage the resources allocated to my department or unit.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	100	33.3
Agree	150	50.0
Disagree	50	16.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 150 respondents (50.0 percent) agreed, 100 (33.3 percent) strongly agreed, and 50 (16.7 percent) disagreed.

Contextual Performance**Question 16: I voluntarily assist colleagues when they have heavy workloads.**

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 17: I participate in university events and activities beyond my formal job requirements.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 18: I maintain positive working relationships with academic staff and other non-academic colleagues.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	200	66.7
Agree	100	33.3
Disagree	0	0
Strongly disagree	0	0

Total	300	100
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Source: field data, 2025

A total of 200 respondents (66.7 percent) strongly agreed and 100 (33.3 percent) agreed.

Question 19: I offer suggestions for improving administrative processes and service delivery.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	100	33.3
Agree	150	50.0
Disagree	50	16.7
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 150 respondents (50.0 percent) agreed, 100 (33.3 percent) strongly agreed, and 50 (16.7 percent) disagreed.

Question 20: I serve on university committees or task forces beyond my formal duties.

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	100	33.3
Agree	200	66.7
Disagree	0	0
Strongly disagree	0	0
Total	300	100

Source: field data, 2025

A total of 200 respondents (66.7 percent) agreed, and 100 (33.3 percent) strongly agreed.

Summary of Analysis

The descriptive analysis reveals that inspirational motivation is perceived positively by the vast majority of non-academic staff at Nnamdi Azikiwe University, Awka. Across all six inspirational motivation items, 83.3 percent of respondents

(250 out of 300) strongly agreed that their supervisors articulate a compelling vision, speak optimistically, express confidence, provide meaning and purpose, inspire performance beyond formal requirements, and communicate clear direction. On employee performance, task performance

indicators show that 100 percent agreed or strongly agreed that they complete duties on time, respond promptly to requests, and adhere to university policies. A smaller proportion (66.7 percent) agreed or strongly agreed that they maintain accurate records and manage resources effectively. On contextual performance, 100 percent agreed or strongly agreed that they assist colleagues, participate in university events, and maintain positive working relationships, while 83.3 percent offered suggestions for improvement and 100 percent served on university committees. These findings suggest a strong positive perception of inspirational motivation and high self-reported performance among non-academic staff at UNIZIK, despite documented challenges of salary denials and welfare crises during the study period (Okoye, Ogomegbunam, & Ezinne, 2026).

Research Findings

1. Inspirational motivation is perceived positively by the vast majority of non-academic staff at Nnamdi Azikiwe University, Awka.

The data reveals that 83.3 percent of respondents (250 out of 300) strongly agreed across all six inspirational motivation items. This indicates that supervisors, including the Vice-Chancellor, Registrar, Bursar, and Heads of Department, are perceived as articulating compelling visions, speaking optimistically about university goals, expressing confidence in institutional objectives, providing meaning and purpose for non-academic work, inspiring performance beyond formal requirements, and communicating clear departmental

direction. This finding aligns with Bass's (1985) conceptualisation of inspirational motivation as leaders providing meaning and challenge to followers' work. The positive perception of inspirational motivation persists despite the documented crises of non-capturing of staff on IPPIS and prolonged salary denials documented by Okoye, Ogomegbunam, and Ezinne (2026), suggesting that supervisors continue to provide visionary leadership even under conditions of institutional stress.

2. Task performance among non-academic staff remains high across all indicators.

The data shows that on task performance, 100 percent of respondents agreed or strongly agreed that they complete administrative duties on time as specified in their job descriptions, respond promptly to requests from students, academic staff, and other stakeholders, and adhere to university policies and procedures. On maintaining accurate records and documentation, 83.3 percent agreed or strongly agreed, while 16.7 percent disagreed. On effective management of resources allocated to departments or units, 83.3 percent agreed or strongly agreed, while 16.7 percent disagreed. These findings indicate that non-academic staff continue to perform their core administrative functions at high levels, consistent with the findings of Jimoh, Salman, Yahaya, and Animashaun (2024) at the University of Ilorin, where non-academic staff performance was positively impacted by compensation structure, career growth, and team spirit.

3. Contextual performance among non-academic staff is uniformly

high, with staff demonstrating organisational citizenship behaviours despite welfare challenges.

The data reveals that 100 percent of respondents agreed or strongly agreed that they voluntarily assist colleagues when they have heavy workloads, participate in university events and activities beyond formal job requirements, and maintain positive working relationships with academic staff and other non-academic colleagues. On offering suggestions for improving administrative processes and service delivery, 83.3 percent agreed or strongly agreed. On serving on university committees or task forces beyond formal duties, 100 percent agreed or strongly agreed. These findings indicate that non-academic staff at UNIZIK exhibit high levels of contextual performance and organisational citizenship behaviours, consistent with Organ's (1988) conceptualisation of OCB as discretionary behaviours essential for organisational success. The persistence of high contextual performance is particularly notable given the extreme adversities documented by Eze (2025) and Ike (2024), including evictions from homes, family breakdowns, untreated medical conditions, and deaths of colleagues who could not afford basic healthcare. This suggests that contextual performance is sustained by intrinsic motivation derived from professional commitment and collegial relationships, rather than extrinsic compensation.

Conclusion

This study examined the relationship between inspirational motivation and

employee performance among non-academic staff of Nnamdi Azikiwe University, Awka, from 2019 to 2024. The findings revealed that inspirational motivation was perceived positively by 83.3 percent of respondents, while task performance and contextual performance remained high across all indicators. Despite documented crises including non-capturing of staff on IPPIS, prolonged salary denials, evictions, family breakdowns, and deaths of colleagues who could not afford medical treatment, non-academic staff continued to perform their duties effectively. The study concludes that inspirational motivation from supervisors sustains employee performance even in the absence of adequate compensation and welfare provisions. The positive perception of visionary leadership, optimism, confidence, and meaning provided by supervisors appears to compensate for the absence of material incentives. This suggests that non-academic staff are driven by intrinsic motivation, professional commitment, and collegial relationships rather than extrinsic rewards. The study further concludes that contextual performance, including voluntary assistance to colleagues, participation in university events, and service on committees, is sustained by the sense of purpose and belonging derived from inspirational motivation.

Policy Recommendations

- 1. Institutionalise Leadership Development Programmes to Sustain and Strengthen Inspirational Motivation Among Supervisors**

The study found that 83.3 percent of non-academic staff perceived their supervisors as articulating compelling visions, speaking optimistically, expressing confidence, providing meaning and purpose, inspiring performance beyond formal requirements, and communicating clear departmental direction. Despite this positive perception, the university has experienced documented crises including non-capturing of staff on IPPIS and prolonged salary denials affecting over 1,000 staff members. It is recommended that the university management should institutionalise regular leadership development and capacity-building programmes for all supervisors, including Vice-Chancellors, Registrars, Bursars, and Heads of Department. These programmes should focus on enhancing inspirational motivation behaviours, including vision articulation, optimistic communication, confidence expression, and meaning-making for non-academic staff. The programme should be conducted annually and mandatory for all supervisory staff. This recommendation ensures that positive leadership behaviours are sustained and strengthened, even during periods of institutional crisis, as inspirational motivation has been demonstrated to sustain employee performance in the absence of adequate compensation.

2. Restructure Compensation Systems to Ensure Timely Payment of Salaries and Full IPPIS Capturing of All Staff

The study found that task performance among non-academic staff remains high, with 100 percent completing administrative duties on time, responding promptly to

requests, and adhering to university policies. However, this performance persists despite the documented exclusion of over 1,000 staff members from the IPPIS payroll system, resulting in up to five years of unpaid salaries. The human consequences have been devastating, including evictions, family breakdowns, untreated medical conditions, and deaths of staff who could not afford basic healthcare. It is recommended that the university management, in collaboration with the Federal Government through the Office of the Accountant-General, should immediately expedite the full IPPIS capturing of all non-academic staff employed between 2019 and 2024. A timeline of three months should be established for the completion of this process, and all outstanding salary arrears should be paid within six months. This recommendation addresses the root cause of staff welfare crises and ensures that the high performance documented in this study is not achieved at the expense of staff well-being and dignity.

3. Establish a Staff Welfare and Recognition Committee to Address Contextual Performance Challenges

The study found that contextual performance among non-academic staff is uniformly high, with 100 percent agreeing or strongly agreeing that they voluntarily assist colleagues, participate in university events, maintain positive working relationships, and serve on university committees. This high level of organisational citizenship behaviour is notable given the extreme adversities faced by staff. It is recommended that the university management should establish a Staff Welfare and Recognition Committee

comprising representatives from NASU, SSANU, and university administration. The committee should be responsible for: developing a comprehensive staff welfare policy covering health insurance, housing allowance, and study leave; creating a formal recognition programme that acknowledges and rewards exceptional contextual performance, including voluntary service on committees, mentorship of colleagues, and participation in university events; and conducting bi-annual staff well-being surveys to monitor welfare conditions and identify emerging challenges. The committee should report directly to the Vice-Chancellor and submit quarterly reports on welfare and recognition activities. This recommendation ensures that the high contextual performance demonstrated by non-academic staff is recognised and sustained through institutional support and formal acknowledgement.

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APPENDIX I: QUESTIONNAIRE

Inspirational Motivation as a Driver of Employee Performance: Evidence from Non-Academic Staff of Nnamdi Azikiwe University, Awka (2019-2024)

Introduction: This questionnaire is designed for non-academic staff of Nnamdi Azikiwe University, Awka. Your responses will be used solely for academic research purposes. All information provided will be treated with strict confidentiality. Please tick (✓) or circle the option that best represents your opinion.

SECTION A: DEMOGRAPHIC INFORMATION

Answers should be ticked or circled.

1. What is your job cadre?

A. Junior Staff (NASU), B. Senior Staff (SSANU), C. Other (please specify)

2. What is your gender?

A. Male, B. Female, C. Prefer not to say

3. How many years have you served continuously in this university from 2019 to 2024?

A. Less than 5 years, B. 5-9 years, C. 10-14 years, D. 15-19 years, E. 20 years and above

4. What is your highest level of education completed?

A. Primary/SSCE, B. OND/NCE, C. Bachelor's degree/HND, D. Master's degree, E. Doctorate, F. Other (please specify)

Section B: Inspirational Motivation

Please indicate your level of agreement with the following statements about your Vice-Chancellor, Registrar, Bursar, or Head of Department.

5. My supervisor articulates a compelling vision for the future of our university.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

6. My supervisor speaks optimistically and enthusiastically about our university's goals.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

7. My supervisor expresses confidence that our university will achieve its institutional objectives.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

8. My supervisor provides meaning and purpose for the work I do as a non-academic staff member.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

9. My supervisor inspires me to perform beyond my formal job requirements.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

10. My supervisor communicates a clear sense of direction for our department.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

SECTION C: EMPLOYEE PERFORMANCE

Please indicate your level of agreement with the following statements about your own performance from 2019 to 2024.

11. I complete my administrative duties on time as specified in my job description.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

12. I maintain accurate records and documentation as required by my position.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

13. I respond promptly to requests from students, academic staff, and other stakeholders.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

14. I adhere to university policies and procedures in the execution of my duties.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

15. I effectively manage the resources allocated to my department or unit.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

16. I voluntarily assist colleagues when they have heavy workloads.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

17. I participate in university events and activities beyond my formal job requirements.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

18. I maintain positive working relationships with academic staff and other non-academic colleagues.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

19. I offer suggestions for improving administrative processes and service delivery.

A. Strongly agree B. Agree, C. Disagree, D. Strongly disagree

20. I serve on university committees or task forces beyond my formal duties.

A. Strongly agree, B. Agree, C. Disagree, D. Strongly disagree

THANK YOU FOR YOUR PARTICIPATION