

Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin University, Ondo State, Nigeria)

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Abstract – This study investigated motivation and effective performance of academic staff in higher education. The research design was descriptive survey. The population comprises of all lecturers and heads of various departments in Adekunle Ajasin University, Akungba Akoko, Ondo State. Fifty (50) lecturers and ten (10) heads of department which was randomly selected for the study. Data was carefully collected through questionnaire measuring it item on a four (4) point likert-type-rating scale and properly analyzed using frequency count and simple percentage. The study revealed that encouragement for creativity and innovation, appreciation on genuine effort, award with impressive titles and acknowledge on achievement enhances the performance of university lecturers, also, 60% of the respondents agreed that there was lack of provision of regular payment of salary and other remuneration by the head to promote the performance. This study also revealed that provision of adequate chances for professional growth, instructional facilities arguments lecturer’s performance. The following recommendations were made; Universities managers and other tertiary institution should continue to provide adequate chances for professional growth and research development, availability of Institutional facilities, good relationship with academic staff and prompt payment of lecturers’ salaries to further advance their performance among others.

Keywords – Academic Staff, Effective Performance, Higher Education, Motivation, Motivational Strategies.

I. INTRODUCTION

A plethora of writers in the literature subscribed to the fact that motivation is goal directed behavior which involves individual forces (internal and external) that account for the direction, level, and persistence of a person’s effort expended at work, Nelson and Quick (2003).

According to Reeve (2001), motivation can come from two sources, the extrinsic and intrinsic. Working for externally determined rewards is extrinsically motivated behavior while people’s desire to learn for satisfying their curiosity and feel competent is intrinsic motivation. Intrinsic motivation is often necessary for persistence of motivated behavior, Arif (2003).

II. CONCEPT OF ACADEMIC PERFORMANCE

Academic performance is the outcome of education, the extent to which a student and lecturer or institution has achieved their educational goals. The influence of

lecturers or teachers’ teaching effectiveness on the learning outcome of students as measured by student’s academic performance has been the subject of several studies, Adediwura and Tayo (2007) and Adu and Olatundun (2007).

Vegas as Petrow (2008) pointed out that Latin American countries, educational performance is not only weak, it is also declining relative to other countries with similar income levels.

However, Cochran – Smith (2001) maintained that the key question of the current era in U.S lecturers education is “the outcomes question” and that the current emphasis on measuring performance threatens the work done by the organization devoted to improving lecturers professionalism.

III. RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE AND MOTIVATION

According to Michaelowa (2002) motivation is the “willingness, drive or desire to engage in good teaching”. Nelson and Guick (2003) said, motivation factors lead to positive mental health and challenge people to grow, contribute to the work environment and invest themselves in the organization. Academic performance on the other hand is the outcome of education; the extent to which a student, lecturer or institution has achieved their educational goals.

Abejirinde (2009) investigated the relationship between motivation and performance within private and public enterprises in Nigeria and found that promotion (as a motivator) has significant relationship with employees performance including academic performance in the education enterprise. A review of empirical studies on teacher or lecturer motivation in developing countries, including Nigeria indicates widespread low or decreasing levels of motivation, resulting in lower quality of education and academic performance. For example, Bennell and Akyeampong (2007) find that sizeable percentages of school lecturers are poorly motivated in sub-saharan Africa and South Asia. Lack of prestige from low remuneration and low autonomy in planning and teaching has been associated with private tutoring, Popa and Acedo (2006) and in Egypt, Hartmann (2008).

However, it is also imperative to know that school physical facilities and research development are key motivating factors in achieving academic performance.

Schools are established for the purpose of teaching and learning. It is more important that the teachers or lecturers and learners are properly accommodated to facilitate the teaching and learning that go on there. This is the essence of the school plant and facilities, Alimi (2004). Bandele (2003) noted that the relevant of physical facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all our schools especially in higher institutions of learning. A study carried out by Adesola (2005) found that the level of available resources is indeed a plus to the lecturers and goes to show the level of ingenuity and commitment of the lecturers toward effective delivery of lesson.

Corroborating the earlier findings, Geoffrey (2010) conducted a study which investigated public universities academic staff performance with reference to the context of motivation using Makerere University in Uganda as a case study. It examined effect of motivational factors on lecturers, teaching, research activities, and community service. The findings revealed that, motivational factors, significantly affected lecturers teaching and research activities at Makerere University. Different studies conducted by Ayodele (2000) and Vandiver (2011), showed that a positive relationship exists between availability of facilities (as a motivator) and academic performance. Akinfolarin (2013) posits that education industry in Nigeria have been neglected through lack of adequate funding at all levels, low lecturers wages and salaries, lack of proper supervision of human and material resources, low research facilities across various levels of education. Basic amenities such as water and electricity are also very important for lecturers' job satisfaction and motivation for example, sanitary facilities are especially important to motivate female lecturers or teachers to work at a given school. Ramachandran and Pal (2005).

IV. ROLE OF MOTIVATION IN HIGHER EDUCATION

According to Akinfolarin (2014), Education is the overall development of an individual in all ramifications and not limited to classroom jurisdiction. It must transfer from generation the core of our culture's accumulated body of knowledge. According to the National Policy on Education NPE (2004), 7th edition, tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering corresponding courses.

Lecturers play the mentoring role for their students in higher institutions of learning; their primary motivation is associated with students learning achievement. Furthermore, viewing the previous literature on teacher's motivation, different authors have explored various issues of motivation for teachers in higher educational institutions which can be valuable contribution in enhancing teacher's job satisfaction and involvement in particular and for organizational growth as whole, Muhammad (2010). According to Aluko (2002), a study conducted in Nigeria revealed that academic staff spent 48

percent of their time on administration, but only 29 percent on teaching. Another factor is the erosion of salaries and purchasing power that prompts many faculty members to give minimal time to university work and seek one or more income-generating activities to supplement their academic salaries.

Although money is influential factor at every stage but at the same time, it is not necessary that money alone can increase motivation of every worker, there are intangible (for instance, empowerment, recognition and feedback) that are primary motivators for the workers inspiration to perform effectively Fuhrmann (2006). According to Filak and Sheldon, (2003) motivation is crucial to the long term success and performance of any educational system.

However, Photanan (2004) is of the opinion that training is one of the most important activities that can be used as a motivational program for employees' development. Finally, organization must provide feedback to its employees in order to create open communication environment in the organization. Memmott (2002).

The major task of educational manager and human resource management in universities or higher education institutions is always centered to enhance the job satisfaction level, particularly of lecturers as they are building blocks of institution as well as society at large.

The fact that most of the works and studies reviewed above were conducted in different universities and environments were their peculiarities are different from Adekunle Ajasin University, there is every tendency that similar works in Adekunle Ajasin University may not necessarily yield the same outcomes.

V. STATEMENT OF THE PROBLEM

Most teaching staff in Nigeria universities are unhappy, uninspired and unmotivated. Lope (2004) conducted research titled "improving the teaching profession through understanding educators self motivation". The major findings of the study indicate reasons for not favouring the teaching profession which include low salary, lack of promotion opportunities, unsatisfactory leader behavior, and variety of work load, student discipline problems, uncooperative colleagues and uncondusive working environment. According to the World Bank Report (2004), 23,000 qualified academic staffs are emigrating from Africa each year in search of better working conditions, and it is estimated by the report that 10,000 Nigerians are now employed in the United State Universities alone. Lack of good working condition and motivation mechanism has no doubt, translated into lecturer's low morale which in turn translated into student's poor academic performance. Hence, this study wants to find out the influence of motivation on effective performance of academic staff in higher education in reference to Adekunle Ajasin University, Akungba Akoko, Ondo State.

VI. PURPOSE OF THE STUDY

The main purpose of this study is to find out the motivational strategies adopted by heads of higher

educational institution in Nigeria to motivate their academic staff for effective performance.

This study also want to know the indices that aid staff academic performance.

VII. RESEARCH QUESTIONS

In the quest to effectively carry out the research, the following questions are examined;

1. What are the motivational strategies or techniques used by the heads of higher educational institutions?
2. What motivational strategies are commonly used by the heads of higher educational institution?
3. What are the indices that aid staff academic performance?

VIII. METHODOLOGY

The target population which the sample was selected consisted of all lecturers and heads of departments in Adekunle Ajasin University, Akungba Akoko. The research was carried out under four (4) faculties in Adekunle Ajasin University. The total number of fifty (50) lecturers of which ten (10) from faculty of Art, twenty (20) from faculty of Education, ten (10) from faculty of Science and ten (10) from faculty of social and management science were randomly selected across

various faculties while ten (10) heads of departments were randomly selected across four faculties using random sampling technique.

IX. INSTRUMENT

An instrument titled Motivation and Effective Performance Questionnaire (MEPQ) and Academic Staff Motivational View Questionnaire (ASMVQ) was designed by the researcher. The questionnaire is divided into two sections; section A and B. Section A contains the personal information of the respondents, while section B contains the questionnaire items structured around the search questions. Each statement is measured on a four point Likert-type-rating scale, namely: “Strongly Agree (SA)”, “Agree (A)”, “Strongly Disagree (SD)” and “Disagree (D)”. The reliability of the instrument was also determined through the use of percentage method of sampling. Data collected were critically analyzed using simple percentage method to quantify responses.

X. RESULT

Research Question One: What are the motivational strategies or techniques used by the heads of higher educational institution.

Table 1: The motivational strategies used by the heads of higher educational institutions

S/N	Statements	S.A	%	A	%	S.D	%	D	%
1.	The head motivate lecturers to be more innovative	5	50	5	50	-	-	-	-
2.	The head appreciate his lecturers work openly	-	-	3	30	2	20	5	50
3.	Does the management give regular payment of salary and other remuneration to lecturers?	2	20	4	40	4	40	-	-
4.	Are your lecturers performing up to your expectations?	2	20	6	60	1	10	1	10
5.	The leader awards lecturers with impressive titles	-	-	6	60	-	-	4	40
6.	The head acknowledges the lecturers achievement	2	20	8	80	-	-	-	-
7.	Instructional facilities are provided to academic staff	6	60	3	30	1	10	-	-
8.	The head consult his academic staff to take in decision making	3	30	6	60	-	-	1	10
9.	The leader provides adequate chances for professional growth and research development/advancement	5	50	4	40	-	-	1	10
10.	The head establishes a good relationship with his/her lecturers	4	40	6	60	-	-	-	-

Table1 shows that 50% strongly agreed while 50% agreed that the head motivates lecturers to be more innovative in item 1.

Item 2 shows that 30% agreed that the head appreciate his lecturers work openly while 20% strongly disagreed and 50% disagreed. In item 3, 20% strongly agreed that the management gives regular payment of salary and other remuneration to lecturer while 40% agreed and 40% strongly disagreed, in item 4, 20% agreed strongly that the lecturers are performing up to expectation while 60% agreed, 10% strongly disagreed and 10% also disagreed. Item 5 shows that 60% agreed that the leader awards lecturers with impressive titles, 40% disagreed. In item 6, 20% strongly agreed that the head acknowledges lecturers achievement while 80% agreed. Item 7 indicates that 60%

strongly agreed that institutional facilities are provided to academic staff, 30% agreed while 10% strongly disagreed.

However, in item 8, 30% agreed that the head consult his staff in decision making process, 60% agreed while 10% disagreed. Item 9 shows that 50% of the respondents strongly agreed that the leader provides adequate chances for professional growth and development/advancement, 40% agreed while 10% disagreed. Item 10 also indicates 40% strongly agreed that the head establish a good relationship with his/her lecturers while 60% agreed.

Research Question Two: what motivational strategies are commonly used by the heads of higher educational institution?

Table 2: The motivational strategies that are commonly used by the heads of higher educational institution.

S/N	Statements	S.A	%	A	%	S.D	%	D	%
1.	The management ensures prompt payment of salary and other remunerations to lecturers	1	10	8	80	1	10	-	-
2.	I use democratic technique in solving problem	3	30	7	70	-	-	-	-
3.	I encourage staff promotion an advancement as at when due	1	10	8	80	-	-	1	10
4.	I encourage staff development programme	9	90	1	10	-	-	-	-
5.	I am staff centered in my approach to work	1	10	7	70	-	-	2	20

Premised on item 1 above, 10% strongly agreed that the management ensure prompt payment of salary and other remunerations to lecturers while 80% agreed and 10% strongly disagreed. Furthermore, item 2 indicates that 30% strongly agreed that they often use democratic technique in solving problem while 70% agreed. In item 3, 10% however strongly agreed that the head often encourage staff promotion and advancement as at when due while

80% agreed and 10% disagreed. Also in item 4, 90% out of 100% strongly agreed that they encourages staff development programme while 10% agreed. In item 5, 10% strongly agreed to be staff centered in their approach to work and 70% agreed while 20% disagreed.

Research Question Three: What are the indices that aid staff academic performance?

Table 3: The indices that aid staff academic performance

S/N	Statements	S.A	%	A	%	S.D	%	D	%
1.	Encouragement for creativity and innovation by head leads me to better performance	28	56	22	44	-	-	-	-
2.	Appreciation on genuine efforts motivate me to do even better	19	38	29	58	-	-	2	4
3.	Does the head provide regular payment of salary and other remuneration to enhance performance?	9	18	15	30	7	14	19	38
4.	Cooperation of the head enhances my performance	18	36	30	60	-	-	2	4
5.	Award with impressive title ensures the better performance of academic staff	6	12	25	50	7	14	12	24
6.	Acknowledgement on achievement enhances my performance	18	36	26	52	1	2	5	10
7.	Provision of institutional facilities by the head augments my performance	31	62	19	38	-	-	-	-
8.	Participation in decision making about academic matters promotes performance	21	42	28	56	-	-	1	2
9.	Does the management give adequate chances for professional growth and research advancement to increase performance?	6	12	40	80	1	2	3	6
10.	Relationship with the head enhances the performance of lecturers	12	24	16	32	2	4	20	40

Based on the above, item 1 shows that 56% strongly agreed that encouragement for creativity and innovation by head leads them to better performance while 42% agreed. In item 2, 38% strongly agreed that appreciation on genuine efforts motivate them to do even better, 58% agreed while 4% disagreed. Based on item 3, 18% of the respondents strongly agreed that their head provide regular payment of salary and other remuneration to enhance their performance, 30% agreed while 14% strongly disagreed and 38% disagreed. In item 4, 36% strongly agreed that cooperation of the head enhances their performance, 60% agreed while 4% disagreed. Item 5 above also shows that 12% of the respondents agreed strongly that award with impressive title ensures the better performance of lecturers, 50% agreed, 14% strongly disagreed while 24% disagreed. However, item 6 on the above table also indicates that 36% strongly agreed that acknowledgement on achievement enhances their job performance, 52%

agreed while only 2% strongly disagreed and 10% disagreed. In item 7, 62% strongly agreed that institutional facilities by head arguments their performance, 38% also agreed.

However, item 8 shows 42% of the respondents strongly agreed to the fact that participate in decision making on academic matters promotes performance, 56% agreed while only 2% disagreed. In item 9, only 12% of the respondents strongly agreed that the management give adequate chances for professional growth and research advancement to increase their performance, 80% of them agreed while only 2% strongly disagreed and 6% disagreed. Above all, item 10 reveals that 24% strongly agreed that relationship with the head enhances the performance of lecturers, 32% agreed while 4% strongly disagreed and 4% of the respondents also disagreed.

XI. DISCUSSION

From the research analysis in question one; the study revealed that heads motivates their lecturer to be more innovative as according to Lee and Yu (2010) innovation is the adoption of new approach to an organization. The study shows that heads does not appreciate their lecturers work openly. The study also indicates that the university management to some extent gives regular payment of salary and other remuneration to lecturers which is extrinsic in nature as according to Shank (2012) who sees such reward as tangible and individual must prove themselves to someone in order to obtain the reward.

However, through the analysis, it was discovered that the lecturers are performing up to the expectation of their heads as the heads also engage in the award of impressive titles to the lectures. Furthermore, Bandele (2003) noted that the relevant of physical facilities cannot be neglected. The study however found that institutional facilities are adequately provided to enhance the job performance of academic staff in Adekunle Ajasin University. Through the data analysis in research question one (1), it is clear that the heads involves academic staff in the process of decision making regarding academic issues in the school as this tend to enhance group and individual participation on vital academic issues. The research also find out that heads provides adequate research development and advancement to the lecturers and establishes a positive relationship with their lecturers.

Premised on research question two (2), the study revealed that salary and other remunerations are not often provided to academic staff. However, the study conducted by Akinwunmi (2000) and Blaike (2002) shows that other underlying factors such as social status, school leadership and management style if not properly administered undermine teachers' responsibilities toward their work. From the data interpretation above, the heads commonly adopt democratic style in leading the affairs of their lecturers. The table also shows that encouragement of staff development programme is highly and commonly used by heads of higher educational institution to motivate academic staff. As against the Frederic Taylor scientific approach to management, majority of the heads commonly adopt human-relation technique as they are staff centered in their approach to work.

In research question three (3), this study revealed that the performance of lecturers is enhanced when their encouraged to be creative and innovative as according to Jones and George (2008) that managers must create an organizational setting in which people are encouraged to be innovative. According to the study, appreciation on genuine efforts motivate university lecturers to do even better while the prompt payment of salary and other remuneration which can be used to create physiological needs are not sufficiently provided to the lecturers to increase their performance at work. Furthermore, it is also seen that co-operation of the head and award with impressive titles has been seen through this study to be relevant as a motivating factor to some academic staff performance. Acknowledgement on achievement however,

also enhances the performance of lecturers as Shank (2012) emphasize on the importance of goals achievement of individual and organization as a key motivating factor toward performance. The study discovered that institutional facilities arguments the performance of lecturers as Akinfolarin (2008) identified facilities as a major factor contributing to academic performance in the school system. These include classroom furniture, recreational equipment, research facilities among others.

However, this study also found out that the involvement of lecturers in decision making on academic matters often promote their performance. The study equally found out that lecturers perform better when they are given adequate chances for professional growth and research advancement in line with the National Policy on Education NPE (2004). The study finally found out that good relationship with the head or leader enhances the performance of lecturers in higher institution of learning.

XII. CONCLUSION

The following conclusions were drawn in the light of finding of the study.

1. All the heads hold that they motivate lecturers to be more innovative and creative but majority of them do not appreciate their lecturer's work openly.
2. The study concluded that the management of the university fairly gives regular payment of salary and other remuneration to lecturers as the lecturers perform up to the management expectations.
3. The heads acknowledges their lecturers achievements and award them with impressive title as the case may be.
4. Heads provide institutional facilities and gives adequate chances for professional growth and research advancement to academic staff.
5. Heads are staff centered in their approach to work, encourage staff development programme and promote good relationship with their lecturers.
6. The study also concluded that majority of the heads commonly use democratic technique or style in solving problem and consult academic staff in decision making process.
7. Encouragement for creativity and innovation, appreciation on genuine effort, award with impressive titles and acknowledge on achievement enhances the performance of university lecturers.
8. Provision of regular payment of salary and other remuneration by the head promote the performance of lecturers.
9. Good relationship and co-operation with the head including participation in decision making about academic matters enhances lecturer's performance.
10. Above all, the study finds out that provision of adequate chances for professional growth, research advancement and institutional or instructional facilities arguments lecturer's performance.

RECOMMENDATIONS

Based on these findings, the following recommendations are made:

- Heads in higher institutions of learning should strive to encourage lecturers' creativity and innovation as this will further increase their performance at work.
- Universities and other tertiary institution should continue to provide adequate chances for professional growth and research development seriously to promote lecturers performance.
- Institutional facilities should also continue to be provided to facilitate effective teaching and delivery of knowledge as it improves academic performance. Managers of higher education institution are the resources for employees and they should make sure that their work environment is pleasant as such, cooperate and continue to establish good relationship with their academic staff to promote their performance.
- Based on the study finding that participation in decision making about academic matter promote performance, heads should continue to create a pleasant environment for lecturers to participate evenly on vital academic issues as this will continue to enhance job performance
- Salary and other remuneration have also been discovered in this research to be a key motivating factor which is not adequate. It is however recommended that management of higher institutions of learning should invest more in prompt payment of lecturers' salaries and other necessary remunerations and allowances to further advance lecturers performance.
- Based on the finding of this study, majority of the leaders adopts a democratic leadership style or technique which has been discovered to give employees free atmosphere to perform their duties. Universities and other tertiary institutions of learning should continue to adopt the appropriate leadership style such as democratic technique in solving problem and leading.

Award with impressive titles and acknowledgement on lecturer's achievement by the head has also been discovered to have a relative impact on lecturer's motivation. It is hereby recommended that heads should continue to engage in this as this will help to motivate lecturers to perform even better.

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AUTHOR'S PROFILE



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Publications

Published Books

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Published Articles

1. Akinfolarin A.V (2013) ASUU and F.G: A Negative Impact on Nigerian Education. African Spotlight; <http://africanspotlight.com/2013/08/26/asuu-and-f-g-a-negative-impact-on-nigerias-education>
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AWARDS/ HONORS:

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1. Community Comprehensive High School, Akungba Akoko, Ondo State, Nigeria. 1997-2006
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Publications

Published Articles:

1. Ehinola, G. B. (2012). Financial Efficiency, Available Recommended Textbooks and Academic Performance of Secondary School Students, *International Journal of Educational Administration, Planning and Research*, University of Calabar, Calabar. Vol. 5 (1) 36-44
2. Alimi, O. S. Ehinola, G. B. and Alabi, F. O. (2012). School Types, Facilities and Academic Performance of Secondary School Students in Ondo State, *International Education Studies*, USA Vol.5 (3) 44-48
3. Ehinola, G.B. (2013) Quality of Teachers and Academic Performance of Secondary School Students in Ondo State, Nigeria. *An International Journal of Science*, University of Manchester U.K Vol 2 (9) 140-144.
4. Akinfolarin, A.V and Ehinola, G.B.(2014). Motivation and Effective Performance of Academic Staff in Higher Education. (Case study of Adekunle Ajasin University Akungba-Akoko, Ondo State)

Awards/ Honors:

Most supportive Lecturer of the year Nov. 2011.