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## Motivational Programmes in Tertiary Education

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### ABSTRACT

*This paper discussed the concept of motivation and tertiary education in Nigeria. The paper looked at barriers to motivational programme in the tertiary institutions in Nigeria. The paper used secondary data and the data were collected from online publications and print materials from libraries. The paper concluded that barriers to motivational programme in the Nigerian tertiary institutions include poor funding, negative attitude of tertiary institutions administrators toward motivation, poor implementation of motivational policies, lack of departmental policies on motivation and poor training of tertiary administrators on motivation. Based on these barriers identified, the paper hereby recommended that the government should increase funding to various tertiary institutions, direct administrators of tertiary institutions to institutionalized motivational programme for staff yearly, implementation of welfare policies as formulated, prepare institutions' policy on motivation and training should be organize for tertiary institutions administrators on motivation.*

**KEYWORDS:** *Motivational programmes and Tertiary institutions.*

### Introduction

National Policy on Education (FRN 2013), defined tertiary education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

Tertiary education is an education designed for post-secondary education. Tertiary education is a social agents of progress and development in the society and aids technological advancement. Tertiary education is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services. This places tertiary education at the apex in the ranking of educational institutions and is designed to accommodate knowledge acquisition and production. Tertiary education are institutions of higher learning that provide facilities for teaching and research and are authorized to grant academic degrees such as bachelor,

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master and doctorate to students found worthy in character and learning.

The goals of tertiary education according to National Policy on Education (FRN 2013), shall be to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

The realization of tertiary education goals depends on availability of qualified and motivated academic and non-academic staff. Motivation is seen as an internal force propelling an individual to act in certain manners. Motivation is crucial to institutions development and growth. Institutions like educational institutions need motivation to be able to realize its goals. Due to the importance of motivation in tertiary institutions, motivational policies, programme and packages have been designed for most tertiary institutions to function with. There are established policies, programme and packages both monetary and non-monetary that has been put in place to be used for staff motivation in some tertiary institutions. Many managers and administrators in tertiary institutions are not deploying these motivational programmes, policies and strategies as there ought to be effectively used which is why it looked like a lot of staff in tertiary institutions in Nigeria are complaining of poor motivation. Based on the above fact, this paper is aimed to examine barriers to effective motivational programmes in the Nigerian tertiary institutions.

### Theoretical Framework

The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. Vroom stressed and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

The Expectancy theory states that employee's motivation is an outcome of: (1), How much an individual wants a reward (Valence), (2) the assessment that the likelihood of the effort will lead to expected performance (Expectancy) and (3) the belief that the performance will lead to reward (Instrumentality).

In short, **Valence** is the significance associated by an individual about the expected outcome. It is an expectation and not the actual satisfaction that an employee expects to receive after achieving the goals. **Expectancy** is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job. **Instrumentality** is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as believe in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes.

Thus, the expectancy theory concentrates on the following three relationships:

- **Effort-performance relationship:** What is the likelihood that the individual's effort will be recognized in his performance appraisal?

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- **Performance-reward relationship:** It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- **Rewards-personal goals relationship:** It is all about the attractiveness or appeal of the potential reward to the individual.

Vroom was of view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee's motivation level which in turn depends on three factors of expectancy, valence and instrumentality.

The relevance of this theory to the paper is that, manager of tertiary institutions should know that institution like that demand them to provide effective motivational programme to their staff because majorities of the staff have expectation of reward and they want to put their best to be rewarded well. The theory provide opportunities for tertiary institution managers to correlate the preferred outcomes to the aimed performance levels of the staff in a given task. The managers should ensure that the employees can achieve the aimed performance levels. The deserving employees must be rewarded for their exceptional performance. The reward system must be fair and just in an organization. Organizations must design interesting, dynamic and challenging jobs. The employee's motivation level should be continually assessed through various techniques such as questionnaire, personal interviews, etc.

### Concept of Motivation

Motivation is a key factor that determines the rate and success of the teaching-learning process. It also constitutes the main incentive that accelerates learning and the determination to preserve and sustain the long and often difficult teaching-learning process (Osakwe, 2014). (Bush and West-Burnham 1994), defined motivation as individual differences with regard to priorities, attitudes and aspects of lifestyle that people seek to fulfill in work. According to (Lawal 1993), motivation refers to an inner state that energises, activates or moves and directs or channels behavior towards goals. (Peretomode 2005), defined motivation as the process of influencing or stimulating a person to take action that will accomplish desired goals. He explained that teachers' motivation relates to a purposive and goal directed behaviour, performance and attitude towards work, stressing that such factors include physiological, psychological and environmental aspects of the individual employee's background. Academic staff motivation can arise from factors within the school system which, if favourable to them, could help improve their teaching effectiveness and thus improve on quality output (students). Motivation is an inspirational process which impels the members of the team to pull their weight effectively to give their loyalty to the group, to carry out the tasks properly that they have accepted, and generally to play an effective part in the job that the group has undertaken (Chand, undated). For (Hoy and Miskel 2008), motivation is a complex force, drives, needs, tensions, stress or mechanisms that starts and maintain activity towards the achievement of personal goals. Motivation is employed by leadership in universities to maintain behaviour geared at fulfilling personal objectives, which impacts on job performance. From the above, motivation can be seen as any force that can propelled an individual to carry out a particular action or performance. It is an invisible drive that influences an individual or institutions to act in certain manners.

(Ogunode, Kasimu, & Ibrahim, 2023) viewed motivation as perceived as an invisible force that compel and inspire individuals towards one direction or action for a greater productivity. Motivation is the force that propelled an individual to carry out specific functions without complain. Also, (Josiah, Audu, and Ogunode, 2023) defined motivation as that forces that influence an individual to give his or her best in an institutions and in realization of goals. Motivation is the drive that influences an individual to achieve the maximum output for himself or an institutions. Motivation according to (Ogunode, Salman, & Ayoko, 2023) the force driving an individual towards the attainment of certain goals or achievements. Motivation is an invisible drive that influences the

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action of an individual towards a particular goal. Motivation can be viewed as a force that is propelling an individual to carry out some tasks or production.

Motivation is a tool that can be employed in tertiary institutions to improve job performance of staff. There are two categories of staff in the tertiary institutions. The academic staff and non-academic staff. (Ogunode, Jegede, & Abubakar, 2020) viewed Academic staff as faculty members that are key components of tertiary institutions especially the universities. Academic staff as the name implies are professionals that handle the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementers of instruction in educational institutions. Academic staff are professional personnel in charge of teaching or lecturing in the higher institutions (Ogunode, & Adamu, 2021). The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching, researching and community services. They are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate professor/Reader and Professors. Academic staff are critical determiners in the attainment of higher education goals. Without them, the goals of higher education in the country cannot be achieved and (Ogunode, Jegede, Abubakar & Martina, 2020) defined non-academic staff as those professionals handling various non-teaching services in the higher institutions. Student welfare workers, secretaries, caretakers and cleaners form part of the non-academic professionals. Non-academic staff members are employees who work within the higher institutions and are contributing significantly to the success of higher education. Non-academic staff possesses a wealth of institutional knowledge, charisma and drive to ensure that the universities' missions, visions and objectives are attained. The contributions of non-academic staff highly impacts on the students' experience in the university environment. The cardinal programme of the universities include to produce manpower, conduct research and undertake community service, the non-teaching staff assist with research, teaching and community development.

Academic and non-academic staff needs motivation to help in the attainment of tertiary institutions goals. (Madumere-Obike et al. 2013) observed that without adequate motivation of tertiary institutions staff, the goals of education can never be achieved. Motivation is a very essential tool which a leader in the university can utilize to maintain productivity and support the advancement of the institution (Chiemeka-Unogu, 2020).

Tertiary institutions managers and administrators are saddled with responsibilities to motivate staff to carry out their functions. Staff in tertiary institutions need adequate motivation. According to (Kleinginna, & Kleinginna 1981), motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behaviour and gives it direction. Several studies on motivation have been undertaken by industrial psychologists and behavioral scientists. As a result, some theories about motivation and human behavior have been developed by researchers. Theories of motivation explore the sources of pleasure that people experience when they maintain equilibrium and preserve homeostasis by avoiding pain and over stimulation. The dynamic process of change in and of itself has important implications for employees in modern organizations. In particular, it affects their basic need to know who they are as a secure anchor amid incessant change. Frequent changes in organizations and in technology influence the power structure, the skills needed to excel on the job, an organization's values, and its managerial philosophy.

A motivated staff is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice. When academic staff are motivated, they become satisfied and more committed to their teaching job. It eventually leads to or contributes positively to

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the attainment of educational goals and objectives. The more satisfied staff are with their job the more productive they will be, and the healthier they will be physically, emotionally, socially and academically. This is only possible if the necessary motivational factors that enhance job performance and satisfaction are in place (Osakwe, 2014). (Abubakar, Soba, & Yusuf, 2022) and (Josiah, Audu,, and Ogunode, 2023) noted that Nigerian universities must pay attention on how to maintain and manage academic staff motivation at work so that they always focus on institutional goals. Maintaining employee motivation is very important because motivation is a driving force for every individual and underlies employees to act and do some things. Employees will not do things optimally if they do not have high motivation from within themselves to excel at work.

Tertiary institutions are mostly structured to motivate their staff that are outstanding in the performance of their duties. Most tertiary institution globally and including those in Nigeria has motivational policies, programme and strategies to use as a means of motivating their staff. Some of these motivational programme are monetary while other are not monetary in nature. Employee motivation is one of the most intensively studied topics in the field of social science (Manolopoulos, 2008). Motivated staff in tertiary institution explores their initiative to find solution to institutions' problems. Motivation in tertiary institutions environment enhances the efficiency of the staff. When staff are motivated, they can perform with commitment and dedication and the institutions achieve more. Motivation in tertiary institutions helps to transformed and improves team spirit of staff and this improves the work environment which lead to attainment of institutional goals. Motivated staff may not remain absent or leave the schools anyhow without a reason. They develop a sense of belonging towards the institutions and thus improve their job performance. Motivated staff take great care in handling educational resources committed to their hands and this help to reduce cost in the institutions resulting to higher benefits to the school. Motivation in the institutions encourages positive and cordial relationship among staff in the school.

Motivational programme are packages, policies and strategies that an institutions can use to motivate their staff at work. Motivational programmes are organized set of policies, strategies and procedure put in place by institutions to motivate the staff.. These motivational programme comes in difference forms. They can be monetary and non-monetary.

**Monetary factors are extrinsic to work, such as the following:**

1. Salary or wages: This is one of the most important motivational factors in an organization. Salaries and wages should be reasonably fixed and paid on time.
2. Bonus: Bonus is an extra payment over and above salary, and it acts as an incentive to perform better. It is linked to the profitability and productivity of the organization.
3. Financial incentives: The organization provides additional incentives to their employees such as medical allowance, travelling allowance, house rent allowance, hard duty allowance and children educational allowance.
4. Promotion (monetary part): Promotion is attached with increase in pay, and this motivates the employee to perform better.
5. Profit sharing: This is an arrangement by which organizations distribute compensation based on some established formula designed around the company's profitability.
6. Stock option: This is a system by which the employee receives shares on a preferential basis which results in financial benefits to the employees.

**Non-monetary factors are rewards intrinsic to work, such as the following:**

1. Status: An employee is motivated by better status and designation. Organizations should offer job titles that convey the importance of the position.

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2. Appreciation and recognition: Employees must be appreciated and reasonably compensated for all their achievements and contributions.
3. Work-life balance: Employees should be in a position to balance the two important segments of their life—work and life. This balance makes them ensure the quality of work and life. A balanced employee is a motivated employee.
4. Delegation: Delegation of authority promotes dedication and commitment among employees. Employees are satisfied that their employer has faith in them and this motivates them to perform better.
5. Working conditions: Healthy working conditions such as proper ventilation, proper lighting and proper sanitation improve the work performance of employees.
6. Job enrichment: This provides employees more challenging tasks and responsibilities. The job of the employee becomes more meaningful and satisfying.
7. Job security: This promotes employee involvement and better performance. An employee should not be kept on a temporary basis for a long period (Chand, undated).

It has been observed that many tertiary institutions do not implement the motivational policies and programme as contained in their scheme of services. Many staff are complaining of poor motivation in tertiary institutions globally and especially in Nigerian tertiary institutions. (Osakwe, 2014) stated that one main problem facing the Nigerian non-management academic staff of public universities today seems to be lack of job satisfaction and motivation. It is widely believed that a worker who is well motivated and satisfied with his or her job is likely to perform his or her duties very efficiently. The duties of staff are quite enormous. Attitude of academic staff and non-academic is affected by workforce conditions such as a positive and safe work environment, promotion, career progression, salary, team work, and the job itself. Also, when university authorities make decisions and behave as if staff opinions are not needed the staff would feel slighted and demoralized. This is an indication of the presence of job dissatisfaction and poor motivation. It may lead to negative consequences such as low productivity, intentional absenteeism, brain drain, apathy and low job performance. It is sad to note that because they lack job satisfaction, academic staff leave the universities for the industrial and oil sectors of the economy.

### **Barriers to Effective Motivational Programme in Tertiary Institutions in Nigeria**

There are many barriers to effective motivational programmes in the tertiary institutions in Nigeria. Some of these barriers includes; Poor funding, negative altitude of tertiary institutions administrators toward motivation, poor implementation of motivational policies, lack of departmental policies on motivation and poor training of tertiary administrators on motivation.

#### **Poor Funding**

Poor funding is major barrier to implementation of motivational programmes in the tertiary institutions in Nigeria. Motivational packages comes in different forms. Some motivational programmes involve physical resources that required funds to purchase them while other are just forms of gesture. Tertiary institutions administrators need adequate funds to fulfill monetary motivational programmes to staff. Huge funds are needed to pay allowances, salaries on time and implement other benefits in monetary forms. Staff training is another motivational strategy that required a lot of financial commitment before it can be implemented. Inadequate funds is one of the major reasons why tertiary institutions are not implementing the various motivational strategies that are capital inclined.

#### **Negative Altitude of Tertiary Institutions Administrators toward Motivation**

Another reason for poor motivational programme in the tertiary institutions is the negative attitude of majorities of managers in the tertiary institutions towards motivation of their staff. Many manager and administrator appointed to head units or departments in the higher institutions do not care about

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staff motivation. The managers and administrators are only interested in working and achieving institutional goals. The negative attitude of some of the academic leaders or directors in the tertiary institutions have reduced motivation to nothing in the institutions.

#### **Poor Implementation of Motivational Policies**

The poor implementation of motivational policies in the institutions' scheme of service is another problem that has prevented development of motivation in some tertiary institutions in Nigeria. Some tertiary institutions scheme of service has policies and programme for staff that has performed well in his or her responsibilities in the institution over time but poor implementation of such motivational policies like awards, recognition and promotions has hampered the development of motivation in the institutions.

#### **Lack of Departmental Policies on Motivation**

Lack of departmental policy on staff motivation in tertiary institutions is also a challenge to effective motivational programme in most tertiary institutions in Nigeria. Most tertiary institutions has a centralized motivational policies and programme for the general staff that has proven outstanding performance in his or her responsibilities. The accessibility to this motivational programme take a lot of due process and consultations. This prevent many head of department from applying for the motivation package for their staff. And some of this department do not have their own motivational policies or packages to give their staff.

#### **Poor Training of Administrators**

Poor training of tertiary institutions managers and administrators has also affected effective motivational programmes in most tertiary institutions across the country. Tertiary institutions are system that allows head of the institutions to appoint anybody he or she think is capable of supporting him or her to deliver and develop the institution. Heads of tertiary institutions are empowered to appoint head of departments and units in the institutions. Majorities of people appointed to head these units and departmenst are not professional administrators in educational institutions. Some of them by profession are scientists, engineers, Microbiologist, Zoologist, Mathematicians etc. that have not undergone any training on social relationship and motivation in organizational settings. Most of them do not have skills, knowledge and experience on impact of motivation in institution like educational institutions. Most of those appointed do not know the importance of motivation in an organization. They operate on the principles of their profession. It is unfortunate that majority of the directors and head of departments are not given leadership training at a workshop or seminar to prepare them for the position they are to occupy. The poor training of managers and administrators in some tertiary institutions in Nigeria have hampered development of effective motivational programmes in the institutions.

#### **Conclusion and Recommendations**

This paper looked at barriers to motivational programmes in the tertiary institutions in Nigeria and the paper concluded that barriers to motivational programme in the Nigerian tertiary institutions include poor funding, negative altitude of tertiary institutions administrators toward motivation, poor implementation of motivational policies and lack of clear policies and motivation.

Based on these barriers identified, the paper hereby recommended

- 1) Government should increase funding to various tertiary institutions and provide special fund for internal motivation of staff;
- 2) Tertiary institutions managers should direct administrators of tertiary institutions to institutionalized motivational programme for staff yearly,
- 3) Tertiary institutions managers should direct heads and directors to implement welfare policies as formulated in the institutions' scheme of service;
- 4) Tertiary institutions managers should prepare departmental policy on motivation and encourage heads and directors to use the policies effectively;

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5) Tertiary institutions managers should ensure trainings are organize for tertiary institutions administrators on motivation.

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