



Full Research Paper

Motivational Strategies as Determinants of Lecturers' Effectiveness in Nigerian Private Universities Amidst Covid-19 Lockdown: Evidence from Al-Hikmah University

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ABSTRACT

The ripple effect of Covid-19 pandemic made government to shutdown higher institutions in Nigeria. It is on this premise that this study examined motivational strategies as determinants of lecturers' effectiveness in Nigerian private universities with reference to Al-Hikmah University. Two research questions and three hypotheses were generated to guide the study. The population of the study consists of 142 academic staff in Al-Hikmah University. Stratified and simple random sampling techniques were used to select 108 respondents across the seven 7 faculties (Agriculture, Education, Health Sciences, Humanities, Law, Management Sciences, and Natural and Applied Sciences) for the study. An instrument titled "Motivational Strategies and Lecturers' Effectiveness Questionnaire (MSLEQ)" was adapted to elicit relevant from the respondents. Data collected were analyzed using descriptive and inferential methods. Findings revealed lecturers' high and moderate perception on availability of motivational strategies in Al-Hikmah University amidst covid-19. Also, promotion and salary were found as determinants of lecturers' effectiveness. On the contrary, working condition was found not to be determinant of lecturers' effectiveness. Based on the findings, the study recommends that salaries and allowances of lecturers should be paid regularly, this will ensure optimal job performance of the lecturers. Lastly, staff promotion should be carried out as at when due, this will spur them to be committed in discharge of their duties.

Keywords: Covid-19, Lockdown, Motivational Strategies, Effectiveness, Private Universities

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1. INTRODUCTION

Globally, it is acknowledged that academic staff in universities are needed for effective implementation of policies and programmes that are designed to achieve success. In fact, some scholars are of the view that there are several factors that motivate staff to be efficient and effective in terms of teaching, research and community development (Daumiller, Stupnisky & Janke, 2020; Falola, Adeniji, Adeyeye, Igbinnoba & Atolagbe, 2020). Folunsho, Adewale and Abodunde (2014) opined that motivation is what makes people to help certain activities, persist in such activities and move them to a conclusive end. According to Mullins (2007), extrinsic motivation is related with meaningful rewards such as salary, promotion and the work environment while intrinsic motivation bothers on psychology rewards such as opportunity open to the employee to use their ability and a sense of challenge and achievement in the workplace. But in another way, extrinsic motivation is external, while intrinsic motivation is internal or self-motivation. Motivation is seen as the propelling force in the behaviour of individuals. It is believed that motivation is what makes people to undertake certain activities, persist in such activities and bring them to a conclusive end.

Arowolo (2020) opined that job satisfaction is an effective reaction of feeling by an employee on, how happy or satisfied he is with the job, supervision, co-workers pay and his current and future career progress and potentials. Akinfolarin and Ehintola (2014) believed that lack of adequate working conditions and motivation mechanism has no doubt restate into lecturer's low morale which perpetually affects students' academic performance negatively. Munyengabe, Haiyan, Yiyi and Jeifei (2017) opined that factors that can aid lecturers' motivation include promotion, incentives, adequate salary, conducive lecture room environment, codes of conduct and cheer love of career. According to Yamoah and Ocansey (2013), motivation created a central component in going through the process of human learning. If an organization does not provide the ability to motivate its employees, the knowledge within the organization would be practically optimized. Thus, motivation refers to how much a person tries to work hard and well to the arousal, direction and subsistence of effort in work environments.

Motivational strategies are generally seen as a process through which workers are made to voluntarily give their best towards achievement of organizational goals in way that they would have performed if not motivated. Motivational strategies are processes, it therefore need a rational laid down procedure in its application in order to be effective. What motivate a particular worker may not motivate another worker. A manager therefore needs to design a special and appropriate way of motivating the workers in the organization. This is what is referred to as motivational strategy. Higher salaries and allowances improved conditions of services to raise the morale of lecturers, so that they could be dedicated and committed to their duty. Poor conditions of service have always been the major complaint of lecturers in Nigeria. The lecturers are the agent responsible for effective teaching learning process (Obasan, 2011).

In line with the government's directive on lockdown in Nigeria in 2020, as a result of high wave of coronavirus pandemic, the Management of Al-Hikmah University came up with mechanisms that can be used to ensure unbroken teaching of students despite the impediment of education. Specifically, the university came up with online teaching initiative, which helped them to



uninterrupted academic calendar. During the covid-19 lockdown, lecturers in the university were highly engaged in the delivery of online lectures to students.

It is on this premise that this study examines motivational strategies as determinants of lecturers' effectiveness in Nigerian private universities with focus on Al-Hikmah University.

2. LITERATURE REVIEW

Review of literature indicates that several studies have been carried out on motivation as determinant of satisfaction but those studies used one or two dimensions of motivation to determine workers' performance in organization. For instance, Owenvbiugie and Ekhaise (2020) focused on promotion as predictor of job performance using survey method. The study concluded that motivation is a "pre-potent state that energizes and guides behavior. It is rarely measured and directed but is inferred from changes in behavior or even attitudes. The study of Hren (2020) using dimensions of motivation (promotion and salary) to determine employees' job performance concluded that motivation is the degree of readiness of an organization to pursue some designed goal, and it implies the determination of the nature and locus of the forces inducing the degree of readiness.

Sharifard, Asayesh, Hosseini and Sepahvandi (2020) found that motivation is concerned with how behavior gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organization while all is going on. Motivation is the process of influencing or stimulating a person to take action that will accomplish desired goal. The research investigated by Asogwa, Onah and Gideon (2020) using two aspects of motivational strategies (salary and promotion) revealed that motivation is willful desire to direct one's behavior towards goal. Ginika, Phoebe and Emenike (2021) opined that motivation is the complex forces, drives, needs, tension states, or other mechanism that start and maintain voluntary activity directed towards the achievement of personal goals.

Also, in school context, research has been documented in the area of motivation by using one or two dimensions of motivation for determine lecturers' effectiveness. For instance, the study of Abejirinde (2009) on the relationship between motivation and work performance of employees of public and private universities in Nigeria revealed that promotion is positively correlated with employees' performance. Tella, Ayeni and Popoola (2007) conducted study on the relationship between motivation and organizational commitment of library personnel in academics.

They found out that the desire to be promoted and earn enhanced pay motivate workers. When lecturers' are promoted as and when due, they are highly encouraged to do their work with passion. Promotion of lecturers to senior ranks may attract higher responsibilities and it highly motivates them. Arowolo (2020) conducted research motivational strategies and lecturers' performance in public university. The outcome of the study revealed that promotion and salary were used to increase the performance of lecturers in public university. Siddiqui, Thomas and Soomro (2020) concluded that factors such as good salary, condition of service were found to be predictors of academic staff performance. Furthermore, the work of Munyengabe et.al, (2017) revealed some major factors affecting motivation and job satisfaction of lecturers within a university.



The study concluded that there are factors affecting motivation and job satisfaction, these include cheer love of career, salary, incentives and promotions, social, code of conduct and classroom environment for independent variables and factors such as financial rewards, opportunity for advancement, relation with supervisors, workload and stress level; respect co-workers and working conditions were factors analyzed in the dependent variable. Olajide (2010) concluded that employees' promotion is a motivating factor used by managers to motivate their workers. Ulabor, Chima and Hakeem (2014) investigated the form and scope of employee motivation method in Nigeria education sector, one of their outcomes was that many of the employees are satisfied by the interest to earn better wages and salaries.

Obalum and Fiberesima (2012) found out that the Nigerian employees place value on employer who grants medical allowances as incentives. The authors examined that medical facilities are scarce and expensive and that employers see the offering of medical incentives as a means of satisfying employees. The research conducted by Handy (2017) concluded that comfortable workplace would motivate lecturers' to perform their jobs well. He mentioned the work environment that may facilitate lecturers' job performance to be provision of adequate tools and equipment such as public address system, computer, resource materials for teaching and good offices. He concluded that adequate working environment provides comfort to lecturers' and boost their morale. On the other hand, bad working environment brings frustration and regret and it will affect negatively the job performance of lecturers.

Theoretically, this study is anchored on Herzberg two-factor theory which examined the relationship between job and employees' satisfaction and dissatisfaction. The theory is also called the motivation-hygiene theory because Herzberg considered the factors that satisfy employees to be motivators and those factors that were dissatisfying to be hygiene factors (Thant & Chang, 2021; Sobaih & Hasanein, 2020). According to Herzberg, items such as responsibility, work, growth, advancement and recognition, and achievement are seen as motivational factors (hygiene or satisfiers factors) because they stemmed from the intrinsic content of a job and they satisfy higher needed while some other items (e.g. company policy, salary and job security, and supervision) are classified as non-transformational factors (dissatisfies) because they stemmed from lower needs (Alrawahi, Sellgren, Altouby, Alwahaibi & Brommels, 2020). In view of the foregoing review on motivation, therefore, the current study intends to assess three dimensions of motivation as determinants' of lecturers' effectiveness in Al-Hikmah University, Nigeria. The conceptual framework of the study is given below:

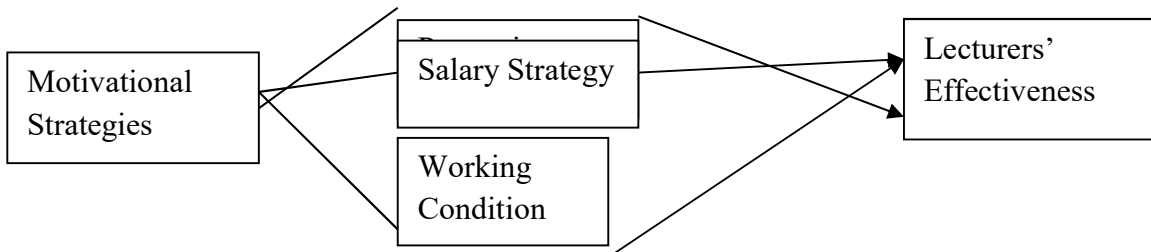


Figure 1: Conceptual Framework of the Study



3. METHODOLOGY

In this section we present the research questions, hypotheses, research design, instrumentation and method of data collection

3.1 Research Questions

1. What is lecturers' perceived level on motivational strategies and effectiveness in Al-Hikmah University?
2. What is the relationship between motivational strategies and lecturers' effectiveness?

3.2 Research Hypotheses

- H₁: There is significant relationship between promotion and lecturers' effectiveness
H₂: There is significant relationship between salary strategy and lecturers' effectiveness
H₃: There is significant relationship between working condition strategy and lecturers' effectiveness

3.3 Research Design/Population of the study

The research design adopted for the study on the motivational strategies as determinants of lecturers' effectiveness during covid-19 lockdown was descriptive survey type. The population of the study consists of all academic staff in Al-Hikmah University. Specifically, it consists of 142 academic staff based on the data obtained from the Registry Unit of Al-Hikmah University. Based on the population of 142 academic staff in Al-Hikmah University, the sample size of 108 was determined via the use of Krejcie and Morgan's (1970) sampling table. More so, two sampling techniques were used to determine respondents. Firstly, stratified sampling technique were used to group faculties in the university such as (Agriculture, education, health sciences, humanities and social sciences, law, management sciences and natural and applied sciences). Secondly, simple random sampling technique was used to select 108 respondents from the faculties.

3.4 Instrumentation

In this study, instrument used for this study was adapted from the work of Mustapha (2020) used to elicit relevant data. The instrument is tagged "Motivational Strategies and Lecturers' Effectiveness Questionnaire (MSLEQ)". The instrument was subjected to both face and content validity in order to ensure that items contained in the instrument measure the objectives of the study. To achieve the foregoing thus, the instrument was given to lecturers in the Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University for their inputs to ascertain both face and content of the adapted instrument. Furthermore, the reliability of the instrument was achieved to ensure that the instrument is reliable and can be used for data collection. To achieve this, pilot study was conducted with 50 lecturers that were selected from Kwara State University, Malete. The data collected were analyzed which yielded the cronbach alpha of 0.96, 0.84, 0.81 and 0.88 for motivational strategies, factors, measures and lecturers' effectiveness respectively.



3.5 Method of Data Collection

Before the questionnaire was administered, the consent of respondents was sought where the purpose of the study was communicated with them. After they have been properly informed, questionnaires were administered by the researcher with the help of two trained research assistants. Specifically, cross-sectional method of data collection was employed because the questionnaires administered were collected from the respondents immediately. The data collected were analyzed with the use of Statistical Packages for Social Sciences (SPSS) Software and Partial Least Square (Structural Equation Modeling) software. Descriptive analysis was performed to provide answer to research question 1 while inferential analysis was performed to provide answer to research question 2 based on the hypotheses generated.

4. DATA PRESENTATION AND ANALYSIS

In this section we present the data out;look and analysis for same

4.1 Demographic Characteristics of the Respondents

Table 1:

Profile of the Respondents

Variable	Frequency	Percentage (%)
Gender		
Male	65	79.3
Female	17	20.7
Total	82	100
Marital Status		
Single	12	14.6
Married	69	84.1
Divorced	1	1.2
Total	82	100
Lecturer I	47	57.3
Lecturer II	19	23.2
Assistant Lecturer	14	17.1
Graduate Assistant	2	2.4
Total	82	100
Highest Qualification(HQ)		
BSc/Bed	2	2.4
MSc/MSc	30	36.6
PhD	50	61.0
Total	82	100
Length of Service		
Less than 5 years	56	68.3
6-11 years	23	28.0
11 years and Above	3	3.6
Total	82	100



Table 1 shows the profile of the respondents that participated in the study. The profile includes gender (male 65 (79.3%) and female 17 (20.7%). Marital status (single 12 (14.6%), married 69 (84.1%), divorced 1 (1.2), widow 0 (0.0)). Highest qualification (B.Ed or B.Sc 2 (2.4), M.Ed or M.Sc 30 (36.6), Ph.D 50 (61.0)). Length of service consists of less than 5years 56 (68.3), 6-10 years 23 (28.0), 11 years and above 3 (3.6).

Research Question one: What is lecturers' perceived level on motivational strategies and lecturers' effectiveness in Al-Hikmah University?

Table 2: Lecturers' Perception on Motivational Strategies and Effectiveness

S/N	Variable	Frequency	Percentage
1	Promotion		
	High	50	60.97
	Moderate	22	26.82
	Low	10	12.19
	Total	82	100
2	Salary		
	High	78	95.12
	Moderate	4	4.87
	Low	0	-
	Total:	82	100
3	Working Condition		
	High	28	34.14
	Moderate	40	48.78
	Low:	14	17.07
	Total	82	100
4	Lecturers' Effectiveness		
	High	68	82.92
	Moderate	12	14.63
	Low	2	2.43
	Total:	82	100

The table above depicts lecturers' perception on motivational strategies and effectiveness in Al-Hikmah University. On promotion, it revealed that 50 respondents demonstrated high perception, 22 respondents represent moderate perception and 10 respondents accounted for low perception as per promotion exercise in the university. On salary, 78 respondents accounted for high perception and 4 respondents represent moderate perception. On working condition, findings show that 28 respondents accounted for high perception, 40 respondents signifies moderate while 14 respondents represent low perception. Also, on lecturers' effectiveness in Al-Hikmah University, 68 respondents demonstrated high perception, 12 respondents accounted for moderate perception while 2 respondents represent low perception. For better understanding of lecturers' perception on motivational strategies and effectiveness, the figures below give a graphical analysis of the perception.

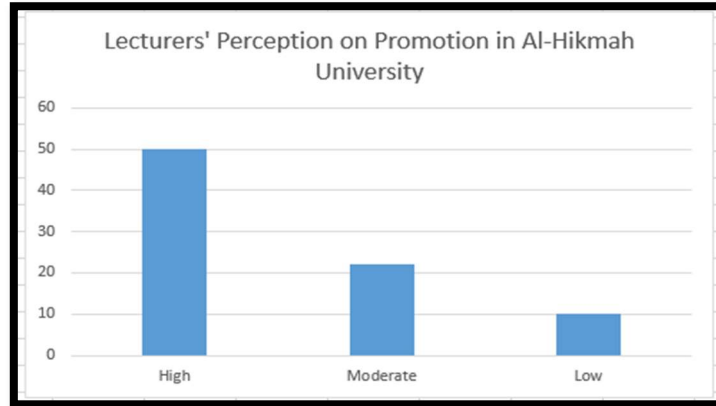


Figure 2: Lecturers' Perception on Promotion

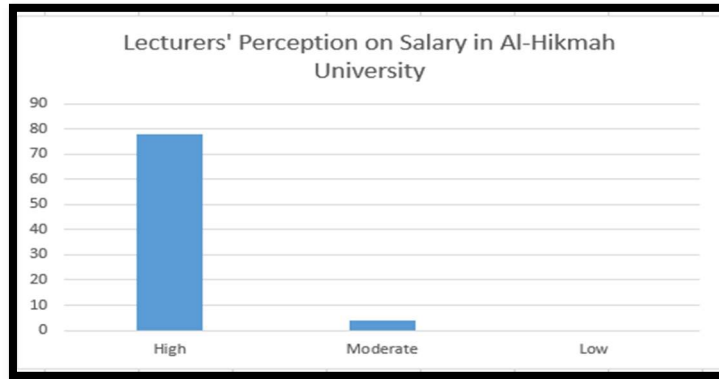


Figure 3: Lecturers' Perception on Salary

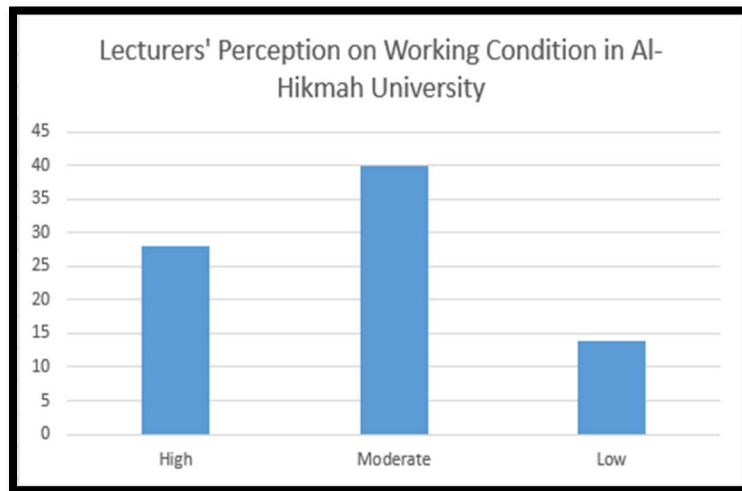


Figure 4: Lecturers' Perception on Working Condition

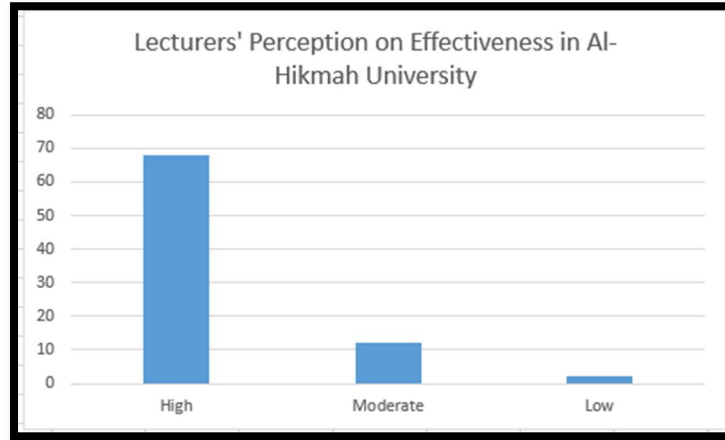


Figure 5: Lecturers' Perception on Effectiveness

Research Question Two: What is the relationship between motivational strategies and lecturers' effectiveness in Al-Hikmah University?

In order to provide answer to the second research question of the study, which is based on the relationship between motivational strategies and lecturers' effectiveness in Al-Hikmah University, PLS software was used to assess the measurement and structural model of the study. Specifically, the measurement model assessment encompasses the testing of individual item reliability, internal consistency reliability, convergent and discriminant validity of the model (Hair, Ringle & Sarstedt 2012). The figure below indicates the measurement model estimate of the model:

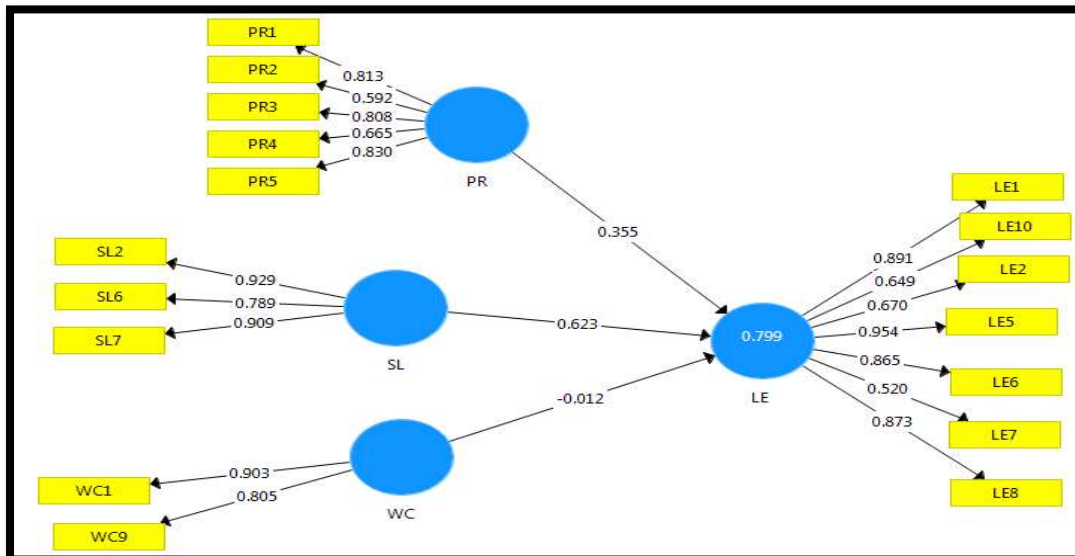


Figure 2: Measurement Model of the Study



In order to ensure good reliability of individual item of the model, the loadings of the constructs' measure were examined. In consistent with the benchmark of .40 for item retention in PLS analysis, all items in the model loaded more than the minimum benchmark of .40. Specifically, it loaded between 0.520 (minimum) and 0.929 (maximum) as contained in Figure 2. Also, we adopted composite reliability to measure the overall reliability of the items as suggested by Henseler et al. (2009). The table below depicts the cronbach alpha, composite reliability and average variance extracted of the model.

Table 3: Composite Reliability and Average Variance Extracted (AVE)

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Lecturers' Effectiveness (LE)	0.893	0.917	0.622
Promotion (PR)	0.812	0.862	0.559
Salary (SL)	0.848	0.909	0.770
Working Condition (WC)	0.821	0.845	0.732

Moreover, we assessed the convergent and discriminant validity of the model. Convergent validity intends to measure a particular construct and it takes into consideration two things that are supposed to be measuring the same construct and shows that they are actually related. To ensure that adequate convergent validity is achieved as shown in Table 3, we used Fornell and Larcker's (1981) process for scrutinizing the average variance extracted of the study constructs because it is assumed that the average variance extracted usually estimate which measures the amount of variance captured by a construct in respect to the variance due to measurement error. Therefore, the AVE loadings in this study fall within the threshold of 0.5, which is an indication of adequate convergent validity. Thus, as shown in Table 3, the AVEs of lecturers' effectiveness loaded at 0.622, while promotion, salary and working condition yielded 0.559, 0.770, and 0.732, indicating that the variance in the indicators were explicated by the common factor. Additionally, discriminant validity of the study was achieved with lecturers' effectiveness, promotion, salary and working condition loading at 0.789, 0.748, 0.616 and 0.577 respectively, indicating adequate discriminant validity in the present study. Table 4 depicts adequate discriminant validity of the constructs.

Table 4: Discriminant Validity of the Study

Construct	LE	PR	SL	WC
Lecturers' Effectiveness	0.789			
Promotion	0.745	0.748		
Salary	0.848	0.616	0.878	
Working Condition	-0.551	-0.541	0.577	0.855



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Table 5: Outer Loadings

Construct	LE	PR	SL	WC
LE1	0.891			
LE10	0.649			
LE2	0.670			
LE5	0.954			
LE6	0.865			
LE7	0.520			
LE8	0.873			
PR1		0.813		
PR2		0.592		
PR3		0.808		
PR4		0.665		
PR5		0.830		
SL2			0.929	
SL6			0.789	
SL7			0.909	
WC1				0.903
WC9				0.805

Table 6: Loadings

Construct	LE	PR	SL	WC
LE1	0.891	0.593	0.875	-0.454
LE10	0.649	0.441	0.389	-0.172
LE2	0.670	0.511	0.470	-0.107
LE5	0.954	0.718	0.831	-0.636
LE6	0.865	0.753	0.789	-0.666
LE7	0.520	0.436	0.326	-0.502
LE8	0.873	0.588	0.744	-0.358
PR1	0.637	0.813	0.516	-0.445
PR2	0.309	0.592	0.327	-0.440
PR3	0.604	0.808	0.501	-0.248
PR4	0.282	0.665	0.048	-0.479
PR5	0.728	0.830	0.651	-0.619
SL2	0.798	0.447	0.929	-0.479
SL6	0.698	0.718	0.789	-0.552
SL7	0.733	0.474	0.909	-0.440
WC1	-0.537	-0.586	-0.457	0.903
WC9	-0.389	-0.301	-0.512	0.805

4.2 Structural Model of the Study

After succeeding in assessing the psychometric properties of the measurement model, then assessment of the structural model was performed so that the significance of the model can be obtained. This makes it easy to accept or reject the four hypotheses generated for the study. However, before assessing the structural model, we performed bootstrapping by using 500 values to estimate the sample of 81. The results of the bootstrapping help to generate the significance of the table. Figure 3 and Table 10 below depict the structural model of the study and significance of the table respectively.

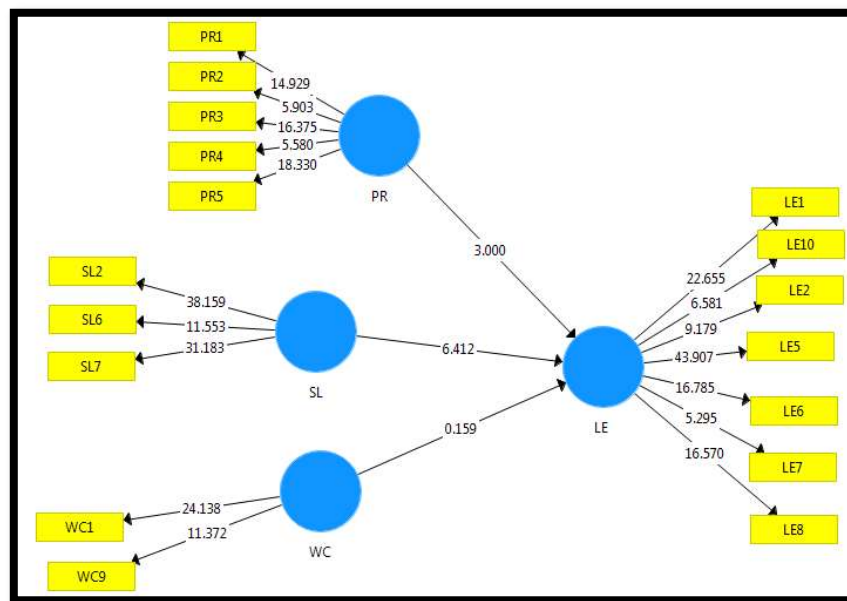


Figure 3: Structural Model of the Study

Table 7: Hypotheses Testing

Construct	Original Sample	Standard Deviation	T Statistics	P Value
Relationship between Promotion Strategy and Lecturers' Effectiveness (PR>LE)	0.355	0.118	3.000	0.003
Relationship between salary strategy and lecturers' effectiveness (SL>LE)	0.623	0.097	6.412	0.000
Relationship between working condition strategy and lecturers' effectiveness (WC>LE)	-0.012	0.074	0.159	0.874



5. DISCUSSION

In line with the first research question of the study, which was based on lecturers' perceived level on motivational strategies and effectiveness in Al-Hikmah University, findings indicate high perception for promotion and salary strategies while moderate perception was established for working condition. In the same vein, lecturers in the university tended to have high perception for effectiveness. The findings are in tandem with the study conducted by Abejirinde (2009) who concluded increase in salary and promotion propel staff to be committed and dedicated to duties in the school system. Specifically, higher salaries and allowances was highly perceived as the most motivational strategy for retaining staff. Olajide (2010) established that employees that are highly motivated in terms of promotion have the tendency to perform well in the organization where they work. The current findings are synonymous with the Herzberg's two-factor theory which postulates that high availability of factors such as promotion, recognition and salary boost morale of workers in the organization. Those factors are considered as important ingredients that employers must use to motivate their workers for the purpose of achieving the objectives of the organization (Thant & Chang, 2021; Sobaih & Hasanein, 2020).

In consonance with the second research question of the study, which was based on the relationship between motivational strategies and lecturers' effectiveness in Al-Hikmah University, three research questions were generated and tested with the use of PLS Software. The first hypothesis postulated that there was relationship between promotion strategy and lecturers' effectiveness. Interestingly, path analysis results showed relationship between promotion and lecturers' effectiveness as shown in Table 7. The findings are in congruent with the study of Handy (2017) who concluded that promotion is an important determinant of employees' productivity. The current study is also in tandem with the study conducted Tella et al. (2007) who found that factors such staff regular promotion and recognition are determinants of employees' effectiveness in an organization.

Also, our findings aligned with the Herzberg two-factor motivation theory, which assumes that items such as work, advancement and recognition are hygiene or satisfiers factors that can be used to motivate employees in an organization (Yamoah & Ocansey, 2013). The second research hypothesis postulates that there was relationship between salary and lecturers' effectiveness in Al-Hikmah University. Evidence from path analysis results revealed a link between prompt payment of salary as determinant of lecturers' effectiveness. The findings corroborate the study conducted by Ulabor et al. (2014) who found that motivating factors like factors such as good salary and recognition and increased job security as important to factors that can be used to determine academic staff effectiveness in universities.

Do et al. (2020) observed that regular payment of lecturers' salary will help them meet their needs and be stimulated to work harder. Employees are satisfied by the interest to earn better wages and salaries. Obalum and Fiberesima (2012) established that employees place value on employer who grants medical allowances as incentives and that employers see the offering of medical incentives as a means of satisfying employees. The third research hypothesis postulated that there was relationship between working condition and lecturers' effectiveness in Al-Hikmah University.



Surprisingly, the path analysis results indicate no connection between working condition. It implies that working condition does not serve as factor that can be used to determine the effectiveness of lecturers in classroom. The findings coincide with the work of Munyengabe et.al (2016) who established that no matter level of staff working condition, it does not really guarantee employee success in organization. The research conducted by Owenvbiugie and Ekhaise (2020) found no significant relationship between working condition and staff job performance in secondary schools. Daumiller, Stupnisky and Janke (2020) found no link between working policy and lecturers' effectiveness in higher institutions.

6. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that during covid-19 lockdown in Nigeria, lecturers in Al-Hikmah University were motivated with regular payment of salaries, provision of internet facilities, and payment of festive bonus. These mentioned strategies motivate lecturers to perform their jobs efficiently and effectively. In view of the findings of the study, the following recommendations were made:

1. Salaries and allowances of lecturers should be paid regularly since they are as determinants
2. of lecturers' effectiveness.
3. Lecturers should be sponsored to acquire higher qualification which will enhance their productivity in the university.
4. Lecturers should be sponsored for workshops, conferences and seminars, this enable them to be updated and more productive in the discharge of their duties.
5. Payment of festive bonus (e.g. Ramadan packages and Christmas bonus) to lecturers should be sustained so as to motivate them to perform their duties with great enthusiasm.
6. Qualified lecturers should be promoted as and when due in order to motivate them in their job performance.
7. Provision of modern ICT and power supply should be sustained in the university, this will enhance the performance of lecturers.

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