

EXTRINSIC MOTIVATIONAL TOOLS AS A MANAGEMENT STRATEGY FOR ENHANCING LECTURERS' PERFORMANCE IN SOUTH-EAST UNIVERSITIES IN NIGERIA

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Abstract

In the universities today, lecturers strive to attain a certain level in their career through teaching, research and community service. They also strive to produce high quality graduates in their chosen fields by applying skills, abilities and expertise. These lecturers' need to be appreciated and encouraged so as to sustain their dedication and commitment to duty. The purpose of the study, therefore, is to use faculty recognition and appreciation as extrinsic motivational tools in the management of lecturers' commitment to sustain qualitative scholarship in the south-East universities. The population is made up of 112 academic managers. A total of one hundred and twelve (112) Faculties' Deans and HODs from five public universities in the South - East were randomly selected for the study. Researcher made instrument was used in collecting the data which were tested for reliability using Cronbach alpha. A reliability coefficient of 0.71 was obtained. Data collected was analyzed using statistical mean while the hypotheses were analyzed using t-test statistics. It was found that the use of appreciation and recognition by the faculty deans, enhanced performance of lecturers in teaching, research and other administrative responsibilities. Also, the perception of male and female lecturers did not differ in the use of recognition and appreciation as motivational tools. Based on the findings, it was recommended that faculties should encourage lecturers by using appreciation and recognition as motivational tools in boosting their self-esteem, self-actualization and creating a balance between hard work and reward.

Keywords: Extrinsic, Motivational Tools, Management Strategy, Lecturers' Performance

Introduction

Motivation is an internal state that energizes individuals to act in certain ways. It arouses, directs and maintains a behaviour (Okereke, 2014). Psychologists considered some questions under motivation: what are the reasons people give about how their behaviour? Why do some people get committed to duties while others do not? Why would person A carry out a responsibility immediately while person B keeps postponing doing it? What is the level of individuals involvement in the chosen activity? What makes a person to persist in an activity or give up? What is the person's feeling and thinking about the duty or activity assigned to him/her to what extent do such state of mind affect the management of the faculty?

The answer to these questions will put one in a better understanding of how motivation works. There are two types of motivation, namely: Intrinsic and Extrinsic motivation but, the focus of this study is on extrinsic motivation (the use of appreciation and recognition). Shenaq (2021) states that extrinsic motivation concentrates on the reasons that are directed by the goal such as rewards received when performing a task. Extrinsic motivation involves engaging in behaviours believed to be instrumental and to some consequence. That is, when something is done for a reason or the other. As observed by Ogbonnaya, Awosanya, Emmanuel, Ajibode, Akinwunmi, Zangonde, & Ayena (2023), individuals act in certain ways to achieve desired outcomes, such as tangible prizes or to avoid a penalty that has been promised. People are pulled toward behaviours that lead to outside rewards and pushed away from actions that lead to negative consequences. Extrinsic motivation is indispensable in the learning environment. It involves measures used to induce both learners and

instructors toward effective performance. It is used to attain outcomes that a person would ordinarily not achieve.

Extrinsic motivation can be enhanced by several factors which include: recognition and appreciation (physical reward). For the sake of this research, recognition and appreciation will be discussed as tools for effective management of lecturers' commitment to duties and their performance. Man, ordinarily wishes to have self-esteem which is boosted by motivating factors like recognition and appreciation. Sri (2020) state that effective system of recognition and appreciation should encourage appropriate outcomes and regular participation, which are fundamental to creative learning and teaching environment. Whether in the work place, school and home, individuals wish to be praised and recognized for work done well. Hence, in a bid to gain this recognition, according to Igomu, (2023), recognition, career development, and work-life balance can enhance employees' sense of value and belonging within the organization, increase their work engagement and motivation, and ultimately contribute to their job satisfaction. Recognition, as a motivating tool, can be used to foster a close-knit team environment, encourage staff to achieve high productivity and reduce inattentiveness to duties. Recognition, being the sense, which is given to an individual for being a valued person of the organization spurs lecturers to go extra miles in the discharge of their duties. A look at Maslow's hierarchy of needs, has money at the lowest level which shows that other needs are better motivators. McGregor in his own theory, places money in his theory X category and feels it is a poor motivator. While, praise and recognition are placed in the theory Y category and are considered stronger motivators than money.

There are many ways to express recognition, one common feature is that it conveys to employees that their value at work is recognized. These include open praise, public pronouncement of individuals positive/negative behaviour or otherwise, (Yang, Jiang, & Cheng, 2022). Researchers have observed that students who are popular in school as a result of their performance, will hardly fail to perform better in class as performing lesser will reduce their fame and devalue them in the presence of both teachers and mates.

Thus, while they strive to maintain their fame, non-famous ones strive to improve their performance in order to gain such fame. The same applies in the work place like universities and other higher institutions; lecturers who are recognized and famous for their uniqueness at duties will be inwardly motivated to either do more or to maintain the equilibrium.

In every of human endeavour, every individual wish to be appreciated especially when he presumes that he has done something positive. Words like "thank you", "well done", are examples of appreciative words which are capable of positively motivating individuals to do more, even when they are tired of producing further results (Okereke, 2014; Baumeister & Vohs 2004). Motivation is a key factor in effecting desirable changes in persons. When people receive praise, certificates, or other forms of recognition for their efforts, they are more likely to develop a positive self-image and a belief in their abilities. However, the effectiveness of praise as a motivator can vary depending on the individual and the type of praise given. (Roslida, Hotma, Alex & Mandasari 2023)

However, this issue has not been given adequate attention in the universities in the South-East zone of Nigeria. Given the importance of motivation (extrinsic) in management of lecturers' performance, job satisfaction, professional growth and administrative activity; the application of motivational tools to enhance lecturers' commitment to duties becomes vital. Therefore, there is the need to make

lecturers (both male and female) get committed to duties. Can the use of appreciation and recognition (extrinsic motivational tools) from the Deans' and HODs' foster lecturers' commitment to duties? Kumarasinghe & Dilan (2021) saw management as a process of setting goals, planning, organizing, controlling and leading the execution of any type of activities. Basically, it involves the arrangement of the human and material resources and programmes available for education, and therefore, using them carefully and systematically for achieving educational objectives. This study posits management in the context of University Managers (Deans and HODs) in their use of motivational tools of appreciation and motivation in enhancing lecturers' commitment and performance level in the discharge of their duties in order to bring about an effective educational system. He further advised that school managers need to take cognizance of the importance of guiding and motivating qualified staff for the school. It is one thing to get qualified and committed staff and another thing, managing and motivating them, therefore, in order to have an effective staff, the managers (Deans' and HODs') will have to explore all the factors of job satisfaction and dissatisfaction within reach to motivate their lecturers', to ensure adequate service delivery. Motivational tools of appreciation and recognition should be used to achieve this. School managers should endeavour to spur their lecturers' by appreciating and recognizing, creative, innovative and hardworking lecturers regularly and promptly too. On the other hand, motivation should be used to encourage lecturers to discharge their duties faithfully if only they can, satisfy their basic needs through teaching, research and community service. Lecturers should be appreciated and recognized by the school managers in order to satisfy their desire to affect life positively, produce successful individuals, build people with positive attitude that will impact to the society and nation in general. When they are adequately motivated, their desire for achievement becomes stronger and also the mental and physical effort put in discharging their duty increases.

Hence, the need for this study, the use of faculty recognition and appreciation: extrinsic motivational tools as a management strategy for enhancing lecturers' performance to duties.

Statement of the Problem

The issue of poor performance of lecturers and their commitment to duties have been a source of worry to education stakeholders. It is clear that poor performance of lecturers in school will result to poor performance of students in academics. One begins to wonder the impact of recognition and appreciation on lecturers' performance and commitment to duty. Could poor motivation lead to poor performance? Could lack of recognition of lecturers' worth affect their performance level? This question is what prompted the present study.

Aim and Objectives of the Study

The aim of this study is to find out the use of faculty recognition and appreciation: extrinsic motivational tools as a management strategy for enhancing lecturers' performance to duties. Specifically, the objectives of the study sought to ascertain:

1. the perceived effect of recognition and appreciation on lecturers' performance.
2. the perceived impact of gender on the use of recognition and appreciation in enhancing lecturer's performance.

Research Questions

The following research questions guided this study;

- i. What is the perceived effect of recognition and appreciation on lecturers' performance?
- ii. What is the perceived impact of gender on the use of recognition and appreciation in enhancing lecturer's performance?

Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study.

Ho₁: There is no significance difference in the grand mean response of the Deans of faculties with the heads of departments' perception in the use of recognition and appreciation as a motivational tool on lecturers to enhance their performance and the expected group mean of 2.50.

Ho₂: There is no significance difference in the mean response of male and female of the Deans of faculties with the heads of departments' perception in the use of recognition and appreciation as a motivational tool on lecturers to enhance their performance.

Procedure

A survey design was adopted for this study because it assesses behaviours, opinions and preferences. The area of study was in South East Nigeria. Nigeria is the largest country in terms of population in Africa and it is situated in West - Africa. It has federal, State and private universities. Nigeria is divided into six geopolitical zones: North - East, North central, North West, South - East, South-South, and South - West. Each zone has states with federal and state universities. This study is limited to one federal and one state Universities in the South-East geopolitical zone. The population of the study include all 112 Heads of departments and Deans in Faculty of Education. The sample was drawn using random sampling technique. The instrument for this study was a self-constructed questionnaire titled "Extrinsic Motivation for the Management of Lecturers Questionnaire (EMMLQ) with 10 items structured on a four points scale. The items were structured to assess the motivational tools to enhance lecturers' commitment and performance level. The instrument was validated by 3 experts in Educational Psychology, Management, and Measurement & Evaluation. Using Cronbach alpha, a reliability index of 0.71 was obtained which ensured the adequacy of the instrument for use in the study. It was administered by the researchers and five research assistants over a period of five weeks with 112 copies retrieved giving a return rate of 100%. The research questions were analyzed using statistical mean while t-test was used to analyze the hypothesis.

Results

Table 1: Mean responses of deans of faculty perception on the effect of recognition and appreciation as a management strategy to enhance lecturers' performance.

S/N	Item Statements	N	X	SD	Decision
1.	Lack of appreciation of lecturers' commitment to duties lowers their morale	112	2.75	1.06	Agreed
2.	Non- recognition of lecturers' performance decreases their zeal	112	3.38	.86	Agreed
3.	Lecturers should be praised publicly when they do well	112	3.10	1.07	Agreed
4.	The use of "thank you" spurs lecturers to go extra miles in discharging their duty	' 112	2.50	1.11	Agreed

5.	Female Deans of Faculty appreciates their colleagues' efforts more	112	2.18	1.00	Disagree
6.	Male lecturers do not like to be recognized	112	2.30	.98	Disagree
7.	The use of "well done" in appreciating hard working lectures' increase their performance level	112	3.00	1.07	Agreed
8.	Hard working lecturers should be recognized by the Deans and HODS' regularly	112	2.97	.80	Agreed.
9.	Innovative lecturers should be encouraged through appreciation	112	3.04	.88	Agreed
10.	Creative lecturers should be recognized regularly	112	3.00.	91	Agreed

Table 1 shows that all the items were agreed by the respondents except items 5 and 6 that scored below the criterion mean and were seen as disagreed.

Table 2: Heads of Departments' and Deans of Faculty perception of the effect of gender on the use of recognition and appreciation as a management strategy to enhance lecturers' performance.

S/N	Item Statements	Gender	N	X	SD	Decision
1.	Lack of appreciation of lecturers' commitment to duties lowers their morale	M	35	2.69	.83	Agreed
		F	77	2.78	1.15	
2.	Non-recognition of lecturers' performance decreases their zeal	M	35	3.63	.60	Agreed
		F	77	2.26	.94	
3.	Lecturers should be praised publicly when they do well	M	35	3.43	.73.	Agreed
		F	77	3.18	1.06	
4.	The use of "thank you" spurs lecturers' to go extra miles	M	35	2.83	0.89	Agreed
		F	77	2.57	1.07	
5.	Female Heads of Faculty appreciates their colleagues	M	35	2.09	0.95	Disagree
		F	77	2.22	1.02	
6.	Male lecturers do not like to be recognized	M	35	1.89	.80	Disagree
		F	77	2.42	1.02	
7.	The use of "Praises" in application hardworking lecturers increases their performance to duty	M	35	2.94	1.03	Agreed
		F	77	3.08	.81	
8	Hard working lecturers should be recognized by the Deans of faculties and HODs'	M	35	3.30	.79	Agreed
		F	77	2.95	.81	
9	Innovative lecturers should be encouraged through appreciations	M	35	2.97	.82	Agreed
		F	77	3.00	.95	
10	Creative lecturers should be recognized regularly	M	35	3.11	.68	Agreed
		F	77	3.30	.89	
	Cluster mean	M		2.83	.32	Agreed
		F		2.73	.39	Agreed

Items above agreed by the male and female respondents exempting items 3 & 6 which were disagreed because their mean scores were below the criterion mean of 2.50. The high cluster mean shows the high agreement of the male and female respondents.

Table 3: Summary of t-test analysis of the difference between sample and population means.

N	X	μ	S.D	Df	t.cal	t.crti.	Decision
112	2.82	2.50	0.38	111	2.66	2.33	Reject Ho

Table 3 shows that the t-calculated of 2.66 is greater than the t-tab of 2.33 at a one tail test, leading to the rejection of the hypothesis and concluding that There is significant difference in the grand mean response of the Deans of faculties with the heads of departments' perception in the use of

recognition and appreciation as a motivational tool on lecturers to enhance their performance and the expected group mean of 2.50.

Table 4: Summary of t-test analysis of the effect of gender on Deans of Faculties and HODs' perception on the use of extrinsic motivational tool in managing lecturers' commitment/performance to duty.

Gender	N	X	SD	df	Cal t-value	Table value	Decision
Male	35	2.83	.32	110	0.62	1.96	NS
Female	77	2.73	.39				

Table 4 shows that .62 is the calculated t - value at 110 degree of freedom. This reveals that the calculated t-value of .62 is less than the table value of 1.96, this means that the null hypothesis is therefore accepted.

Discussion

Table 1 showed the response of deans of faculty perception on the influence of extrinsic motivational tools (appreciation and recognition) in enhancing lecturers' performance and commitment to duties. As observed from the table, the mean scores of item 1-4, 7 to 10 revealed that Deans of faculty perceived that the use of extrinsic motivational tools grossly influence lecturers performance and commitment to their duties. The mean scores of those items are well above 2.50 the bench mark. This finding agrees with the Olushola & Adewumi (2021) that work environment, recognition, working condition, leadership support, training and development, career development, medical aid benefits and work from home integration have no significant relationship with teachers' performance. This affirms the assumption of Maslow's hierarchy of needs, in which, the theory argued that human basic needs such as food and shelter must be met to yield performance before higher needs can motivate performance. This implies that the use of appreciation and recognition by Deans of Faculty and Heads of Departments will positively serve as a management strategy in enhancing lecturers' commitment and performance to their duties of teaching, research and community service.

The result on table 2 revealed that Deans of faculties and HODs perception on the effect of extrinsic motivational tools of appreciation and recognition is not in any way influenced by gender. The mean scores of the gender in item 1 to 4 and 7 to 10 are above 2.50 the benchmark and they do not differ significantly. But, for items 5 and 6, both male and female disagreed on the items statement.

The study therefore, shows that there is no significant difference between the perception of male and female Deans of Faculty and HODs' as regards to the influence of extrinsic motivational tools of appreciation and recognition in managing lecturers' commitment and performance to duties. Hence, the summary of the t-test analysis on table 3 shows that the calculated t- value of 62 and 110 degree of freedom is less than the table value of 1.96. therefore, the Null hypothesis is accepted.

From the review of this present study, extrinsic motivational tools of appreciation and recognition is absolutely important in enhancing commitment and performance levels of lecturers' as regards to their duties. When lecturers are spur to give out their very best, the entire system and environment will definitely yield a positive result in the sense that, lecturers' will teach well and the students will understand better giving rise to an effective and efficient system of education.

Conclusion

In conclusion, extrinsic motivational tools of appreciation and recognition should be frequently and rightly used by both Deans and HODs, in order to encourage and improve the performance and commitment levels of lecturers as this will affect the entire system and yield positive results and good service delivery of educational goals and objectives to the students, states and nation in general.

Recommendations

The findings of this study revealed that the use of extrinsic motivational tools of appreciation and recognition is imperative in managing lecturers' commitment and performance for an effective system. Lecturers can be extrinsically motivated by the use of "praise" "thank you", well done" and verbal recognitions.

The researcher therefore recommends that:

- i. Deans should incorporate the use of verbal recognition in motivating their lecturers'.
- ii. HODs are advised to supervise and monitor the progress of assignments given to lecturers in order to identify the creative, innovative and hardworking ones amongst them, for them to be adequately recognized and appreciated.
- iii. Deans should ensure that the process of giving out this motivational tool is on merit.

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