VICE CHANCELLORS' MOTIVATIONAL TECHNIQUES AND GOAL ACHIEVEMENTS IN UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract

The study examined the relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria. It adopted correlational research design. The population for the study consisted of 15,230 lecturers in universities in South-west, Nigeria. Stratified sampling technique was used to obtain a sample of 1,523 respondents. Both face and content were validated by three experts and Cronbach Alpha method was adopted to ensure reliability of the instrument with the coefficient of r =0.78 and r =0.80. The questionnaire was administered to 1,523 respondents out of which 1,481 copies were retrieved from the respondents indicating 97% level of retrieval. The questionnaire titled Vice-Chancellor's Motivational Techniques and Goal Achievement Questionnaire was used for data collection.Mean and standard deviation were used to answer research questions while Pearson product moment correlation statistics was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that vice-chancellors used motivational techniques to achieve universities' goals ($\bar{x}$=2.52), goal achievement was moderately attained ($\bar{x}$=2.91). The study concluded that there was a relationship between Vice Chancellors' motivational techniques and goal achievements in universities in South west, Nigeria. Based on the findings, it was recommended among others, that the National Universities Commission should organize workshops, seminars, and conferences for university vice chancellors to abreast them of the latest development, enhancing their efficiency and effectiveness in discharging their responsibilities.

Key Words: *Vice chancellors', Motivational Techniques, Goal Achievement, Universities, South West.*

Introduction

The Management of university education is a demanding task for the Vice-chancellors. The Vice-chancellors are the pivots around which all significant activities in the institutions. The managerial qualities that Vice-chancellors bring to their role have a far-reaching impact on achievement of the universities. The effectiveness of administration is often determined by the extent to which academic and non-academic staff work, the time to which students

achieve the goals of instruction in universities, and how they perform in curricular and extracurricular activities. Developing an effective and appropriate motivational technique is an integral to the vice- chancellors as human resource managers. Appropriate motivational techniques could help attract and retain competent and talented individuals who can help the University to achieve their goals. In addition, the retentions of talented and skilful employees will reduce costs at the same time and act as a catalyst for achieving the organisation's goals, objectives and blueprint (Sawaneh & Kamara, 2019).

According to Alcívar et al. (2021), motivation in learning is the foundation of starting previous experiences or knowledge, academically oriented to deal with processes that develop abilities, skills, maturity, and logic, and it is a sensitive part in these processes that are complex factors such as biological, personal and social, but they allow coping with any situation. Motivation must go hand in hand with education and the teaching-learning process, since the teachers must be the ones who encourage students to be dependent on actions and responsible for the future of tomorrow (Wahyudi, 2022). Motivation is a crucial impact on the establishment and development of quality in higher education, which includes quality personnel providing instruction, developing competencies, building social status and the quality of the education process about employment (Dina et al. 2019; Fajčíková et al, 2019). A well-designed and functional motivational system such as monetary incentives, sponsorship for further studies, competitive salary, rewards, promotion and job security is an efficient way to increase lecturers' work motivation (Zafar et al., 2020).

Monetary incentives are, thus, important in the motivation system for all categories of Lecturers, a good example is Prompt payment of their salary. The Vice-Chancellor must agree with her staff at staff congress or staff meeting for a specific date of the month which the salary will be paid. This will enable the lecturers to be credit worthy and ability to borrow money before the due day. The vice chancellor must not exceed the agreed date so as to give the lecturers an opportunity of adequate planning towards their salary**.** Payment of wages and salary influences workers' motivation, loyalty, status in the organizational standard of living, and effectiveness. Furthermore, workers believe that improved performances always lead to increased salary. Akomolafe (2017) posits that workers' dissatisfaction with salary may affect organizational outcomes, such as withdrawal behaviors in employee turnover organizational and job performance changes. On the other hand, wage and salary satisfaction improve employees' living; the employer-employee relationship helps prevent such an organization's strike actions. Dessler (2012) suggests that employees' work performance and effectiveness increase with prompt salary payment. Olukoya (2021) emphasized that employees' perception of the organizational remuneration system's efficiency significantly impacted employee behavior, effectiveness, and intention to continue working with such an organization. He further revealed that prompt payment of salary, incentives, and fringe benefits motivate teacher effectiveness. The study of Aywerosuo (2021) in exploring motivation and teacher effectiveness in the classroom revealed that several teachers were not happy with what they received as a motivational package, and it affected their level of commitment.

Ali et al (2021) considers promotion as an increase of a labour or employee at a field a better job, compared with the previous of the responsibility is greater, achievement, higher status demands proficiency is higher, and the addition of wages or salaries as well as other allowances. According to Gupta (2021) promotion refers to a higher post carrying greater

responsibilities, higher status, and better salary. It is the upward movement of an employee in the organization's hierarchy. Motivational factors are those aspects of the job that make lecturers want to perform their duties. They help propel, stimulate, channel, direct, energise, arouse, sustain and influence the lecturers' striving for excellence. They also encourage lecturers and increase their persistence level in the teaching-learning process to achieve university educational goals and objectives (Khalid et al., 2020). Zahednezhad et al. (2021) posited that lack of job satisfaction is a predictor of quitting a job; one of the most critical factors that lead one to their goal is the drive. This drive is known as motivation. It is a determination with a kind of excitement that leads one to persevere to greater heights, no matter what avenue of their life, personal or professional. The drive may come from an internal or external source. The individual determines this. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs.

According to Awah et al. (2020) motivation is goal oriented and therefore cannot be outside the goals of the University whether public or private. Lecturers' compensations refer to all forms of payment or reward going to them and arising from their employment. Rewards include direct compensation, indirect compensation and non-financial reward. Hence, it is against this backdrop that this study examined the Vice-chancellors' motivational techniques and goal achievement in universities in the South-west, Nigeria.

Statement of the Problem

Universities are built on three-tripod stand; teaching, research and community service. Based on this, the Vice–Chancellor are saddled with the responsibility of providing satisfaction to the lecturers to get the best out of them. The activities of vice-chancellors in adopting motivational techniques, lecturers' job satisfaction and goal achievement of universities seem worrisome. All this seem to have generated a daily public discussion on activities of vice chancellors' inability to perform creditably well in universities, particularly in universities in South-west, Nigeria. This seems to have bordered many stakeholders of university education, especially the councils and senates of universities, parents, government and community, over the likely influence of Vice-Chancellor motivational techniques and goal achievement in universities. In the university system, the Vice-Chancellor manages the University's human and material resources. The head of the school administrators (Vice Chancellor, Registrar, Bursar and Librarian) significantly influence the organisation's goals and objectives as their leadership style and duties can make or mar the University (Ogunode et al, 2022).

Nevertheless, there is the notion that most university Vice-Chancellors are ineffective in carrying out the tasks that will buttress their essential functions in the University. Such tasks are sponsorship for additional qualifications, conferences and seminars, provisions of the excellent environment are not accorded the required attention by the Vice-Chancellors in South-West, Universities. However, concerns are being expressed by relevant stakeholders of university education, council and senate of universities in South-West Nigeria that the vice chancellors' inability to get the best from them and ineffective goal achievement in universities has been the cog in the wheel to the smooth academic pursuits of the students. It is argued that the Vice-Chancellors' failure to carry out the above-mentioned task profoundly influenced the university's goal achievement. The problem of this research put in a question

form is: What is the influence of vice chancellors' motivational techniques and goal achievement in universities in Southwest Nigeria?

Many researchers have carried out studies related to this study's variables. Ortsa (2018) examined the vice chancellors' administrative task performance and goal achievement in public universities in the North Central zone of Nigeria. Abubakar et al. (2021) examined lecturers' job commitment and quality goal achievement in state colleges of Education in North-central geo-political zone, Nigeria. Osibanjo et al. (2014) conducted a study on compensation packages: A strategic tool for lecturers" performance and retention in selected private universities in Ogun State, South-west, Nigeria. Salary, bonuses, incentives, allowances and fringe benefits were used as measures of motivational techniques. Olasumbo (2014) investigated lecturers' job commitment and performance: Leadership implications for Nigerian higher education development. Sulyman (2020) investigated lecturer compensation job commitment and goal achievement in state colleges of Education, North-central, Nigeria. Furthermore, Abdulkareem etal. (2015) studied corporate culture and university goal achievement in South-west Zone, Nigeria. However, based on the researcher's knowledge, none of these previous studies focused on Vice Chancellors' motivational techniques and goal achievement in universities in the South-west, Nigeria. Hence, this is the gap which the study filled.

Objective of the Study

This study assessed the Vice chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria. Specifically, the study:

1. examined the vice-chancellors' motivational techniques used in Universities in South-west, Nigeria.
2. determined the level of goal achievement in Universities in South-west, Nigeria.
3. investigated the relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-west, Nigeria.

Research Questions

Two research questions were raised to guide the study:

1. What are the motivational techniques used by Vice-chancellors in universities in South-west Nigeria?
2. What is the level of goal achievement in Universities in South-West, Nigeria?

Research Hypothesis

Ho_1: There is no significant relationship between Vice-chancellors' motivational techniques and goal achievement in Universities in South-West, Nigeria.

Methodology

Descriptive survey of correlational type was adopted for this study. There were six states in this region with a total number of 55 universities and 15,230 lecturers. Stratified sampling technique was applied at the first stage by selecting three universities (one federal, one state and one private university) from each of the state to make 18, while the second stage entailed the use of proportionate sampling method to select 10% of lecturers from each of the 18 sample Universities. In all, a total of 1,523 respondents formed the sample for the study.A

researcher-designed structured Questionnaire entitled: Vice-Chancellor's Motivational Techniques and Goal Achievement Questionnaire (VMTGAQ) was used to elicit information from the respondents. Section The respondents were responded to items in the questionnaire using 4-Point Likert type scale of "Strongly Agree" (SA), 4 points; "Agree" (A), 3 points; "Disagree" (D), 2 points; and "Strongly Disagree" (SD), 1 point. The instruments were validated and subjected to reliability testing through the use of Cronbach alpha method given reliability coefficient of 0.78 and 0.80, which affirmed that the instruments were reliable for the study. Mean and standard deviation were used to answer the research questions while Pearson product-moment correlation (PPMC) statistic was used to test the hypothesis at 0.05 alpha level of significance.

Results

Research Question 1: What are the motivational techniques used by Vice-chancellors in universities in South-west, Nigeria?

Table 1

Me*an and Standard Deviation of Responses on Motivational Techniques Used by Vice-Cha*ncellors in Universities in South-west, Nigeria

	Item statements	Mean	SD	Remarks
	MONETARY INCENTIVES			
1.	Lecturers are paid for excess workload	2.19	0.94	Disagreed
2.	Bonuses are given to academic staff in this institution	1.95	0.88	Disagreed
3.	Expenses incurred by lecturers on their job are borne by this institution	2.43	0.94	Disagreed
4.	The University bears part of the hospital bills of the lecturers	2.50	1.05	Agreed
	Weighted Average	**2.26**	**0.71**	**Disagreed**
	PROMPT PROMOTION			
5.	Qualified academic staff are promoted as and when due	2.95	0.85	Agreed
6.	Staff condition of service is used during promotion exercise	2.65	0.82	Agreed
7.	There is financial backing for lecturers' promotion in this University	2.70	0.94	Agreed
8.	Academic staff promotion is advertised in the institution every year	2.46	1.00	Disagreed
	Weighted Average	**2.69**	**0.90**	**Agreed**
	PROMPT PAYMENT OF SALARIES			
9.	Lecturers' salaries are paid as at when due	2.77	1.06	Agreed
10.	Lecturers' are allowed to request for their salaries in advance	2.03	0.91	Disagreed
11.	Lecturers are yet to receive their salaries for the past two months	2.12	1.04	Disagreed

12.	Pay slips are made available to lecturers on monthly basis	2.53	1.07	Agreed
	Weighted Average	**2.36**	**1.02**	**Disagreed**
	SPONSORSHIP FOR FURTHER STUDY			
13.	Lecturers are sponsored for acquiring additional qualifications in overseas	2.83	0.88	Agreed
14.	Lecturers are sponsored for further studies within Nigeria	2.65	0.86	Agreed
15.	Lecturers are being paid their salaries while on study leave	2.70	0.87	Agreed
16.	Lecturers are made to stay in the institution for a period of three years after obtaining sponsored by the university.	2.81	0.87	Agreed
	Weighted Average	**2.75**	**0.87**	**Agreed**
	Overall Mean	**2.52**	**0.95**	**Agreed**

The analysis shows that Table 1 has four components which include monetary incentives, prompt promotion, prompt payment of salary and sponsorship for further study. The mean rating of respondents indicates the level of respondents' agreement on the use of motivational techniques. For monetary incentives, it contains four items with the mean values ranging from 1.95 to 2.50. It is indicated from the mean value of the respondents that lecturers are not paid for excess workload, bonuses, expenses incurred by lecture are not paid by the vice-chancellors as evidenced in their responses except the payment of the part of the hospital bills with the mean value of 2.50. For prompt promotion of staff, it contains four items with the following mean values: 2.95, 2.65, 2.70 and 2.46. This explained that the respondents agreed that Vice-Chancellors in South-West Universities promote qualified staff as at when due ($\bar{x}$=2.95), Staff use condition of service during promotion exercise ($\bar{x}$=2.65), give financial backing for lecturers' promotion in their respective Universities ($\bar{x}$=2.70), but respondents disagreed on the yearly advertisement of academic staff promotion($\bar{x}$=2.46).

For the prompt payment of lecturers salaries components, the respondents agreed that the Vice-chancellors use regular payment of lecturers' salaries as motivational techniques ($\bar{x}$=2.77), but they disagreed on advance salary request ($\bar{x}$=2.03), and inability to receive two year salary ($\bar{x}$=2.12), the data further indicated that the pay slips are made available to lecturers on monthly basis ($\bar{x}$=2.53). For the sponsorship for further study components, it is revealed that Vice-Chancellor used to sponsor lecturers for additional qualification in overseas and within Nigeria, this is evidenced with the mean values of ($\bar{x}$=2.83) and ($\bar{x}$=2.65), lecturers are being paid their salaries while on study leave ($\bar{x}$=2.70) and the respondents also agreed that lecturers are made to stay in the institution for a period of three years after obtaining additional qualifications($\bar{x}$=2.81).

The respondents agreed that Vice-Chancellors use prompt promotion of staff ($\bar{x}$=2.69) and sponsorship for further study as motivational techniques ($\bar{x}$=2.75) for attainment of goals in South-West Universities while disagreed on monetary incentives ($\bar{x}$=2.26) and prompt payment of salary ($\bar{x}$=2.36). In summary, it is expressed that Vice-Chancellors use motivational techniques as means to achieve the Universities' goals, this could be seen from the aggregate means of ($\bar{x}$=2.52).

Research Question 2: What is the level of goal achievement in Universities in Southwest Nigeria?

Table 2

Mean and Standard Deviation of Responses on the level of goal achievement in Universities in Southwest Nigeria

S/N	Item Statements	Mean	SD	Remarks
	RESEARCH AND DEVELOPMENT			
1.	My University is a lead university in Research	2.86	0.69	Moderate
2.	I often take part in carrying out Research	3.08	0.67	Very High
3.	My research has assisted the growth and development of Educational system in Nigeria	2.70	0.68	Moderate
4.	My research is basically on Education.	2.64	0.88	Moderate
5	My University paid for conferences and seminars	2.42	0.95	Moderate
6.	I always try to outperform my colleagues in Research writing	2.61	0.73	Moderate
7.	My University reward the best researcher of the year among the lecturers' during convocation ceremony	2.45	0.91	Moderate
8.	The level of goal achievements in Universities in South west geographical zone in Nigeria is commendable	2.85	0.85	Moderate
9.	I perform to the best of my ability and personal improvements	3.21	0.64	Very High
	Weighted Average	**2.77**	**0.83**	**Moderate**
	EFFECTIVE TEACHING			
10.	The Vice- Chancellor serves as a role model to many lecturers in meeting their goals achievement in Universities in the South west	3.10	0.90	Very High
11.	The Vice- Chancellor are unable to meet their goal in Universities in the South west	2.34	0.78	Moderate
12.	The Vice-Chancellor is always involved in making the goal of the university achievable	2.56	0.78	Moderate
13.	It is my attitude to avoid teaching things for which I may be gibed at, for my abilities.	2.77	0.88	Moderate
14.	My work conforms with standard of performance	3.20	0.74	Very High
15.	I strive hard to overcome difficulties	3.31	0.71	Very High
16	I intend trying even more in order to learn new things so as to improve my lectures.	3.34	0.70	Very High
17.	My attitude is better than the others	2.99	0.77	Moderate
18.	I continue avoiding exercises in which I may look incapable	2.95	0.93	Moderate
19.	I have high hopes and goals for myself.	3.52	0.67	Very High
20	I fully engaged in learning new things as a means of improving my skills and techniques	3.50	0.70	Very High
	Weighted Mean	**3.05**	**0.77**	**Very High**
	Overall Mean	**2.91**	**0.80**	**Moderate**

Source: Field Survey, 2024

Table 2 consists of two components under goal achievement (Research development and effective teaching). On research development, the mean rating of respondents revealed that Universities in South-West Nigeria take a moderate lead in research work ($\bar{x}$=2.86), the respondents also expressed that their research work has contributed to the educational system in Nigeria ($\bar{x}$=2.70), also they expressed that their works are basically on education ($\bar{x}$=2.64), conferences and seminars are being paid by the Universities ($\bar{x}$=2.42), I always try to outperform my colleagues in Research writing ($\bar{x}$=2.61), My University reward the best researcher of the year among the lecturers' during convocation ceremony($\bar{x}$=2.45), The level of goal achievements in Universities in South west geographical zone in Nigeria is commendable ($\bar{x}$=2.85), I perform to the best of my ability and personal improvements ($\bar{x}$=3.21).Nevertheless, the respondents indicated that the level they carry out research is very high ($\bar{x}$=3.08) and they equally expressed that they do perform to the best of their ability and personal improvements very high ($\bar{x}$=3.21).

On teaching effectiveness, in Table 2 contains eleven items, out of which 6 items are rated very high by the respondents while 5 items are moderately rated. The respondents rated Vice-chancellor very high by serving as a role model to many lecturers in meeting their goals achievement in Universities in the South west ($\bar{x}$=3.10), My work conforms with standard of performance ($\bar{x}$=3.20), I strive hard to overcome difficulties ($\bar{x}$=3.31), I intend trying even more in order to learn new things so as to improve my lectures ($\bar{x}$=3.34),. I have high hopes and goals for myself ($\bar{x}$=3.52), and I fully engaged in learning new things as a means of improving my skills and techniques ($\bar{x}$=3.50). Also, Table 6 revealed that respondents moderately rated the following items: Always involved in making the goal of the University achievable ($\bar{x}$=2.56), The Vice- Chancellor are unable to meet their goal in Universities in the South west($\bar{x}$=2.34), It is my attitude to avoid teaching things for which I may be gibed at, for my abilities($\bar{x}$=2.77), My attitude is better than the others ($\bar{x}$=2.99), I continue avoiding exercises in which I may look incapable($\bar{x}$=2.95).

In summary, the respondents expressed that goals are moderated attained by Vice-chancellors in the South-West Universities as evidenced by the mean values of ($\bar{x}$= 2.91).

Ho: There is no significant relationship between Vice-Chancellors' motivational techniques and goal achievement in the Universities in Southwest Nigeria.

Table 3

Pearson Correlation of Vice-Chancellors' motivational techniques and Goal Achievement in Universities, South-West Nigeria

Variables	N	Mean	SD	R	P-value	Remark
Vice-Chancellor (MS)	1,481	39.91	6.79			
				0.381	0.000	Sig
Goal Attainment	1,481	58.58	6.78			

P<0.05

Source: Field Survey, 2024

The Pearson correlation coefficient r in table 8 indicates the response values of (0.381); $p<0.05$. Hence, since p-value for the response is less than 0.05 level of significance, the null hypothesis is therefore rejected, signifying that there was a significant relationship between Vice-chancellor motivational strategies and goal achievement in Universities, South-west Nigeria.

Discussion

The findings of the research question one revealed that Vice-Chancellor in the South-West Universities used mostly sponsorship for further study, followed by prompt promotion of lecturers, prompt payment of salaries and monetary incentives as motivational techniques. Mushtariybonu (2021) stated that motivation is a stimulant for achieving a specific target; to be motivated means to progress or to be in motion to do something. However, this finding is corroborated with the earlier submission of Arisa (2020) who opined that Principals' motivational techniques is a major determinant for improving teachers job satisfaction to commitment to duty. The findings of research question two show that the Universities in South-West moderately achieve goals in research development but very high in terms of effective teaching. Goal achievement is the outcome of education that is, the extent to which a student, lecturer or university has achieved their educational goals. It connotes the extent to which students have learnt in a given task. In order to improve the quality of school and academic performance of students in South West, Nigeria and any other part of the world.

The findings of the main hypothesis revealed a significant relationship between Vice-Chancellor motivational techniques and goal achievement in Universities, South-West Nigeria. The relationship is positive and moderate. This finding is in line with the outcomes of Kumar (2016) who indicated that there is a strong relationship between employees' motivation and the organization performance. Thus, since employees are better motivated, the organization is better for it. Also, the finding is in agreement with the study of Maimoona et al, (2013) which revealed that motivational techniques by head teachers directly impact on learners' academic achievement. This means that principals' motivational techniques could enhance achievement in Universities, South-West, Nigeria.

Conclusion

The study concluded that the relationship between motivational techniques and goal attainment by Universities Vice-Chancellors in South-West, Nigeria, is positive and moderate. It is imperative upon the Vice-Chancellors to adopt suitable result-oriented motivational techniques that would lead to achievement of university goals. It is on this basis that is essential for the universities authorities to be conversant with the issue of motivational technique because it can serve as a major factor towards the attainment of Universities goals in South-West, Nigeria.

Recommendations

The following recommendations were proffered:

1. The University managements should make use of more appropriate motivational techniques to create better working environment for the lecturers to effective delivery of services.

2. The Vice-Chancellors should always consider the motivation of lecturers as a significant factor to the timely attainment of University goals in South-West, Nigeria.

3. The management of the university should prioritize the actualization of university mandate of teaching, research and community development.

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