

Administrative Motivation, Participative Decision-Making, and Academic Staff Management as Correlates of Productivity of Tertiary Institutions' Lecturers in Delta State, Nigeria

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Administrative Motivation, Participative Decision-Making and Academic Staff Management as Correlates of Productivity of Tertiary Institution's Lecturers in Delta State, used the ex-post-facto design, and correlational survey method. 4,780 lecturers was the population and 2,014 the sample using the stratified random sampling technique. One research question was raised, answered and one null hypothesis formulated was tested. A self-constructed questionnaire subjected to face, and content validity by colleagues was used. Cronbach alpha correlation statistics was used to test for reliability which yielded coefficients of 0.58 and above indicating high reliability. Simple and multiple regression models of SPSS 22 were used to determine and explain the discrete variables before the main effect variables registered in the regression functions. Findings indicated a significant relationship among administrative motivation, participative decision-making, academic staff management and productivity of lecturers in tertiary institutions in Delta State. Recommendations: institutions managers and administrators should improve their administrative motivation mechanisms and programs to promote cordial relationships and yield sustainable quality productivity.

Keywords: administrative motivation, participative decision-making, academic staff management, productivity

INTRODUCTION

Background to the Study

Tertiary education is defined in the National Policy on Education, FGN, (2004, p. 31) as education given after secondary education in universities, colleges of education, polytechnics, and monotechnics, including those institutions offering correspondence courses. Tertiary education has among its goals teaching, lecturing, research and development, health, and community services.

Nigerian tertiary education administrators in universities, polytechnics, and colleges of education have to respond continuously and currently to the demands of changing times and knowledge by systematically enhancing their knowledge and skills of administration to help their lecturers work more effectively and productively by formulating and implementing administrative strategies that motivate them, improve their participation in the decision-making pattern and process, maintain cordial inter-personal relationships, increase their levels of participation, improve lecturers' trust in management, and to promotes personal development for staff, management, and organizational or institutional productivity.

The Concept of Administrative Motivation

Administrative motivation is seen here as administrative policies, plans, programs, and activities that make employees such as tertiary institution lecturers work willingly toward the attainment of institutional goals and objectives while also meeting their personal needs and desires. Motivation can be said to be the drives, wants, desires, aims, needs, motives, and incentives that propel employees/lecturers to work for task accomplishment. Motivation as a concept is the act and drive that make someone work without being forced. It is an administrative force or condition that impels workers within an organization or institution to act willingly within the schedule of duties (Jones, 1955; Hoy & Miskel, 1987). Sternbridge (1989), cited in Unuigboje (2014), defined motivation as a process whereby the behavior of an individual is energized, sustained, and directed in order to meet the individual's needs and achieve organizational objectives. He explained further that motivation implies all necessary and sufficient provisions of working facilities, staff development, consultation, regular promotion, payment of entitlements and salaries, and creating a work environment conducive to foster team spirit and unity.

Administrative motivation has the major task/role of establishing administrative mechanisms in institutions, colleges, and schools to motivate lecturers and all other subordinates toward sustainable, meaningful, and productive realization of the basic objectives of setting up tertiary institutions of teaching, research, and community service.

As human beings, lecturers have various needs, which may lead to wants and goals, and may subsequently create tension if unfulfilled. These needs were ranked by Abraham Maslow in his theory of motivation, "The Hierarchy of Needs" (1954). These needs are arranged in ascending order from physiological needs, i.e., basic needs for sustenance with food, water, sex, clothing, and shelter to safety needs, i.e., the need to be free from physical danger and for security; these are basic physiological needs that stem from the desire to live. This is followed by social needs for love, acceptance or affiliation, wanting to be recognized and belong to a social class before thinking of ego, esteem through self-respect, prestige, status, recognition, attention, importance, achievement, and appreciation. When met, these social needs create self-confidence, capability, adequacy, and power, the absence of which may lead to feelings of inferiority, weakness, and helplessness. Next in ranking, and considered the highest by Maslow, is the need for self-actualization, which will only arise if the other needs have been satisfied. This need is the desire to become what one wants to become, e.g., through academic, social, economic, religious, or political attainment.

Administrative motivation is aimed at meeting workers' various needs as enumerated above; hence, Ejcogu (1990, p. 34) rightly observed that motivation is synonymous with such concepts as actuation, stimulation, encouragement, inducement, promotion, and inspiration. Administrative motivation, therefore, aims to impel lecturers and move them to action, and to direct their energies and actions toward maximum attainment of institutional objectives. School administrators, therefore, must orient their administration to meet various lecturers' needs. For example:

1. Salaries, wages, and remuneration are highly important and motivating factors for workers; hence, efforts should be made to always ensure their prompt payment (Anho 2017).
2. Lecturers/staff should also be promoted promptly which according to Anho, (2013) promotion of lecturers has also been known to positively influence increase in salaries, recognition and status ranking, which encourage high productivity.
3. Job insecurity leads to unproductive work therefore management should ensure lecturers' job stability so as to increase their productivity.

Participative Decision-Making and Productivity

Decision-making involves choosing from among alternative principles, policies, products, standards, resources, activities, and programs available in the administration of the institution's aim at achieving set objectives for establishing institutions, colleges, and schools. Decision-making is a procedure for relating power to purpose and for exercising power and responsibility, and seeks general welfare through the expression of general will. For lecturers in different faculties and departments this means participating with

their colleagues in making academic policy decisions and providing professorial direction for themselves (Unuigboje, 2014).

Participative management or collective decision-making gives workers recognition from which they derive pleasure and satisfaction; it creates in them the spirit of commitment and belonging, instills a sense of group dynamics, and helps build motivation and knowledge, which are valuable for the success of the institution. The resultant effects are an increase in output and support for individual staff as well as the organization/institution to achieve their various goals and objectives.

Hewitson (1978) noted that increased teacher participation in decision-making is accompanied by greater ego involvement, greater identification with organizational goals, and higher levels of motivation and satisfaction. Osaigbovo (2003) noted that as much as possible, all those to be directly affected by a decision issue should, in one way or another, be allowed to participate in taking decision on the issue so as to ensure enough input from which the best action can be selected.

Goldersen (1970), cited by Adigun (2014), stated that lecturers who actively participate in decision-making are motivated and display high moral values, which reduces absenteeism, accident, spoilage, and brain-drain in higher institutions and, hence, increases productivity.

The Concept of Academic Staff Management and Lecturers' Productivity

Academic staff management refers to the effective and efficient utilization of lecturers as human resources in their various institutions, colleges, and schools; to achieve expectations of institutional goals as well as having the employees/lecturers satisfy their basic requirements or individuals need disposition. Igwe and Orogwu (2013), using the ideas of Graig (1976), Oguntimehin (2001), respectively highlighted the usefulness and impact of academic staff management as: to increase productivity, improve the quality of work, skills, knowledge, understanding, and attitude, including the enhancement of the use of tools and machinery, reduction in waste, accidents, turnover, lateness, absenteeism, and other overhead costs, and the elimination of obsolescence in skills, technologies, methods, products, and capital management among others.

Ofujebe (2010) explained the relevance of what he calls strategic staff management as developing the objective of a school in line with new technologies, thereby creating objectives for achieving a life-long learning organization and sustaining and motivating staff for continuous improvement in achieving school objectives. Other objectives include: providing supportive instructional supervision; defining the core values and beliefs of education for sustainable development; using research and "best practice" in resource management; facilitating school innovations in line with education reform goals; and building shared decision-making, collegiality, and peer support among staff.

Igwe and Oragwu's (2013) empirical works showed that good management of academic staff (lecturers) increases productivity, improves quality of work, energizes and enables the achievement of set objectives, provides genuine empowerment of staff to take decisions, creates a respected work force, reduces waste, lateness and absenteeism, improves skills, knowledge, understanding, and attitude, creates greater chance of continuing success in student achievement, and improves the quality of lecturers in knowledge and skills.

Productivity of Lecturers

According to Donnelly (1984), productivity is the ratio of output to one or more corresponding inputs meaningful to the job or organization. Similarly, from the works of Nwagboa (1980), Donnelly (1984), Gibson (1984), Ivoncevich (1984), Koontz (1988), Peretomode (2001), and Chukuma (2005), productivity has a significant relationship with input, output, efficiency, effectiveness, and performance in association with intended purposes, objectives, target, and goal accomplishment.

Productivity is said to relate to whether the target problem has been resolved, intended services have been delivered, intended outcomes or other desired and slated goals have been achieved or the target problem resolved, the desired need satisfied and the required services satisfactorily provided. From the above, what educational managers, vice-chancellors, rectors and provosts, and academic administrators attempt to do is to produce more outputs while using fewer inputs in terms of time and resources used.

In relation to this research, therefore, the above definitions and explanations on productivity of lecturers entail these basic elements:

- Inputs - i.e., resources committed to the educational system in order to expand lecturers' and students' outputs
- Motivation - in terms of training/development, salaries and wages, promotion, welfare, participative decision-making, and good communication to boost employee (lecturers') morale
- Throughputs (processes) - i.e., academic staff management, the administrative processes style, good relationships, flow of planning, organizing, integrating, and the efficient and effective use of available capital and labor/personnel
- Time - i.e. allocation of time available judiciously to attain maximum production within the time available.
- Output - profitable yield for the organization, with students graduating with high grades, and capable, efficient, staff/lecturers having high earnings and productive in their responsibilities.

According to Hamman (1997), Nwadiani (2003), and Anho (2013), some of the lecturers' output (productivity) indicators/indices include the following: authorship of textbooks; articles published in academic journals and edited textbooks; conferences, workshops, seminars, and other academic programs attended; community services; technical reports published; research conducted (national and international); exhibitions organized; monographs published; and staff development attended with postgraduate diploma programs, master's degree programs, and doctoral degree programs; and professional courses attended.

Anho (2013:65–77) also added other indices used in measuring lecturers' quality or productivity to include lecturer's pedagogical skills, e.g., improved student–lecturer rapport, improved management–lecturer rapport, their quality of lecture delivery method, knowledge of human psychology, knowledge of psychology of learning, questioning and feedback mechanisms, quality of tests, measurements, and evaluation techniques, easy and quick adjustment mechanisms among others. It is expected that when school management and administration motivates lecturers by sponsoring them for seminars, conferences, and workshops, their pedagogical skills will also improve, which consequently will improve their productivity.

Statement of the Problem

There has been rapid growth in the Nigerian tertiary institution sector with its associated problems such as increased enrolment, inability to meet carrying capacity due to inadequate facilities, poor infrastructure, and a shortage of staff. At the same time, economic resources are dwindling while individual, state, and organizational participation in tertiary institution governance is increasing (Anho, 2013).

Academic staff play an indispensable role in the process of knowledge production through their lectures and research, which establishes them as facilitators, managers and dispensers of quality, sustainable knowledge, values, and skills. This can only be actualized, sustained, and continuously transferred if the lecturers (human resources) are properly motivated and developed with the appropriate knowledge, skills, values, and right attitude in this highly competitive, globalized technology and economy.

According to Anho (2017), one main administrative task of Heads of Tertiary Institutions in general, Nigeria and Delta State in particular, is to adequately and accurately manage lecturers under them by sustainably motivating them through the provision of adequate facilities and teaching equipments, regular payment of wages, bills and salaries, participation in decision-making, proper staff management and providing good working climate. Such administrative management, will positively dispose lecturers to institutions management, other staff, and students, and increase human relationships.

This research aims to find out the co-relationship of administrative motivation, participative decision-making, academic staff management, and productivity of lecturers in tertiary institutions in Delta State.

Purpose of the Study

This research generally investigated the correlation between administrative motivation, participative decision-making, academic staff management, and productivity of lecturers in tertiary institutions in Delta State.

Significance of the Study

The findings from this research would improve administrative motivation, participative decision-making, and academic staff management, thereby leading to increase productivity of tertiary institution lecturers. The findings would assist the various tertiary institution heads to determine how, when, and with what to motivate and involve academic staff in participative decision-making, and how to manage academic staff for maximum productivity.

Furthermore, the research findings would assist tertiary institutions' administration in improving on their administrative relationship with staff in the planning, formulation, and implementation of policies and programs by making use of collective decision-making in the management of their institutions, consequently raising the morale of staff and motivating them toward increased and improved productivity.

The findings would also be beneficial to educational managers and ministry officials in order to understand the relevance and importance of the topic. Finally, the research will serve as a resource knowledge base for future researchers who may be interested in this field of study.

Scope/Delimitation of the Study

This research work investigated administrative motivation, participative decision-making, and academic staff management as they correlate with the productivity of lecturers in tertiary institutions in Delta State. The study was limited to only federal, state, and private tertiary educational institutions, i.e., universities, colleges of education, and polytechnics, in the three senatorial districts of Delta State, Nigeria.

Research Question

What is the relationship among administrative motivation, participative decision-making, academic staff management, and the productivity of lecturers in tertiary institutions in Delta State?

Research Hypothesis

There is no significant relationship among administrative motivation, participative decision-making, academic staff management, and the productivity of lecturers in tertiary institutions in Delta State.

Methodology

The research made use of an ex-post-facto design and correlational survey method. This allowed for the systematic collection of data to determine and describe the relationships existing among the independent variables—administrative motivation, participative decision-making, and academic staff management—and the dependent variable, productivity of lecturers in tertiary institutions in Delta State. This was done without manipulating any of the variables.

The study population comprised 4,780 lecturers in all federal, state and private tertiary educational institutions in the three (3) senatorial districts in Delta State as at the 2014/2015 academic session (information obtained from the various establishment units of the institutions).

To reduce the target population to a manageable size, a stratified random sampling technique was used to identify 2,016 respondents from the universities, colleges of education, and polytechnics in the senatorial districts in Delta State; their proprietorship, i.e., federal, state and private, was also considered in sampling. These are:

- a. *Delta North Senatorial District*
 - (i) Federal College of Education (Technical), Asaba (Federal)
 - (ii) College of Education, Agbor (State)
 - (iii) Delta State Polytechnic, Ogwashi-Uku (State)
 - (iv) Delta State School of Nursing, Agbor (State)
- b. *Delta Central Senatorial District*
 - (i) Federal University of Petroleum Resources, Ugbomro-Effurun (Federal)
 - (ii) Delta State University, Abraka (State)
 - (iii) Delta State Polytechnic, Oghara (State)
 - (iv) Western Delta University, Oghara (Private)

c. *Delta South Senatorial District*

- (i) College of Education, Warri (State)
- (ii) Delta State Polytechnic, Ozoro (State)
- (iii) Novena University, Ogume (Private)
- (iv) Delta State College of Marine Technology, Burutu (State)

However, after collation, it was observed that only 2,014 questionnaires were appropriately completed and returned. Therefore, 2,014 responses, representing 78% of the total population, were used as the final sample size for the study.

The research question guided the study and a single hypothesis was offered for testing. A self-constructed questionnaire that tagged correlates of administrative motivation, participative decision-making, academic staff management, and productivity of lecturers in tertiary educational institutions in Delta State (COADMOTPROD) was used.

The questionnaire had five sections. Section A sought bio-data of respondents such as type of school, age, sex, status/rank, senatorial district etc. Section B queried administrative motivation (independent variable) and contained 12 items. Section C consisted of 12 items on participative decision-making (independent variable). Section D contained 12 items to measure academic staff management (independent variable) and Section E contained 14 items to measure the dependent variable, productivity of lecturers in tertiary institutions in Delta State.

A four-point Likert rating scale was used for responses to statements in Sections B–E: Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (DA) = 2; Strongly Disagree (SD) = 1. The instrument was evaluated for face, construct, and content validity by four colleagues in Delta State University, Abraka—two from the Department of Educational Management and Foundations and two from the Department of Counselling Psychology who are experts in measurement and evaluation. The instrument was then subjected to factor analysis, thereby reducing the number of items. Administrative motivation had an intra-class correlation coefficient of .634 and 95% confidence interval between .519 and .732, i.e., accounting for 71.82% of variance.

Participative decision-making had an intra-class correlation coefficient of .627 and 95% of confidence interval between .509 and .726, i.e., accounting for 74% of variance. Academic staff management had an inter-class correlation coefficient of 0.802 and 95% of confidence interval between 0.739 and 0.855, i.e., accounting for 68% of variance. Lecturers' productivity had an intra-class correlation coefficient of .805 and 95% confidence interval between .744 and .857, accounting for 64.35% of variance. Cronbach's alpha correlation was used to test reliability of the data, yielding 0.63, 0.76, and 0.63 as the reliability coefficient for administrative motivation, administrative decision-making, and academic staff management, respectively, and 0.81 for the productivity of lecturers. This analysis indicates high reliability for this research instrument. The researcher employed the services of some research assistants for each of the sampled institutions that administered and retrieved the questionnaire.

Simple and multiple regression models were used to present and analyze the data. The hierarchical multiple regression model of SPSS 22 was used to determine and explain the discrete variables before the main effect variables registered in the regression functions. In testing the hypothesis, the significant level was set at $P < 0.05$.

PRESENTATION AND ANALYSIS OF RESULTS

Research Question: *What is the relationship among administrative motivation, participative decision-making, academic staff management, and productivity of lecturers in tertiary institutions in Delta State?*

H₀₁: *There is no significant relationship among administrative motivation, participative decision-making, academic staff management, and productivity of lecturers in tertiary institutions in Delta State.*

TABLE 1
MULTIPLE REGRESSION ANALYSIS OF THE RELATIONSHIP AMONG
ADMINISTRATIVE MOTIVATION, PARTICIPATIVE DECISION-MAKING,
ACADEMIC STAFF MANAGEMENT, AND PRODUCTIVITY OF
LECTURERS IN TERTIARY INSTITUTIONS IN DELTA STATE

Model Summary	R	R²	Adjusted R²	MSE	
ANOVA	0.24	0.06	0.06	92.33	
Model	SS	Df	MS	F	P
Regression	11517	3	3839.08	41.58	0.00*
Residual	185670	2011	92.33		
Total	197187	2014			
Variables in the Equation					
Model	Un- standardized Coefficient	Std. Error	Standardized Coefficient (β) t-Ratio	P	VIF
(Constant)	B	0.41	93.92	0.00	
Administrative motivation	38.04	0.48	-8.08	0.00*	1.2
Participative decision- making	-3.91 - 2.04	0.50 0.44	-4.10 0.85	0.00* 0.39	1.2 1.0
Academic staff management	0.37				

* $P \leq 0.05$ Level of significance

Dependent Variable: Productivity of Lecturers

The table shows multiple regression analysis of the relationship between administrative motivation, participative decision-making, academic staff management, and productivity of tertiary institutions lecturers in Delta State. The table indicates R^2 value of 0.24 which revealed that 24% of the variance in productivity of lecturers in tertiary institutions was accounted for by administrative motivation, participative decision making and academic staff management. The un-standarized coefficient (B) for predicting productivity of lecturers in tertiary institutions from administrative motivation was -3.91, participative decision making was -2.04 and for academic staff management was 0.37; the standardized coefficient for administrative motivating was -8.08, and $p = 0.00$, while participating decision making was -4.10, $p = 0.00$ and academic staff management was 0.85, $p = 0.39$. Therefore, administrative motivation and participative decision making were significant at 0.05 level, while academic staff management was not significant at 0.05 level.

The F-value of 41.58 and a P-value of 0.00 testing the null hypothesis at an alpha level of 0.05, with the p-value of 0.00 which is less than the alpha value at 0.05, hence the null hypothesis was rejected, as this indicated that there was significant relationship among administrative motivation participative decision making, academic staff management and productivity of lecturers in tertiary institutions in Delta State.

DISCUSSION OF FINDINGS

The findings from the research question and the result from the null hypothesis test indicate a positive co-relationship between administrative motivation, participative decision-making, academic staff management, and productivity of tertiary institution lecturers in Delta State. Thus, the null hypothesis was rejected. This finding is in line with McGregor's "Theory Y" (1960), which is based on the assumption that human beings are not all lazy but prefer to assume responsibility and will exercise self-control and direction to achieve set objectives to which they are committed, and which can be propelled by administrative

organizational motivation, conducive working environment, good wages and salaries, provision of welfare services, job security, promotional opportunities, and a participative management approach to administration to create a sense of belonging, recognition, acceptance, accomplishment, and attainment of personal and organizational objectives. Earlier, Herzberg (1966) and Sergiovani (1969) agreed that achievement, recognition, responsibilities, work itself, and advancement contribute to job satisfaction while school policy, administration, salary, inter-personal relations, working conditions, or technical supervision and personal life lead to job dissatisfaction.

Administrative motivation, participative decision-making, academic staff management are three-fold related concepts that can stimulate the desired and expected output in workers (lecturers). This finding also supports the findings of Afangideh (2001), which showed that proper management of academic staff increases academic productivity and motivates lecturers to be committed to their job, thereby enhancing job performance. This is also in line with Grain (1976) and Oguntimehin (2001) who highlighted the usefulness and importance of staff management to include measures such as productivity, e.g., improvement in the quality of work, skills, knowledge, understanding, and attitude; enhancing the use of tools and machine, reducing waste, accidents, turnover, lateness, absenteeism, and other overhead costs; eliminating obsolescence in skills, technologies, methods, products, and capital management among others.

The writings of Ofujebe (2010) also laid credence to this finding when he noted that strategic staff management sustains and motivates staff for continuous improvement in achieving school objectives, and builds shared responsibility. However, the findings from this research are contrary to the works of Unugboje (2014), which concluded that motivation, participation in decision-making, and productivity do not significantly relate among university lecturers in Delta State. In his work, "Perceived Administrative Impact of Training/Development on Staff Motivation in Nigerian Universities," Anho (2016) concluded that training/development is a management and administrative motivating tool that significantly impacts on staff by motivating them in areas such as accepting institutional administrative policies and programs, increased commitment to duty, participative decision-making, improved health, and university/institutions' climate among others to reflect on quality productivity of staff including lecturers.

CONCLUSION

The findings of this study indicate the need for tertiary institution administrators and other school administrators, including secondary and primary, to apply various administrative motivation strategies to leverage lecturers and teachers to a higher level of productivity. They should also make use of administrative decision-making and well planned and executed academic staff management strategies for increased quality of work by energizing and sustaining lecturers, for reduction of waste, and to maintain good working relations among others.

RECOMMENDATIONS

- * Tertiary institution managers and administrators should improve their administrative motivating mechanisms and programs for lecturers, who should also be involved in decision-making so as to promote cordial, working, sustainable, productive, and quality working relationships.
- * Tertiary institution management and administrators should make use of tested and proven strategies for managing academic/tertiary institution staff for improved task performance, for example, by continuous staff training and re-training, proper mentoring, supervision, adequate provision of lecturing materials/equipment, and respect for human dignity.

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