The Impact of Motivational Strategies of lecturers in the classroom: Counselling Implications for Student Engagement and Success.

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Abstract- This study investigates the impact of lecturers' motivational strategies on student engagement and success in universities within Edo State, Nigeria. Employing an ex-post facto research design, the research addresses one primary question and tests two hypotheses. The population comprises 3,210 lecturers from both public and private universities, with a stratified random sample of 963 lecturers (30% of the population) selected for analysis. Data were analyzed using descriptive statistics (mean and standard deviation) and linear regression at a 0.05 significance level. Findings reveal that lecturers' motivational strategies are generally low (mean score = 2.49, below the criterion mean of 2.50). Both intrinsic and extrinsic motivational factors significantly predict student engagement and academic success. The study highlights counseling implications: insufficient motivational strategies may lead to diminished student enthusiasm, poor academic performance, and weakened lecturer-student relationships. Recommendations include organizing workshops to train lecturers in effective motivational techniques, such as interactive and student-centered learning, and enhancing student counseling services to foster self-motivation and resilience. These interventions aim to improve educational outcomes by addressing both lecturer and student needs.

Indexed Terms- Motivational Strategies, lecturers, Classroom, Counselling Implications, Student Engagement, Success

I. INTRODUCTION

In today's educational landscape, the role of lecturers extends far beyond mere knowledge dissemination. (Wang & Eccles (2020) argued that motivation is a key factor in successful learning. As facilitators of learning, they play a crucial part in shaping students' attitudes, engagement, and overall success (Jansen, Meyer, Wigfield & Möller 2022). Central to this role is the application of motivational strategies, which can significantly influence how students perceive and engage with their coursework (Blašková, Adamonienė, Tumová Blaško 2020). Reeve (2021) stated that the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but is also influenced by complex motivational and affective factors. Rowell and Hong (2018) revealed that most studies report a high correlation between motivation and achievement, and this correlation is taken as evidence that a highly motivated student will do well in school. Motivation in education is a complex interplay of intrinsic and extrinsic factors that can drive students toward achieving their academic goals (Ryan & Deci, 2020). (Niesche & Gowlett, 2019) added that motivation is a process or behavior that is rewarded, selected, and goal-directed. (Hartono, Hidayati & Wiyaka 2023) revealed that motivation is the power that energizes, guides, and maintains action toward a goal. Motivation is defined as a process or action that is reinforced, selected, and goal-directed, established and energized by a drive that seeks to preserve the person's balance and equilibrium in connection to his surroundings by retaining his fundamental requirements in the process of fulfillment (Bolante, 2019).

Al-Barakat, Alakashee, Al Karasneh, El-Mneizel, Ahmad and Al-Qatawneh (2023) suggested that students' motivation may be thought as a pattern of behavior and affect. He then added that perceived meaning is important in motivated behavior and the mastery of student is able to find meaning in the work. According to Ozer and Badem (2022) if students do not find work meaningful and tend to make external attributions, then work avoidance may develop. To this point, however, little attention has been paid to meaning in studies of academic motivation. Dale (2022) aforementioned that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Or, in more technical terms, motivation refers to "the choices people make as to what experiences or goals they will approach to avoid, and the degree of effort they will exert in that respect.

Motivation is an inner phenomenon that arises from an individual's desires and needs. It is a tenacious approach to needs and satisfaction that increases the performance of individuals. It is a method of moving a person to use his / her best abilities to achieve an explicit destination (Aelterman, Vansteenkiste, Haerens, Soenens, Fotaine, & Reeve, 2019). Internal motivation is an internal force that encourages and directs an individual to do well for his or her reasons, such as successful happiness, the achievement of goals, a desire to remain in good standing, requirements, and needs. External motivation, on the other hand, concerns external aspects that are induced to elevate an individual to the target of desire. External motivators are influences that sustain the actions of the person and direct him or her to fulfill his or her needs and desires, such as reward and punishment.

Humaira, (2023) stressed that every sort of activity may be encouraged by employing some form of reward. The lecturer's function is to facilitate and guide. When a student acts in a specific way for an external purpose (prize or recognition), this is referred to as motivation. (Natalie-Jane, 2023) agree that one may make studying easier and more fun by employing several motivating tactics and maintaining student interest. To motivate students involves the ability and capacity of the lecturer to discover the needs of the students (Ibrahim, 2024). Lecturers who utilize effective motivational strategies create a classroom environment that not only promotes academic achievement but also supports emotional and psychological well-being. Techniques such as goal-setting, positive reinforcement, and creating a supportive classroom atmosphere can enhance students' motivation, encouraging them to take ownership of their learning and strive for excellence. However, the effectiveness of these strategies is closely linked to the students' individual needs and circumstances. (Malatit, Ngeno & Simiyu, 2019) pointed out that this is where counselling comes into play, by understanding the psychological aspects of motivation, counsellors can work collaboratively with educators to design interventions that address the specific challenges faced by students. For instance, students who struggle with self-doubt may benefit from personalized encouragement and recognition of their strengths, while those experiencing stress may require coping strategies to manage their workload effectively.

Furthermore, the implications of motivational strategies extend beyond academic performance; they also influence students' mental health and overall well-being. A motivated student is more likely to engage actively in their studies, participate in classroom discussions, and build positive relationships with peers and lecturers. (Ibrahim, 2024) also said that a lack of motivation can lead to disengagement, lower academic performance, and increased feelings of isolation. Thus, integrating counselling insights into the implementation of motivational strategies can create a more holistic approach to education, addressing both academic and emotional needs.

Buckler & Castle, (2021) assertion is that the impact of motivational strategies employed by lecturers in the classroom is profound and multifaceted. (Hasna, Tahir & Maaz, 2021) added that by promotion an environment that encourages engagement and supports individual growth, educators can significantly enhance student success. Collaboration between lecturers and counselors is essential to ensure that these strategies are effectively tailored to meet the diverse needs of students (Aelterman, Vansteenkiste, Haerens, Soenens, Fontaine & Reeve

2019). As we continue to explore the dynamics of motivation in education, it becomes increasingly clear that a comprehensive approach, grounded in understanding both academic and psychological factors, is vital for cultivating a thriving learning community. This study explores the impact of these motivational techniques employed by lecturers and delves into the counseling implications for fostering student engagement and success.

Research Question

1. What are the techniques used by the school teachers of various subjects for classroom motivation?

Research Hypothesis

The hypotheses of the study are:

1. Motivational extrinsic does not significantly predict lecturers classroom student engagement and success in universities in Edo State
2. Motivational intrinsic does not significantly predict lecturers classroom student engagement and success in universities in Edo State

II. LITERATURE REVIEW

Motivation

Motivation may be defined as "a state of the organization in which energy is mobilized selectively towards the attainment of a given goal" (Natalie-Jane 2023).According him it refers to all those phenomena which are involved in the stimulation of actions towards a particular objective where previously there was little or no movement towards those goals.

Motivation energizes and sustains behavior of the organism and arouses him for action. It also sustains ones interest and behavior for longer period in the activity. Once an organism is motivated it becomes guided, directed and goal-oriented and also makes the organism's behaviour purposeful and persistent in a specific direction

Motivational Strategies

Motivational strategies are methods that encourage the individual's goal-related behavior (Reeve 2021). This is because human behavior is very difficult to understand and there are many different ways in

promoting it. In sum, almost every stimulus a person is open to may possibly affect his/her behavior. Motivational strategies refer to those motivational stimuli that are consciously used to achieve some systematic and lasting positive effect (Humaira 2023). There are many factors that will motivate people to work, but they can be broadly divided in two major types or call influential factors of motivation

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There are two main types of motivation; extrinsic and intrinsic: Extrinsic motivation is concerned with techniques that have an artificial connection with learning. They are imposed from outside by some outside authority usually a teacher. For example, the use of such motivational techniques as praises privileges, feedbacks and tangible rewards to name a few.

Ozer and Badem (2022) said, extrinsic incentives are immediate and concrete, and have the advantage of being more effective in the promotion of effective learning in students. It has an important informative value which is lacking intrinsic motivation on their performance.

Al-Barakat, et al. (2023) stated "to answer the question of how to motivate students to learn and also to sustain the students interest in a given course to study, psychologist's have developed some common techniques which may be used by classroom instructors to motivate students in their work". Ten of the motivational techniques used in classroom teaching-learning process include use of rewards; symbolic or material to encourage conformity and role behavior and to discourage autonomous action, use of praise, use of competition and co-operation, knowledge of results (feedback), use of novelty, setting of goals, curiosity, avoid the use of stressful procedures, level of aspiration and attention from the foregoing review, it could be asked, do lecturers really use these motivational techniques to encourage students to learn as it ought?

Motivational techniques have remained the more reliable weapon in the hands of lecturers, the usage of which can affect positively or negatively, the rate of absorption and interest of the students enthusiasm, aspiration and achievement.

The external environment also known as extrinsic motivation, and factors within the individual concern also known as intrinsic motivation (Ryan et al. 2020). To them, people may be motivated by factors in the external environment such as pay, supervision, benefits, and job perks. They sees this type as extrinsic and that in which people are motivated by the love they have for job or task as intrinsic motivation (Nahid, et al. 2023).

In explaining the two types of motivation, (Ryan 2020) added that individual's behavior in any organization working for externally determined rewards falls in the extrinsic category while those who are trying to satisfy their curiosity and competency falls in the intrinsic category. According to Malatit, et al. (2019), both intrinsic and extrinsic motivations are very important in learning. lecturers need to ensure a balance in intrinsic and extrinsic motivation strategies especially when immediate satisfaction is inadequate or little in the learning situation. Education in its every day sense could mean formal training that is given in schools, colleges, and universities, for the acquisition of the abilities for example, read, write and calculate. Education is the physical, intellectual, moral, social, and emotional cultivation of the whole person in a formal or informal setting for smooth functioning of the society and the person concerned.

However, the place of motivation in the attainment of the lofty goals of education cannot be overemphasized as they (motivation and education) are inextricable linked to each other

III.   METHODOLOGY

The ex-post facto research design was used in this study. The population of this study encompassed the 3,210 lecturers in the public and private universities in Edo State. The constituent details of the population are as follows: 643 lecturers in Ambrose Alli University, Ekpoma; 1883 lecturers in University of Benin, Benin City, 118 lecturers in Edo State University, Uzairue, 248 lecturers in Igbinedion University, Okada, 57 lecturers in Samuel Adegboyega University, Ogwa, 73 lecturers in Wellspring University, Benin; and 188 lecturers in Benson Idahosa University, Benin. The figures were

based on the statistics of academic staff from the Personnel Division of each institution as at 2020. The distribution of academic staff (lecturers) in the aforementioned institutions is provided in Table 1.

Table 1: Population and Sample of the study

s/n	Universities (Public)	Total number of lecturers	Sample drawn from lecturers (30%)
1	Ambrose Alli University, Ekpoma	643	193
2	Edo State University, Iyamho	118	35
3	University of Benin, Benin City	1,883	565
	Total	2,664	793
	Universities (Private)		
	Igbinedion University, Okada	248	74
	Wellspring University, Benin	73	22
	Samuel Adegboyega University , Ogwa	57	17
	Benson Idahosa University , Benin	188	56.4
	Total	566	169
	Grand total	3,210	963

A sample of 963 lecturers, representing 30% of the total population, was selected for the study. The random sampling technique was employed to choose 30% of lecturers from both public and private universities within the state. One instrument titled: Motivational Strategies Employed by lecturers and Classroom Students' Engagement and Success Questionnaire (MSELCSESQ) was used in this study. The instrument was used for the collection of data on universities variables and students' engagement and success. The questionnaire (MSELCSESQ) was divided into three Sections of A, B, and C. Section A contained items relating to the personal profile of lecturers such as the name of their university. The name of their university helped the researcher to categorize the respondents according to school

proprietorship dichotomy-private and public. Section B was used to elicit information on the various motivational strategies employed by lecturers' that could affect Students' classroom engagement and success. Section C comprised one Part.

The overall reliability alpha (a) of the scale was 0.86. All the 14-items were rated on a four point likert type scale of Strongly Agree-4, Agrcc-3, Disagree 2 and Strongly Disagree -1. Hence, it gave an average likert mean score of 2.50. The face and construct validity of the instrument was carried out by two experts in Educational Administration in the Department of Educational Foundations and Management of Ambrose Alli University, Ekpoma. Research Question I was descriptively answered using mean (X) and standard deviation (SD). Hypotheses 1-6 were tested using Linear Regression Analysis the hypotheses were tested at 0.05 level of significance

IV. RESULTS

Research Question 1: What is the level of motivational strategies of lecturers in universities in Edo State?
In analyzing research question 1, the mean (X) and standard deviation (SD) were used to determine the level of motivational strategies of lecturers in universities in Edo State

Table2: Mean and Standard Deviation Analysis on Motivational Strategies of Lecturers in Universities in Edo State

s/n	Items	X	SD	Remarks
1	Do you have a specific entrepreneurship skills learned during your coursework?	2.87*	1.021	High
2	How relevant do you find your entrepreneurship coursework to real-world situation	2.91*	1.091	High
3	How confident are you in your entrepreneurship skills?	2.17	.997	Low
4	Have you engaged with entrepreneurs networking events?	2.42	1.207	Low
5	Have you had the opportunity to innovate new ideas in a group project or personal endeavor?	2.18	1.187	Low
6	Do you plan to continue developing your entrepreneurship skills after graduation?	2.43	1.323	Low
7	Do your education support the mindset of risk-taking attitude	2.37	1.138	Low
8	Entrepreneurship skills is a subject for few students	2.26	1.101	Low
9	Have you found value in integrating entrepreneurship with other fields of study?	2.33	1.083	Low
10	Do you feel prepared to pursue it entrepreneurship skills	2.39	1.188	Low
11	Do you have a specific skills you feel you need to develop further to enhance your entrepreneurial capabilities?	2.84*	1.017	High
12	Do you feel that the entrepreneurship skills taught in your courses are clearly defined and understood	2.68*	1.029	High
	Level motivational strategies of			

lecturers Mean score= 2.49				

Result in Table 2 shows that majority of the lecturers had high rating on having a specific entrepreneurship skills learned during the coursework, they find entrepreneurship coursework relevant to real-world situation, they have a specific skills they feel they need to develop further to enhance their entrepreneurial capabilities, and as a result feel that the entrepreneurship skills taught in courses are clearly defined and understood at mean ranging from 2.17 to 2.42 and low rating on item such as are confident are in entrepreneurship skills, engaged with entrepreneurs networking events, had the opportunity to innovate new ideas in a group project or personal endeavor. Plan to continue developing your entrepreneurship skills after graduation, education support the mindset of risk-taking attitude, entrepreneurship skills is a subject for few students, found value in integrating entrepreneurship with other fields of study, feel prepared to pursue it entrepreneurship skills at mean ranging from 2.17 to 2.42. The mean score of level of job morale of lecturers was less than the criterion mean of (2.49<2.50) hence the result showed that the level of motivational strategies of lecturers in universities in Edo State was low.

Hypothesis1. Motivational extrinsic does not significantly predict lecturer's classroom student engagement and success in universities in Edo State

In testing Hypothesis 1, the Simple Linear Regression analysis was used to determine the effect of the independent variables on the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variables explained variations in the dependent variable. The results of the analysis are presented in Table 3

Table 3: Summary of Simple Linear Regression Analysis on Prediction of Motivational extrinsic on lecturer's classroom student engagement and success in universities in Edo State

R=.548a
R-square (R^2) =.300
Adjusted   R-   square=.299
$F_{(1, 154)}=10.231*$

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-val.	p-val. Remark
(Constant)	1.644	.046		36.074	.000 Significant
Motivational extrinsic	.342	.017	.5485	20.233	.00001 Significant

a. Dependent variable: lecturers classroom student engagement
b. Predictors: (constant), Motivational extrinsic
*t-values and f-value are statistically significant (p<0.05)

The result in Table 3 shows the t-value for motivational extrinsic individually predicting lecturers' classroom student engagement (t=0.342 β=.20.233, p<0.05). Therefore, the null hypothesis was rejected. This implied that Motivational extrinsic significantly predicted lecturer's classroom student engagement and success in universities in Edo State. The R2 square and adjusted R2 values (.300 and .299) showed that approximately 6 percent variation in lecturer's classroom student engagement and success were attributed to the predictive or explanatory changes in motivational extrinsic strategies.

Hypothesis 2. Motivational intrinsic does not significantly predict lecturer's classroom student engagement and success in universities in Edo State
In testing Hypothesis 2, the Simple Linear Regression analysis was used to determine the effect of the independent variables on the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variable explained variations in the dependent variable. The results of the analysis are presented in Table 4.
Table 4: Summary of Simple Linear Regression Analysis on Prediction of Motivational Intrinsic on Lecturer's Classroom Student Engagement and Success in Universities in Edo State

R=.443ª
R-square   (R²)   =.196
Adjusted   R-   square=.195
F$_{(1.956)}$=233.069*

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-val.	p-val. Remark
Model (Constant)	1.868	.045		41.368	.000 Significant
Motivational intrinsic	.246	.016	.4435	15.267	.00003 Significant

a. Dependent variable: lecturer's classroom student engagement
b. Predictors: (constant), Motivational intrinsic
*t-values and f-value are statistically significant (p<0.05).

The result in Table 4 shows that the t-value for motivational intrinsic individually predicted lecturer's classroom student engagement (t=15.267,β=.246,p<0.05). Therefore, the null hypothesis was rejected. This indicated that motivational intrinsic significantly predicted lecturer's classroom student engagement in universities in Edo State. The R2 square and adjusted R2 values (.196 and .195) showed that approximately 5 percent variations in lecturer's classroom student engagement was predicted by motivational intrinsic in universities in Edo State.

V.   DISCUSSION OF FINDINGS

The level of motivational strategies of lecturers in universities in Edo State.
The result showed that the level of motivational strategies of lecturer's in universities in Edo State was low. This is a sign that lecturer's lack of motivation will result in finding their job no more pleasurable. This could be consequent on the fact that they are poorly motivated in terms of none or irregular payment of salaries, inadequacy of infrastructural facilities and other harsh academic administrative policies that relate to promotion, lack of recognition and award for extraordinary hard work done and lots more. In recent times, some universities in Edo State are characterized by irregular and selective payment of salaries that made some lecturers to be owed salaries for as long as the period of twenty months, twelve, and eight as the case may be. This condition does not enable lecturers to meet basic needs for food and shelter, let alone undertaking any financial project in the society in comparison to others. This can lead to low morale and a lack of motivation to invest extra effort into their teaching. The financial constraints can diminish their enthusiasm for engaging students and improving the learning experience. Lecturers could equally be stigmatized based on this condition that they cannot confidently take loan within their neighborhood. Even with their level of education, they are considered paupers by stack illiterates in other field of work. Moreover, lack of facilities in the universities does not aid their work performance. They either keep improvising or collaborating with students in the provision of facilities such as public address system for effective teaching and learning process. Lecturers may experience a lack of modern teaching facilities, inadequate classrooms, and a shortage of essential resources such as computers, internet access, and research materials. These limitations can hinder their ability to perform effectively and lead to a lack of motivation to improve their instructional methods. Continuous professional development (CPD) is critical for lecturers to stay motivated and enhance their teaching strategies. However, many universities in Edo State may lack adequate funding or institutional support for training programs, workshops, and conferences. Without opportunities to improve their skills, lecturers may become complacent in their teaching approaches. If the university management or departmental heads do not prioritize the well-being of lecturers or fail to provide motivational leadership, this can create an environment where lecturers feel undervalued. A lack of support from the administration may also prevent lecturers from exploring new teaching methodologies or motivational strategies. In some cases, universities may not have formal policies or strategies to motivate their academic staff. Without a structured approach to motivation, lecturers may lack the guidance or incentive to implement motivational strategies in their teaching. These condition and lots more could have resulted to low level of lack of motivation of lecturers in Edo State Universities.

The results of this study disagreed with that of Nahid, Muzaffar & Abbas (2023) who found that the majority of teachers told that a positive and significant correlation. Motivated teachers contribute to a positive learning environment, which fosters students' engagement and improves their academic outcomes.

Motivational extrinsic and lecturer's classroom student engagement and success

The result showed that motivational extrinsic significantly predicted lecturer's classroom student engagement and success in universities in Edo State. The possible reason for this outcome could be that lecturers who are extrinsically motivated through financial incentives (e.g., better pay, bonuses, and research grants) are more likely to dedicate effort to improving student engagement and classroom success. These incentives can encourage them to design engaging lessons, put extra effort into student interactions, and innovate their teaching methods. When lecturers are extrinsically motivated, will lead to Student motivation, they may introduce reward-based strategies for students, such as recognition, certificates, or academic awards for top performers. Performance-based evaluations and rewards can push lecturers to enhance their teaching effectiveness. When lecturers know they will be evaluated on student engagement and academic success (through student feedback, teaching reviews, etc.), they may focus on improving their pedagogical strategies and creating a more interactive classroom. Such systems also encourage students to be more engaged, knowing that their performance will influence their academic success and be acknowledged by the lecturers, further promoting active participation in class. In many universities, lecturers are motivated by external funding opportunities or research grants tied to their teaching and student success. If the institution provides funding for research or academic projects based on student outcomes, this can encourage lecturers to focus on strategies that promote student engagement, as student success could directly impact their ability to secure grants and additional resources. As lecturers become more motivated by external resources, they may involve students in research projects or opportunities for academic growth, which further promotes student engagement and academic success. Extrinsic motivational factors ranging from financial rewards, career advancements, competitive pressures, institutional recognition, and social expectations can significantly influence both lecturers' efforts to engage students and students' motivation to succeed. When lecturers are motivated by these external rewards, they are more likely to adopt strategies that foster classroom engagement, leading to enhanced academic success for students.

The finding supported that of (Hasna, Tahir & Maaz 2021) that lecturers make use of motivation techniques to inspire students to work in different learning situations for both individuals and in groups to attain the best results for education most effectively and efficiently.

Motivational intrinsic and lecturer's classroom student engagement and success

The result disclosed that motivational intrinsic significantly predicted lecturer's classroom student engagement and success in universities in Edo State. These could be the intrinsic motivation, which arises from internal factors such as personal satisfaction, passion for teaching, and a sense of purpose. Intrinsically motivated lecturers are deeply passionate about their work and the success of their students. This passion drives them to create engaging, meaningful, and innovative learning experiences. When lecturers are genuinely invested in students' learning and growth, it encourages active student participation, fostering better engagement and academic success. Many lecturers derive intrinsic satisfaction from seeing their students succeed, whether through improved grades, mastering difficult concepts, or progressing in their academic careers. This fulfillment motivates them to continuously improve their teaching methods, leading to a more engaging classroom environment. Intrinsically motivated lecturers are often driven by a desire for self-improvement and professional development. This internal drive can lead them to adopt new teaching strategies, seek out new knowledge, and engage with students in more dynamic ways. This ultimately improves student engagement, as students benefit from the lecturer's passion for their own professional growth and innovative approaches. Lecturers who are intrinsically motivated by personal development may seek mastery in their subject area, which can result in better preparation and a deeper

understanding of the material. This mastery translates into more confident and engaging teaching, which is more likely to engage students and facilitate their success. Lecturers who find deep meaning and purpose in their teaching are more likely to create an engaging learning environment. Their motivation to impact students' lives positively goes beyond external rewards, focusing on the intrinsic satisfaction of teaching and nurturing students' academic and personal growth. This sense of purpose inspires both lecturers and students to remain actively involved in the learning process, leading to improved outcomes. Lecturers motivated by intrinsic factors often see themselves as mentors. This personal investment in students' academic and personal growth fosters trust and motivation in students, leading to better engagement and greater success. Intrinsically motivated lecturers prioritize the development of critical thinking and curiosity in students, rather than focusing solely on exam preparation. By creating learning environments where students are encouraged to explore ideas, ask questions, and develop their own intellectual interests, lecturers foster a culture of active engagement. This leads to deeper student involvement and better long-term success, as students develop a love for learning that persists after graduation. When lecturers are intrinsically motivated, they are more likely to find satisfaction in their work, regardless of external rewards. This job satisfaction can reduce stress and burnout, creating a more positive and productive environment. A happy and motivated lecturer is more likely to engage students effectively, leading to improved outcomes.

This findings concord with that of (Humaira 2023) who found that the personal motive of lecturers in both type of schools used a variety of techniques, including cooperative instructional behaviour and lesson structuring, overall work, reading, and writing abilities of students. Also, lecturers are more active in encouraging and counseling students to internationally concentrate on their study as it is the primary objective of being in the university.

Implication for Counselling.
1. Low level of motivational strategies used by university lecturers in Edo State has counseling implications for both students and lecturers. For students; when lecturers fail to use motivational strategies, students may lack enthusiasm for learning, leading to poor academic performance. Also, students may struggle with self-motivation, resulting in decreased participation and engagement in class activities. When lecturers fail to motivate students, it can lead to strained relationships, reducing effective communication and collaboration in the learning process.

2. Since extrinsic motivation (e.g., salary increases, promotions, recognition, awards) enhances lecturers' engagement, universities should implement policies that provide incentives for quality teaching. And counsellors can advocate for institutions to offer professional development opportunities, performance-based rewards, and mentorship programs to sustain motivation. For students' it enhances student engagement, when lecturers are extrinsically motivated, they tend to use engaging teaching methods, which can positively influence student learning.

3. Enhanced teaching quality and student engagement, lecturers who are intrinsically motivated are more likely to use engaging and innovative teaching methods, such as interactive discussions, case studies, and problem-solving approaches and counselling interventions should reinforce the importance of self-driven teaching excellence and continuous professional development. For students' it helps lecturers build stronger relationships, leading to a supportive and interactive classroom environment. Counsellors can train lecturers on emotional intelligence and mentorship strategies to enhance their engagement with students.

Recommendations
The following recommendations are made based on the findings from the study:
1. Addressing the counseling implications of the low level of motivational strategies used by university lecturers' universities should organize workshops and seminars to train lecturers on effective motivational strategies, such as interactive teaching, student-centered learning, and emotional intelligence in the classroom. For students' universities should strengthen student counselling services to help students develop self-motivation, resilience, and coping strategies when

faced with uninspiring teaching methods. Counselling programs should focus on boosting student confidence, time management, and goal-setting skills to encourage self-driven learning.

2. Lecturers should take advantage of performance-based incentives by incorporating active learning strategies that promote student engagement. For students' universities should create platforms where students can provide feedback on lecturer performance, ensuring that motivated and high-performing lecturers are recognized and rewarded.

3. Lecturers should adopt interactive and engaging teaching strategies using student-centered learning approaches, including case studies, group discussions, flipped classrooms, and technology-driven learning tools and regularly assess and refine teaching methods based on student feedback and self-evaluation. For students they should be active participation in learning by taking advantage of engaging teaching methods by actively participating in discussions, group activities, and research projects and promote a collaborative learning culture where students contribute ideas, ask questions, and take initiative in academic discussions.

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