

Prosocial Motivation And Innovative Behaviour: An Empirical Analysis Of Selected Public University Lecturers In Nigeria

Faiza A Bawuro, Alina Shamsuddin, Eta Wahab and Chinedu Caleb Chidozie

Abstract:The limited research on innovative work behaviour in the public education system was a motivation for this study. The article examines the extent to which prosocial motivation influences innovative behaviour among selected public universities lecturers in Nigeria. Social exchange theory provided a theoretical underpinning for the study. The study used a cross-sectional design using a sample of 320 senior academics in the country. Stratified sampling technique was adopted, and also multivariate analysis of variance was utilised for the analysis. The study found that prosocial motivation has a significant influence on innovative behaviour of lecturers. The study concludes that a critical driver to improved innovation in the university system is through prosocial motivation. The study recommends that the government and management of the university system need to make an effort to ensure that lecturers are prosocially motivated. The study is a novelty as it validates the social exchange theory and closes the gap in the literature on prosocial motivation and innovative behaviour lacking in the university system.

Index Terms:Prosocial Motivation, Innovative behaviour, Empirical Analysis, Social Exchange Theories, University Lecturers, Idea Generation, Idea Promotion, Nigeria

1 INTRODUCTION

Modern organisation is no more built on offering superior services alone, while it is still necessary to do so, there is a paradigm shift as there is a constant need to be on the search for identifying needs and satisfying them [1],[2]. Premised on this reality, organisations are regularly on the search for creative and innovative minds that will improve the organisation's processes, enhance existing products and developing a new product that will not just improve the fortune of the organisation but also give them a competitive advantage [3]. The academic environment is instead a more complicated terrain, which requires the best of creative minds for the effective functioning of the system [4]. The reality is slightly more complicated as there are both individual, organisation and societal expectations from the academic environment, as they are the bedrock of modern technology development most especially in developed climes [5]. It then implies that the educational system holds the touch to drive improved economic development through innovative and creative ideas that will be beneficial to corporate organisations and government. Hence, lecturers are expected to be innovative and exhibit behaviours that are innovative to contribute meaningfully to society [6].

Further, another argument advanced for the need for lecturers innovative behaviour is the understanding that lecturers are the process through which leaders are made, as university education is now commonly sourced and contributes immensely to producing world leaders, captains of industries, teachers, doctors and health workers, engineers and all other professionals in virtually every sector of a society. Thus, demanding that lecturers are innovative in their behaviours because it is the depth of a man's knowledge that they can transfer, meaning the quality of leaders is likely proportional to the quality of lecturers we have in the universities. [7] stated that innovative behaviours are a foundational platform towards tackling and handling emerging issues and challenges to achieve competitive advantage. Innovative behaviour has been described as a multistage process that is not limited in procedure but instead requires creativity, promotion, ingenuity, and execution of novelty [8],[9]. There have been varying views on what constitutes innovative behaviour, how to measure it, and it can be assessed. However, generally agreed is the fact that innovative behaviour is vital to improving performance in any institution [10].[11] opined that innovative behaviour is an intentional creation driven to introduce, and apply new ideas in the organisation for its overall improvement. This implies that innovative behaviour is deliberate and not forced, and it differs from creativity, as it is expected to be implemented and for it to be achieved there must be an enabling environment or perceived support for it to be operational [7]. However, although innovative behaviour cannot be forced, it is worthy to state that it can be stimulated and fostered through some deliberate human resources (HR) practices that are aimed at improving innovative behaviour in an organisation [12],[13]. Researchers have confirmed that HR practices play a significant role in promoting creativity and innovation by enhancing individual employees' skills through practices such as employee motivation, welfare, and training and development [14],[3]. Therefore, enhancing individuals at work by motivation is the fundamental concept of the present study. Several studies have established that motivation as human resources practices can shape employees behaviour (innovation and skills) in the organisation [15],[16],[17]. Thus, implying that motivation adopted in an organisation has a

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significant influence on their employee's innovative behaviour. Recent focus is on prosocial motivation, an aspect of intrinsic motivation [18],[19]. [20] described prosocial motivation as the willingness to offer help to people within a set of the workgroup. Similarly, [21] defined prosocial motivation as a desire to take action to create positive waves on others. Thus, the thoughts, preferences, and feelings for the good of others through ensuring that others get a better life underscores the motive for being prosocial. As growing interest and research on prosocial motivation is undertaken, it has been observed that people are looking for jobs that allow them other social aspects, such as helping their country and people around them, making meaningful difference through socially contributing to the generally good of individual and societies [22],[23],[24]. [25] found that prosocial motivation can drive improved employees' commitment, work persistence, and to help others through varying activities, which invariably improves innovative behaviours in employees. Despite the increased attention on prosocial motivation, there is still limited evidence on prosocial motivation influence on innovative behaviour in an emerging economy context. Thus, making it pertinent to gain more insight into the effect of prosocial motivation on innovative behaviour from an emerging economy context. In Nigeria, the incessant strike actions of academic staff have been attributed as a significant challenge to the decay in the educational sector [5],[6]. It is now some annual festival that university classrooms would be closed over unmet demands and agreements from the government that are supposed to motivate them. The lecturers are not motivated as exemplified with inadequate wages, lack of developmental programmes, poor incentives, poor teaching and learning condition, among others [26],[27]. Further, the rising spate of graduate unemployment in the country has been a source of worry currently at 18% [28]. The inability of unemployed university graduates to innovatively start-up new and even the employed are subjected to further training by their employers before they can contribute innovatively. Arguably, this can be attributed to the lack of innovative training from their university education from lecturers. Hence, it rather imperative that dealing with these challenges in the educational system, it is vital that new ideas and creativity are introduced in our university systems. However, [29] opined that the extent lecturers themselves are innovative is not a function of the depth of the intellectual and professional skills, but also by their perception of being helped and motivated. That explains the views of [20] that high prosocial motivation may stimulate innovative behaviour because prosocial motivation influences how the reward is perceived, which invariably affect innovation. There are limited studies that focused on innovative behaviour in the university system, as most have been directed towards the pre-primary and primary schools [30],[31]. Thus, prompting the conceptual understanding of prosocial behaviour in a university setting, most especially from the government is needed at this time. The study further contributes to expanding the frontiers of knowledge in the realm of prosocial motivation, research on the varying dimensions and education generally. These premises inform the study on prosocial motivation and lecturers' innovative behaviour among universities in Nigeria. Thus, this study is guided by the research question, which is to what extent will prosocial motivation influence lecturers' innovative behaviour in selected Universities in Nigeria.

2 THEORETICAL FRAMEWORK

2.1 Social Exchange Theory

In this study, the theoretical underpinning is based on the social exchange theory. Thibaut and Kelley in 1959 developed the social exchange theory. The premise of this theory is the belief that relationship is a dual channel process between a giver and receiver [32]. The theory is hinged on the views that the extent a person perceives their value in terms of their commitment and what they get is vital to the continued relationship [33]. Thus, emphasising that there is always the possibility of a better relationship that can be enhanced to the benefit of the parties [34]. However, it is worthy to state that the relationship is better sustained in situations where both parties agree. The theory also considers the exchange of talents or possessions, as feelings and innovative ideas can be shared mutually to the benefit of others. The need exchange is often reciprocal [35]. The reciprocal sharing is premised on the firm believed that they are valued and as such drives the willingness to take up activities that will benefit others [36]. The sharing also involves the transfer and willingly making an effort to better the lots of others [37]. Social exchange theory is applied in this study to explain prosocial motivation on innovative behaviour of lecturers in the university environment. The application of theory is based on the support that the theory gives to the study. When lecturers feel they are supported and motivated by the government or the university management in the discharge of their duty; it would drive innovative behaviours from them that would lead to the creation of viable ideas that would be beneficial to the university system, students, industry, and the country at large. Sharing of knowledge and knowledge replication is an exchange process, and lecturers engage in these activities as the core of their job function. The theory provides a bedrock to assess the empirical validity of prosocial motivation influence the innovative behaviours of lecturers among selected universities in Nigeria, which is the core of this study.

3 LITERATURE REVIEW

3.1 Prosocial Motivation

Motivation has attracted some literature and has been viewed from varying perspectives. However, most recent is the attention to making a prosocial difference that is hinged on a motivation to do things better for others without any gain or motive [19]. This was the perspective that drives the prosocial concept of motivation, i.e. the eagerness to ensure that others benefit from you through the extra effort [27]. There is a growing literature in prosocial motivation, as managers are beginning to understand the need for improving the relationship in the workplace, encouraging support tendencies and managing workplace diversity in the interest of the organisation [38]. The emphasis on customer's relationship is better enhanced when the employees can share among themselves a strong sense of prosocial connection that will allow for idea sharing, improved commitment, and encouraging team behaviour. [39] stated that prosocial is the willingness to help or offer some level of assistance to other parties that may be in need. This view is similar to the opinions expressed by [23] that prosocial is an individual driven attempt to be supportive of others and contribute to reducing their burdens.[40] indicated that what drives the willingness to be helpful, whether intrinsic or extrinsic is what is referred to as

prosocial motivation. It is merely the desire to be useful or beneficial to others in need. Also, [41] stated that prosocial motivation is the motivation that drives an individual towards making a difference or reproduce the desire to be beneficial to others around. However, prosocial motivation is seen as temporary in its approach in ensuring that the well-being of others are met and they are offered the best form of support that will be beneficial to them at their point of need [42]. It is future-focused, and outcome focused, thus differentiating it from intrinsic motivation [20]. Further, prosocial motivation is dependent on the depth of the ability a person to show empathy and helpfulness, consideration, sympathy, agreement and concern for others [43]. Hence, the ability to share in the understanding of other people's situation drives prosocial motivation and increases the tendency to exhibit prosocial behaviour to others in need [44]. Consequently, [45] stated that prosocial motivation helps to drive individual perceptions of people, which invariably ensures that have a deeper understanding on the nature or possibility of the prosocial tendencies that they exhibit to people around them. [40] and [46] indicated that prosocial motivation influences improved performance and increased productivity. Also, prosocial motivation has often been related to three fundamental proxies: the dimensions are psychological processes of motivation, which are direction, intensity, and persistence of concerted attempts to be beneficial [38]. The direction of the prosocial motivation could be focused on specific people, things, and place. This outlines the direction that the prosocial motivation takes whenever it is applied. The direction of a person's prosocial motivation can be limited squarely to the growth of others, the happiness of others, financial and emotional issues, learning, and welfare of others [38]. The intensity of an individual prosocial motivation can be low, and at the same time, can be extreme [41]. This degree is controlled by either the emotional, experiential system of rational cognitive system [47]. The degree or intensity of the individual prosocial motivation can be from their perception of what they feel is right; what they perceive is rightly offered them, and how they feel treated. Conclusively, the prosocial motivation can be for a limited period, and it could be for a lifetime [38]. Arguably, the limited period could be to help students make further clarifications in areas they still lack understanding, assist colleagues in a cover-up for classes, take-up extra coaching classes and mentoring activities for both students and colleagues. This is because the lifetime can take the form of a lifetime commitment to helping and assisting people in desperate need for help.

3.2 Innovative Behaviours

The concept of innovative behaviour is a significant concern for the modern organisation because human resource forms a substantial part of an organisation's operation [7],[9]. It is utilised in driving improved changes economically and gain a competitive advantage in the organisation [48]. In the views of [49], innovative behaviour is a deliberate approach of employees towards the realisation of organisational goals and objectives through the creation, managing, and implementation of novel ideas that will help give the organisation competitive advantage and ensure sustainability. Similarly, [50] opined that innovative behaviour is individually developed or designed a set of activity that aims at driving the organisation's structure and improve performance. It is seen as a self-initiated set of action that is directed towards

improving and standardising existing work condition and develop new ones. [51] stated that innovative behaviour is the centre point of innovation in an organisation and forms a critical tool that drives organisation success. [52] opined that innovative behaviour has a broad definition. However, they opined that innovative behaviour is geared towards innovative output that will be beneficial to the organisation and its employees. Similarly, [53] stated that innovative behaviour is internally driven through individuals in the organisation, as they are the source of innovation in the organisation. This perspective clearly shows that innovative behaviour is a function of the individual in the organisation. Furthermore, since individuals develop and reshape ideas, they constitute a fundamental element in the innovativeness of an organisation [54],[9],[55] and indicated that innovative work behaviour is a multistage linking process. Similarly, [11] noted that innovative behaviour is a three-stage multi-level process that involves idea generation, promotion, and implementation. Thus, this paper operationalises innovative behaviour with proxies, such as idea generation, promotion, and application.

3.3 Dimensions of Innovative Behaviour

The study of [11] identified three distinct dimensions of innovative behaviour. They are idea generation, promotion, and realisation.

3.3.1 Idea Generation

This dimension is premised on the belief that innovative behaviour begins with the ability of an individual to generate an idea [56]. It is the creation of a new and original idea, which is useful to the organisation. In the views of [57], idea generation is born out of existing challenges, unfilled gaps, and technological advancement. [8] opined that idea generation is not a controlled stage of the innovative process, as it is more focused on how to solve the observed problem through new methods. This stage allows for the development and experimenting of conceptualised methods. [11] stated that among the determinants of success idea generation is the depth of knowledge and information, experience, and openness. Idea generation is better approached from a multi-access approach, as the problem may not be connected to a single defined and easily identified source [58]. Thus, it demands an in-depth understanding of the work function, the varying segments, and the operational intricacies that require a range of skills [9]. This dimension is the foundation for innovative behaviour and requires a new and distinct way of doing things is evolved to provide a solution to the observed organisational problem. Lecturers idea generation can come from anywhere as they often exposed to a large number of persons from different backgrounds, culture and exposure as it could even be from the students, however, what is of more concern to this study are how prosocial motivation drives idea generation among lecturers.

3.3.2 Idea Promotion

[11] stated that secondary to idea generation is idea promotion, indicating that it is a vital component of individual innovative behaviour. It is the information and support stage of innovative behaviour, as at this stage efforts are made towards ensuring that getting the necessary support for the implementation of the through sharing of the idea [59],[8]. The idea is offered at this stage and packaged for delivery to the organisation to get support for the acceptance of the idea. [11]

opined that to promote new ideas, it is expected that employees socialise, meet people higher and lower, little organisational politics, solicit support from friends, and sponsors to accept and key into the idea for acceptance and implementation. [60] stated that there is a need for work engagement to form a coalition and pressure the idea to see its full realisation. [53] observed that at this stage it requires that the idea originator would have done their confirmation of the feasibility of the idea to bring result and as such should be confident of defending the idea. This because the persistence of the idea originator would make the support easy and further confirm the value attached to the idea. Lecturers need not more than their colleagues to support ideas that will make them more innovative. However, they must be ready to carry others along towards actualising the goal.

3.3.3 Idea Realization

The final process in the innovative behaviour framework that takes into cognisance the transfer and reprocessing of ideas into expected outcomes that are to the benefit of the individual and the organisation [11]. The idea generated with the right support and promotion is further given life through implementation in the realisation stage [61]. The idea is completed at this stage, and it converted to the benefit of the organisation. The realisation is the reality of the idea, and the feasibility of its application is known at this stage. [62] state that there are several organisational issues that, however, hinders innovative behaviour. They indicated that scarce resources, organisational bureaucracy, lack of skilled employees and poor organisational culture are critical factors that often hinders idea realisation in the organisation. Idea realisation is a fundamental component in the three-stage ladder as the complex innovation process is broken down at this stage of the innovative behaviour in the organisation [63]. It is the most demanding of the behavioural task in the innovative process, thus, requiring varying skills set, in-depth knowledge, and widening communications with other individuals in the organisation [64].

3.4 The University System in Nigeria

The university system in Nigeria produces graduates of sound intellectual capacity, until recently, it has become a theme of major discussion. The system has been faced with some challenges that stem from the administration and management of the system [5]. The problems have led to the closure of the universities in some times for prolong period and have dragged the academic calendar backwards, most notably for public universities in the country. Among the challenges identified is the poor welfare packages for staff, the lack of training and development programmes, poor management and leadership and a host of others [65],[66],[67],[68]. The university system offers a grounding point that allows for interaction and learning [69]. The need to add value and increase knowledge gained makes the university a market place for individuals that wants to be prosocial. It is a place of learning, and not everyone can learn fast or assimilate fast, and when efforts are made to be motivated lecturers, they will be willing to be innovative, which invariably will add value to the students [70]. The consciousness that the university management and government support lecturers' activities makes them feel valued and would instead make them the desire to beneficial to students and colleagues. This has a ripple effect as it makes the students learn better and faster,

helps colleagues contribute innovatively and shape students' minds to better act in a way that will beneficial to themselves and society. The incessant strike actions, delay in salary through shortfalls, and delay in promotions have further created a gap between learning and teaching [69],[71],[72]. The lecturers feel they are not appreciated and then often transfer the same to students through lackadaisical attitude teaching, poor attention to students' academic challenges, poor moral support, and mentorship and training. The university environment is often the bedrock for researches and innovation; however, that cannot be said to be the case in Nigeria, as the lecturers still complain of lack of enabling support system that will drive innovation in the academic system. Thus, necessitating this study to assess the effect prosocial motivation would influence lecturer's innovative behaviour.

3.5 Previous Studies on Prosocial Motivation and Innovative Behaviour

The presented theoretical background has provided support for the objective of the study, which is aimed at assessing the influence of prosocial motivation on lecturer's innovative behaviours among selected university lecturers empirically. The research of [73] examined the psychological predictors of prosocial motivation among a sample of undergraduates in Nigerian Universities. The study was a cross-sectional survey design with a sample of 440 students. The data gathered were analysed using ANOVA, and the study found that the location of the participants, cultural/ethnic differences has significant influence prosocial motivation of students. The study was limited to students, and the aim was on differences. However, the finding can be used a basis for drawing the inference that prosocial motivation has a significant influence on innovative behaviour. [74] examined the prosocial motivation and organisational commitment in the public sector. The study was an exploratory and sample from selected public institutions were used for the study. The study found that prosocial motivation has a significant influence on organisational commitment. Therefore, this paper is premised on the belief that individuals are influenced by inward or outward factors towards improving their creativity, the motivation could be the level of acceptance of their work done, the reward system or the engagement that the job offers them for self-development. Based on this argument, we indicate that: H_0 : *Prosocial motivation has a significant influence on innovative behaviour among university lecturers in Nigeria.*

4 METHOD AND MATERIAL

This present study adopted a descriptive survey research design, and the choice of this design is because of the need to describe the problem in order to achieve clarity in results and findings and provide sufficient grounds for conclusions. The population of the study are public universities in Nigeria. However, considering how large the universities in the country are, the study selected six universities, each from the six geopolitical zones in the country. The criteria for selection of the universities were based on year of establishment, several academic employees, and their willingness to participate in the survey. Following these criteria and information from the National University Commission (NUC), the regulatory body of all universities in the country, the following universities were selected. University of Jos (1,337) University of Maiduguri (1,333) Ahmadu Bello University (2,919), University of Nigeria

(2,074), University of Benin (1,884) and University of Ibadan (1,524). The total study population is 11,071. Thus, given the large sample, the study adopts the Krejcie and Morgan (1970) formula for sample size determination, which produced a sample of 378 at 95% confidence level. Stratified and convenient sampling technique was adopted. The choice of this technique was to break the sample into strata to be able to cover the selected universities. Bournley allocation formula was used for the distribution of instrument. Hence, forty-six (46), forty-six (46), One hundred (100), seventy-one (71), Sixty-four (64) and fifty-two (52) instrument were distributed to University of Jos, University of Maiduguri, Ahmadu Bello University, University of Nigeria, University of Benin and University of Ibadan respectively. The respondents were senior academic staff. The rationale for senior academic staff was based on the need to have participants with in-depth experience and understanding of the university system. Primary data was used for data collection through questionnaires. Internal consistency method was used for instrument reliability and construct validity for the validity of the study. The study used MANOVA with the aid of SPSSv25.

4.1 Measures

In measuring prosocial motivation, the study used [38] and [75] psychological processes of motivation dimensions in self-designing the questionnaire for prosocial motivation. The scale consists of Nine (9) items with three (3) focused on each psychological dimensions (direction, intensity, and persistence). The instrument was designed in a Likert scale format, ranging from (5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, 1 = strongly disagree). The researchers developed the scale strictly for this study. Extant literature and theories were the foundation for the development of the scale. The instrument was pilot tested, and principal axis factoring with varimax rotation was used to validate instruments. The KMO and Bartlett's test of Sphericity test sample adequacy test were significant (0.790, $p < 0.005$) and this are in line with the recommendation of [76]. Cronbach alpha reliability of the scale was 0.823 (See appendix). The result indicated that prosocial motivation is unidimensional, as five items loaded a single factor. Hence, further analysis was carried out with the five items. While measuring innovative behaviour, the study adopted the instrument of [11] that measures three (3) construct of innovative behaviour. The scale is Nine (9) item scale and certain items were adjusted to suit the study scope. The choice of this instrument is because of its high reliability and the application in several other studies. The pilot tested instrument was validated using principal axis factoring with varimax rotation, with the result indicating the KMO and Bartlett's test of Sphericity test sample adequacy test were significant (0.832, $p < 0.005$). Cronbach alpha reliability of the scale was 0.823 (See appendix). The instrument loaded on three (3) factors. However, idea generation that had three (3) items initially was reduced to two (2) items in the scale. Hence, the total number of items in the scale is eight (8).

5 RESULT AND DISCUSSION

The total instruments distributed were 378 and the instruments retrieved and found suitable for the study were 320(85%). Thus, the three hundred and twenty (320) instruments were used for further analysis.

5.1 Demographic Distribution of Participants

The gender distribution of the participants showed that male participants for the study are 298(93%) and female is 22(7%). The age distribution indicated that 40 – 50 are 179 (56%), 50 – 60 are 98 (31%), and 60 years above were 43(13%).

5.2 Analysis

Multivariate analysis of variance (MANOVA) is a statistical tool used for testing whether the independent variable explains a significant amount of variance in the dependent variable [77]. Moreover, MANOVA generates a p-value that is used to determine whether or not the null hypothesis can be rejected [78]. Hence, MANOVA was employed in this study to assess the influence of prosocial behaviour on lecturer's innovative behaviour among selected universities in Nigeria. As a result, extensive preliminary assumption test was carried out to assess for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity. The result indicates that none of the assumptions was violated. The sample size was above 20, as recommended by [76]. The Mahalanobis distances showed no significant outlier that could affect the outcome of the result as such the three cases discovered were ignored as [79] recommended.

TABLE 1
Multivariate test of the influence of Prosocial Motivation on Innovative Behaviour of Lecturers

Effect		Value	F	Hyp. df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.905	954.628 ^b	3	299	.000	.905
	Wilks' Lambda	.095	954.628 ^b	3	299	.000	.905
	Hotelling's Trace	9.578	954.628 ^b	3	299	.000	.905
	Roy's Largest Root	9.578	954.628 ^b	3	299	.000	.905
	TPROS	Pillai's Trace	.610	4.269	54	903	.000
S	Wilks' Lambda	.437	5.281	54	891	.000	.241
	Hotelling's Trace	1.180	6.503	54	893	.000	.282
	Roy's Largest Root	1.086	18.157 ^c	18	301	.000	.521

a. Design: Intercept + TPROS

b. Exact statistic

Table 1 presents the multivariate test of the influence of prosocial motivation on innovative behaviour of lecturer's in Universities. Three dependent variables were used, which are idea generation, promotion and realisation. The independent variable was prosocial motivation. The result indicates that prosocial motivation has significant effect on innovative behaviour in the combined dependent variables, as $F(320) = 5.281$, $p = 0.000$; Wilks' Lambda = 0.437; partial eta squared = 0.241. In considering separately the results of the dependent variables, the result showed that there were all significant, which means that prosocial motivation has a significant effect on idea generation, promotion and realisation, using the

Bonferroni adjusted alpha level of 0.017. Therefore, the null hypothesis is rejected, and the alternative is accepted, which implies that prosocial motivation has a significant influence on innovative behaviour. The findings agree with the [73] that examined the psychological predictors of prosocial motivation among a sample of undergraduates in Nigerian Universities. Similarly, the study findings agree with [74] that examined the prosocial motivation and organisational commitment in the public sector. It is indeed true that when a person feels supported, excitement and freedom over their work, they tend to perform better at work. Consequently, this behaviour would eventually help individuals to be engaged in innovation processes, which in turn leads to better performance at work.

6 CONCLUSIONS

This study was on prosocial motivation and innovative behaviours of lecturers among selected universities in Nigeria. The study relied on existing literature for theoretical and empirical understanding, and the social exchange theory was used as an underpinning determinant of the study. Six universities were selected for the study, and the findings showed that prosocial motivation has a significant influence on innovative behaviour of lecturers. The three variables of innovative behaviour (idea generation, promotion, and realisation) all proved significant when evaluated to prosocial motivation. The study is a novelty as it validates the social exchange theory and closes the gap in the literature on prosocial motivation and innovative behaviour lacking in the university system. The study provides managers with an empirical understanding that to drive employee's innovation in the organisation; there must be a concise effort at ensuring that employees are proactively motivated. The theory underpinning has shown that the feeling that they are helped through an array of organisational activities would stimulate the innovative consciousness in the employees. For example, fostering supportive leadership can be functional in promoting prosocial motivation. It is, therefore, recommended that university management and the Federal Ministry of Education should make an effort at ensuring that lecturers are proactively motivated, as it will drive innovation that will add value to not just the academic environment, but also the nation at large. This study makes a unique contribution to knowledge in innovation through prosocial motivation and has implications to university management, education policymakers and the stakeholders.

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