



Principals' Leadership styles and Teachers' Motivation in Public Secondary Schools in Rivers State

¹Ofuase, Ifeoma Mama-Joe; ²Daka, Tamunosiki Albert & ³Ododah, Emmanuella .I.

¹Department of Educational Management And Planning, Faculty Of Education
Rivers State University, Port Harcourt, Nigeria
ifeomamjofuase@yahoo.com/08030836632

²Department of Educational Management, Faculty Of Education
Ignatius Ajuru University of Education, Port Harcourt, Nigeria
Email: sikisis@yahoo.com/08062745832

³Department of Educational Management, Faculty Of Education
Ignatius Ajuru University of Education, Port Harcourt, Nigeria
emmanuellaododah@gmail.com/08033108723

ABSTRACT

The study assessed Principals' leadership styles and Teachers' Motivation in public secondary schools in Rivers State. The descriptive survey was adopted for the study. Two aim and objectives, two research questions, and two hypotheses were raised. The study was anchored on Frederick Herzberg's motivation theory and Adam's equity theory. The conceptual framework of the study was the concept of leadership and motivation. Also, three leadership styles were discussed. The population of the study was the 268 principals of the 268 public secondary schools in Rivers State. The sample of the study was 160, representing 60% of the population. The sampling technique used was proportionate stratified random sampling technique. A questionnaire designed by the researcher was used as the instrument for data collection. The instrument was titled Principals Leadership Styles and Teachers' Motivation Questionnaire (PLSTMQ). One lecturer in the Department of Educational Management in Ignatius Ajuru University of Education and another in Measurement and Evaluation in the Department of Psychology, Guidance and Counselling, University of Port Harcourt assessed the validity of the instrument. The reliability coefficient of the instrument was 0.79. It was determined through Crombach Alpha statistics, mean, standard deviation and weighted mean scores were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance. It was found that Principals' leadership styles can enhance Teachers' motivation. The study made five recommendations that principals should ensure prompt payment of teachers' salary, liaise with Secondary Schools Board to send teachers on regular in-service training, government and other private stakeholders in education should make adequate funds available, principals should always assign responsibilities to teachers and principals should employ the best leadership style that suits any situation while dealing with teachers.

Keywords: Principals, leadership, styles, teachers, motivation, secondary schools

INTRODUCTION

Public secondary schools are formal organizations that have a clearly defined bureaucratic structure that stipulates the direction or unity of command and leadership communication channels. Organization according to Okorie (2009), usually have a person who occupies the position of

leadership, such a person is seen as the chief administrator of the organization. In public secondary schools, principals are appointed by the senior secondary schools board to plan, coordinate and oversee the day-to-day operations of the school. The government has the responsibility to ensure that the goals of public secondary schools are met or achieved through utilization of available resources for implementation of educational policies and programmes.

The principals in public secondary schools are seen as the leaders of the school and their effective leadership style will in a long way motivate their teachers. And when these teachers are motivated, they tend to put in their best for a productive outcome. Most principals of public secondary schools do not motivate their teachers even when their teachers have done extremely well. When this occurs, it tends to demotivate their teachers and have negative effect on their output. Principals are the number one people in the school organization around whom all the school activities resolves. They are the schools' image makers, role model supervisors of academic and administrative activities. They are the staff (teachers) motivators and the schools representatives in most cases and makes or mars the schools organization, they set standards and gives teachers the spring board to release their potential for goal achievement (Daka, 2011).

Statement of Problem

Principals are the chief executive officers in public secondary schools. They are responsible for the day-to-day administration of the schools. What is of concern to the researcher is that it appears that teachers in public secondary schools in Rivers State are not properly motivated by their principals and that has affected their productive, output. Most leadership styles of principals are very poor. Sadly, most principals do not know how and when to motivate their teachers even when these teachers are making sure that they carry out their assigned responsibilities or duties whether in a favourable or unfavourable learning environment and conditions.

Aim and Objectives

The aim of the study was to identify how principals' leadership styles can enhance teachers' motivation in public secondary schools in Rivers State. Specifically, the objectives of the study were to:

1. Identify the roles of principals' leadership styles in enhancing teachers' motivation in public secondary schools in Rivers State.
2. Identify the strategies employed by principals' leadership styles in teachers' motivation in public secondary schools in Rivers State.

Research questions

The following research questions guided the study. They are:

1. What are the roles played by principals' leadership styles enhancing teachers' motivation in public secondary school in Rivers State?
2. What are the strategies employed by principals' leadership styles in teachers' motivation in public secondary school in Rivers State?

Hypothesis

1. There is no significant difference between principals' leadership styles of male and female principals in the role played by principals in enhancing teachers' motivation in public secondary school in Rivers State.
2. There is no significant difference between principals leadership style of male and female principals on the strategies in teachers' motivation in public secondary school in Rivers State.

Review of Related Literature

Theoretical Framework

There are many theories on motivation as there are so many scholarly articles on it. But for the purpose of this study, the theoretical framework that will be adopted are Frederick Herzberg's Motivation-Hygiene Theory and Adam's Equity Theory respectively.

Frederick Herzberg's Motivation Theory (Hygiene Theory): This theory was propounded in 1957 by Frederick Herzberg with his other colleagues; F, Mausner, B and Snyderman, B.S. Frederick Herzberg was a clinical psychologies and later switched focus to become an industrial psychologist. The theory stated that what ultimately motivates workers to put in their effort into organizational work differs from one individual to another as that will make them not to work. That motivation either intrinsic or extrinsic reward placed in the work should be able to satisfy the workers. Herzberg's theory is of the view that, motivators' need must be satisfied for motivation and job satisfaction to be

high in the organization. The hygiene factor here, relates to those outcome that leads to job dissatisfaction which include security, good working condition, company polices, co-workers relations and supervisor’s relation and pay. He went further to predict that, the factors that leads to right for attitudes were different from the factors that led to wrong job attitude. According to him, right job attitudes are motivators while wrong job attitudes are hygiene factors. He used the table below to explain his point of argument.

Table 1: Motivators (Right) and Hygiene (Wrong) Factors

Motivators	Hygiene Factors
Achievement	Policy and Administration
Recognition	Micromanagement
Advancement	Relationship (Supervisors, peers and Subordinates)
The work itself	Job security
Responsibility	Personal life
Potential for promotion	Work condition
Potential for salary	Personal growth status

Adam’s Equity Theory

This is the second theory the study was anchored on. Adam’s Equity Theory was propounded by John Stacy Adams in 1963. He was a workplace and behavioural psychologist. The theory focuses more on the invisible and visible determinants that effect on employee’s accumulative record of what he/she thinks of his cordial/relationship with his/her work and the boss. Also, the theory is of the view that, employee feel demoralized when he/she feels that his/her effort in the job is not yielding corresponding result in the end of the job result analysis. Employees of course will act or react differently and in different ways which may include de-motivation, putting in little or no effort, nonchalant, thus it is important to note here that, when considering this theory, it improves an employee’s job satisfaction, motivation level, etc.

Conceptual Framework

The Concept of Leadership

Leadership is very important in educational management and it is a major factor in the success or failure of any organization, the school inclusive. Leadership is a function of fellowship and followership (Abraham 2013).

In the school setting, principals are seen as leaders of public secondary schools. They are seen as instructional leaders given the responsibilities of coordinating and directing the activities of teachers and students towards the accomplishment the set educational goals.

However, leadership as a concept has no universally acceptable definition, but so many scholars have given a working definition of the concept. Leadership has to do with influencing members of an organization to achieve set organizational objective. According to Slogdill (1950) in Abraham (2013) “leadership is the process of influencing the activities of an organized group toward goal sitting and goal achievement”. Also, Ripham (1964) as cited in Abraham (2013) defined leadership as the initiation of new structure or procedure for accomplishing an organization’s goals and objectives or for changing an organization’s goals and objectives”.

Thus, for Peretomode (2001), leadership has to do with the initiation; organization, motivation and direction of activities of group members of achieve set objectives. To Oluwuo (2004), leadership is the ability to persuade others to seek defined objective enthusiastically. Leadership is act of influencing people to strive willingly and enthusiastically towards the accomplishment of group goals. Leadership deals with the art of coordination and motivation or stimulating individual workers or groups to achieve organizational goals. Leadership involves other people-followers or subordinates, it involves the use of influence and unequal distribution of powers between the leader and group members, it is a power of an ongoing activity engaged by certain individuals in an organization and focuses on goal achievements (Rehert-Okah, 2014). Leaders are those persons at the helms of affairs with the ability and authority to influence others for goal achievement (Nkwor in Olalube, 2018). Furthermore, Chika-Okah (2008) defined leadership as the process of directing the behaviours of others towards the accomplishment of some objectives.

Leadership Styles

Nwachukwu (1988) in Robert-Okah (2014) identified three (3) major leadership styles; they include:

- Autocratic Leadership Style
- Democratic Leadership Style
- Laissez-Faire Leadership Style

Autocratic Leader: An autocratic leader is a leader that determines all policies, makes all rules and decisions, and does not welcome suggestions. He is a totalizing, a dictator and really authoritarian, he leads by force and with threat. He punishes often for non-compliance or unsatisfactory job and not sympathetic to subordinates.

Democratic Leader: A democratic leader is friendly with group members while still maintaining a respectable distance, he involves subordinates/group members in decision-making, and in enacting rules; he is sympathetic with group members and welcomes suggestions and opinions of group members and allows them to choose their work partners, praises subordinates when task is effectively performed and leads by consultation.

Laissez-Faire Leader: A laissez-faire leader is one who allows subordinates to take decision with minimum input from him gives subordinates infinite independence and freedom, he is usually aloof and has a nonchalant attitude, and allows group members to set their own goals and pursue them at their own pace, and through any means they may choose.

The Concept of Teachers' Motivation

A lot of principals do not actually seem to realize the effect or importance motivation has in their schools. This calls for an understanding of the factors that can actually motivate teachers positively. The size of school is important and no matter the number of teachers involved, every teacher needs one form of motivation or another. The approaches to motivation are mainly depending on the principal, the task to be accomplished.

Motivation has been described by many as that force which pushes workers to do things consequent upon the satisfaction of their needs so that they are inspired to accomplish task. These motivational needs vary from one individual staff to another (Daka, 2011).

Motivation has effect on work output in quality and quantity. In the school, it is the teachers that hold the efficiency of quality teaching that gives the schools its academic standard and image. If teachers lack motivation to deliver quality teaching, then the school will be rated poorly. Principals then have to realize that teachers are their greatest asset. No matter the new technology and infrastructure at his disposal, without the willingness of motivation in their teachers, efficiency and effectiveness of goal achievement will elude them.

Motivation according to Denga (1996) in Robert Okah (2014), is that inner force that ignites, pokes, spurs or energizes, directs and sustains behaviours towards goal achievement. Robert-Okah (2002) stated that motivation can either be positive or negative. Positive motivation can also be referred to as "anxiety-reducing motivation" or the Carrot Approach offers something valuable to the individual being motivated, while negative motivation is also known as the "Stick Approach" uses threat or punishment.

Thus, Osuku (2002) noted that once there is a need for something, tension is created which energizes, pushes or directs one towards a goal. Having realized this goal, tension is redeemed and this condition is called temporary situation. This process is called the motivation cycle.

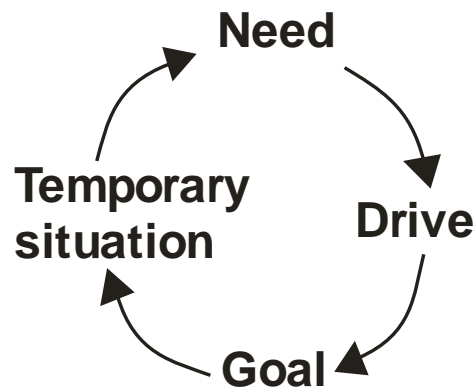


Fig 1: The Motivation Cycle
Adopted from E. Osuku (2002)

In analyzing this cycle, teachers are having temporary situation and needs, what gives them the drive to achieve the goals in the principals' leadership styles as it records motivation. The importance of teachers' motivation by principals cannot be over emphasized.

METHODOLOGY

The descriptive survey design was adopted to guide the study. The population of the study was the 218 public senior secondary schools in Rivers State and their principals, (consisting of 153 male and 115 female principals). The sample of the study was 160 (91 male principals and 69 female principals and this represented 60% of the population. The sampling stratify technique used by the selection of the sample was proportionate random sampling technique. The instrument used for data collection was a self-designed questionnaire that was titled Principals Leadership Styles and Teachers' Motivation (PLSTM).

The questionnaire was made up of 18 questionnaire items. The instrument was structure as an adapted four point Likert Scale which include.

- SA = strongly agree = 4 points
- A = Agree = 3 points
- D = Disagree = 2 points
- SD = Strongly Disagree= 1 point

The criterion mean for the study was 2.50 and it mathematically derived from:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

The validity of the instrument was determined by two lectures, one of the Department of Educational Management, Ignatius Ajuru University of Education and another from University of Port Harcourt, Department of Psychology Guidance and Counseling. The reliability coefficient was determined through Cronbach Alpha Statistics and 0.87 reliability coefficient was obtained. The research questions were answered using mean, standard deviation, weighted mean and criterion mean scores were used to answer the research questions. Z-test statistics was used to test the hypotheses at 0.05 level of significance.

The method of data analysis adopted for the study was the questionnaire items that have weighted mean scores that are equal to or above the criterion mean (2.50), has considered to be "agreed" by the respondents. A null hypothesis is considered to be accepted if its z calculated (z-cal) score of null hypotheses is greater than the z-criterion (z-crit) score. A null hypothesis is considered not accepted if its z-calculated (z-cal) score is lower than the z-criterion (z-crit) score.

PRESENTATION OF FINDINGS

Research question 1: *What are the roles played by Principals Leadership Style in enhancing teacher’s motivation in public secondary schools in Rivers State?*

Table 1: The mean and weighted mean scores of the response of male and female Principals’ on leadership styles in enhancing teachers’ motivation in public secondary schools in Rivers State

S/N	ITEMS	MALE PRINCIPALS (X1)	FEMALE PRINCIPALS (X2)	WEIGHTED MEAN (X)	REMARK
1	Prompt payment of salaries and other benefits to teachers	3.51	3.67	3.60	Agreed
2	Involving teachers in the decision making and administrative process of the school	3.74	3.62	3.68	Agreed
3	Providing adequate and functional instructional aids for teaching and learning process for teachers	3.69	3.41	3.55	Agreed
4	Ensuring a continuous and relevant in-service training for teachers to improve their teaching skills	3.69	3.62	3.53	Agreed

Data on Table 1 shows that all 4 items had weighted mean scores (3.60, 3.68, 3.55 and 3.52) respectively, that were greater than 2.50 (criterion mean). This showed that the respondents agreed that items 1, 2, 3 and 4 shows that principals’ leadership styles can enhance teachers’ motivation in public secondary school in Rivers State.

Research questions 2: *What are the strategies employed by principals’ leadership styles in teachers’ motivation in public secondary schools in Rivers State?*

Table 2: The mean and weighted mean scores of the response of male and female principals on the strategies employed by principals’ leadership styles in teachers’ motivation in public secondary schools in Rivers State .

S/N	ITEMS	MALE PRINCIPALS (X1)	FEMALE PRINCIPALS (X2)	WEIGHTED MEAN (X)	REMARK
5	Adequate and prompt funding improves teachers out put	3.46	3.20	3.33	Agreed
6	Incentive are provided for teacher who will contribute towards teachers motivation	3.41	3.52	3.47	Agreed
7	The teachers are assigned specific responsibilities that helps teachers motivation	3.44	3.39	3.42	Agreed
8	Principals comes out regular maintenance of school facilities so that teachers can have a conducive teaching and learning environment	3.45	3.40	3.41	Agreed

Data on Table 2: Items 5, 6, 7 and 8 had weighted mean scores (3,33,3.47, 3.42 and 3.41 respectively) that were greater than 2.50 (criterion mean). This showed that the respondents agreed that items 5,6,7 and 8 are strategies employed by principals leadership styles in teachers motivation in secondary school in Rivers State.

Hypothesis

Ho1: There is no significant difference between the responds of male and female principals on principals’ leadership styles in enhancing teachers’ motivation in public secondary school in Rivers State.

Ho2: There is no significant difference between the respond of male and female principals’ on the strategies employed by principals’ leadership styles in teachers’ motivation in public secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Principals' leadership styles in enhancing teachers' motivation in Public Secondary School in Rivers State. Sequel to table 1, it was found that the respondents agreed that principals' leadership styles can enhance teachers' motivation. This finding revealed that prompt payment of salaries and other benefits to teachers, involving teachers in the decision making and administrative process of the schools, providing adequate and functional instructional aid for teaching and learning process for teachers are ways that motivates teachers. This is in line with Robert-Okah (2014), that teachers could be motivated through the following factors, such as accommodation, salaries and allowance, teachers ought to be involved in some administrative processes like decision-making in schools.

Furthermore, from the findings, it was agreed that adequate and prompt funding improves teachers output, provision of incentive, assigned specific responsibilities and regular maintenance of school facilities are strategies employed by principals' leadership styles in teachers' motivation. This is in line with the National Policy on Education (2014) which states that education in Nigeria is no more a private enterprise, but a huge government venture that has witnessed a progressive evolution of government complete and dynamic intervention and active participation which includes funding for the provision of needed infrastructures and teaching aids.

CONCLUSION

From the findings above, the study concluded that teachers' motivation by principals in schools cannot be overemphasized. That when teachers are motivated by principals they tend to put in their best for productive outcome. Teachers' salaries and other allowance should be paid as at when due and teaching aids should be provided to aid teaching and learning process. Finally teachers should be involved in decision making processes. In so doing, it makes them to be part of the decision making process.

RECOMMENDATIONS

The study made the following recommendations:

1. That principals should ensure prompt payment of salaries and other allowances through quick submission of normal roll and payment vouchers to the government who is the head of the school administration.
2. Principals should liaise with to Secondary School Board for regular in-service training of teachers for skill improvement.
3. Government and other private individuals/stakeholders in the educational sector should ensure that adequate funds are made available to put up new structures and maintain existing old ones.
4. Principals should always assign responsibilities teachers and also involved them in decision-making process so that teachers can be part of the decision-making in the schools.
5. No leadership styles is the best, however principals should use the most suitable leadership styles while dealing with teachers. The study will recommend that, principals' uses democratic leadership style because that motivates teachers the most.

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