



Relationship between Principals' Motivational Practices and Teachers' Job Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

This study investigated principals' motivational practices as determinants of teachers' job performance in public senior secondary schools in Rivers State. With a correlational design, two research questions and two null hypotheses guided the study. A sample of 572 respondents including principal and teachers who were selected from a population of 7179 subjects, participated in the study. The opportunity sampling and simple random sampling techniques were adopted for the sample selection. A structured instrument titled "Principals' Motivational Practices as Determinants of Teachers Job Performance Questionnaire (PMPDTJPQ)" was used for data collection. The instrument was validated by two specialists; one in Educational Management, and a test expert from Measurement and Evaluation. The reliability indices of the various clusters of the instrument was established using Cronbach's alpha method were 0.74, 0.87, 0.81, 0.77, 0.84, 0.88 and 0.82. Pearson's Product Moment Correlation formula was used to answer research questions based on values of correlation coefficients, while t-transforms of correlation values was used to test for significance of correlation at the 0.05 level. The findings of the study revealed significantly high relationship between principals' financial incentives strategy and principals' supervisory practices and teachers' job performance. Consequently, it was recommended among others that school supervisors should ensure that principals are prudent in the management of their school finances by way of appropriate financial rewards to effective teachers as this will motivate teachers to perform better, Principals' should set standards and rules that will guide their teachers for effective supervision and performance of work done; Principals should regularly supervise teachers' classrooms instructional delivery and provide professional guidance and assistance to them where necessary, Government should provide enabling environment for principals to attend both national and international workshops on supervisory techniques at least once a year for more acquisition of skills in supervision.

Keywords: Principals, Motivational practices, Teachers, Job Performance.

INTRODUCTION

In the academic setting, the leadership lies in the hands of a headmaster/headmistress, proprietor/proprietress, principal (and vice/academics), vice chancellor as the case may be at various levels of the educational sector. This study focuses on the principal as championing and directing the activities of the school in the secondary school level. This suggests that the principal is saddled with numerous responsibilities in the management and administration of secondary school which involve

planning, controlling and coordination of human, material, financial and time resources to enhance the attainment of the school goals and objectives. In order to achieve the stated goals and objectives mapped out in the school, the principal is expected to work effectively with the teachers who are subordinate to his or her leadership. The principal's expectation from his or her teachers is dependent on the motivational practices adopted. Thus, teachers' job performance is determined by the motivational practices adopted by the principal in achieving the goals and objectives of the school.

Motivational practices adopted by principals are geared towards inspiring the staff to carry out their primary and administrative duties effectively and efficiently. Humans in their nature are productive and perform excellently when they are motivated. Motivation, according to Mohammed and Abdullahi (2011), is the inner drive that pushes individuals to act or perform as expected. Koko (2019) explained that motivation is derived from the term 'motive' which is an inner state that activates people to exhibit positive or negative behaviours towards personal or group goals. Koko advocated that managers including principals must have a balanced knowledge of effective human relation strategies based on the principles of motivation, to be successful. Motivation is the systematic process of empowering workers with requisite skills to perform their jobs as expected for quality outputs from the system. Motivation therefore could be seen as the force that energizes behaviour.

According to Obilade (2009), teachers' job performance can be described as the duties performed by the teachers at a particular period in the school system in achieving organizational goals. In the same vein, Uko, Umosen and Caleb (2015), posit that teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in their teaching profession. Teachers are the backbone of an educational activity. The success and failure of educational activities highly depends on their performance. The performance is directly linked to process and product of education, therefore the performance of the teachers is emphatic for the improvement of education. On this basis, Obilade (2009) identified some duties performed by teachers as attendance to lessons, writing of lesson notes, setting and marking of examinations, interaction with students, parents, colleagues and high officials among others. Also, Madumere-Obike, Ukala and Nwabueze (2017) explained that the teacher is an individual who has undergone a formal training programme with specialized knowledge, skills and ideas to perform the following tasks: planning of lesson notes, writing of lesson note, effective delivery of lessons, proper monitoring and evaluation of students' performance, providing regular feed-back on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce quality graduates. These duties can be performed excellently when they are motivated by their heads (the principal). Infact, Koko (2000) content that for teachers to be committed in their work, motivation is key. It is paramount that principal adopt various motivational practices such as financial incentive strategy, delegation of duties, supervisory practices, involvement in mentoring of teachers among others. In this study, the focus lies on the financial incentive strategy and supervisory practices adopted by principals as motivational determinants for teachers' job performance in public secondary schools in Rivers State. Financial incentive strategy is required to enhance teachers' productivity and output towards their primary and secondary duty assigned to them by the principal. Accordingly, Agabi (2014) posited that finance constitute the life wire of an educational activity. Financial incentive strategy therefore covers the payment of basic salary of teachers, teachers' welfare and incentives that will aid to provide instructional resources required for teaching. Akinsolu (2003) noted that adequate provision and prudent financial resources management by principals enhanced learning and improve the productivity of teachers. In the same vein, Akporehe (2011) explained that principals' financial incentive practices enhance school output by way of teachers improved performance. Nwokedi (2014) observed that financial resources incentive strategies adopted by principals in secondary school attracted teachers' high job performance. Thus, teaching becomes more captivating, interesting and practicable; teachers are able to prepare lessons up-to-date with current information and use of instructional resources that will enhance effective learning activities.

Secondly, supervisory practices is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing teachers with the hope of seeking their cooperation towards improving classroom instruction.

According to Onasanya (2013), supervision is the essential practice of monitoring the performance of teachers towards improving the standard of education. Hence, supervision can be referred to as all the efforts of designated school administrators directed towards providing leadership to teachers to improve their job performance. Supervisory practices are in various forms including classroom observation, visitation strategies, workshop strategies, among others; which are geared towards an excellent performance by teachers (Ekpoh & Eze, 2015; Ogunsaju in Uju & Paul, 2017). It is observed that regular supervision by principals cut down the excesses of teachers and spur them to take their job seriously. Osakwe (2010) explained that principals' supervisory practice is a determinant for effective teaching and the use of teaching materials, as well as teachers' discipline. Also, Adanu, Ogli and Kajo (2019) stated that principals' supervisory practices enhance a cordial relationship between principals and teachers which ultimately improves teaching and learning. Jemiseye (2020) also attested that regular supervision of teachers will enable them to counsel and motivate teachers to enhance their job performance. These supervisory practices include observing the teachers attitude towards the learners, visiting the teachers in the classroom, assessing the teachers lesson note, among others.

Principal motivational practices are focused on maintaining and improving the teaching and learning process through active involvement in organizing and directing the school activities. Principals' motivational practices are carried out to support, assist and direct the activities of staff for improved job performance. Conclusively, Nwabueze, Edikpa and Chukwuma (2018) revealed that motivational practices such as financial incentive strategy and supervisory practices adopted by principals serves as determinant of teachers' job performance in school. In other words, teachers are able to teach effectively for institutional productivity and global competitiveness; teachers make learning so interesting and teachers become active in classroom activities among others.

Statement of the Problem

Secondary education is an important aspect in a formal system of education; it is the transition from the cooperatively sheltered life of the primary school to the freedom and responsibility of either tertiary education or employment (Mtemeri, 2017). In the secondary school system, the responsibility of coordinating the academic and non-academic activities rest on the oasis of the principal who is the administrative head. Achieving the goals and objectives of secondary education lies on the leadership of the principal as well as the teachers who are their subordinates of the principal's administration. Thus, the principal play a key role to ensure that the subordinates are able to carry out their job effectively by motivating the teachers. Consequently, the lapses and low performance of teachers as observed in public secondary schools in Rivers State can be traced to either lack of or principals' poor motivational practices towards their teachers, which also affect the entire system. In other words, teachers' complaints, and poor attitude to work, low performance towards their job indicates that teachers are not adequately motivated by their heads, the principals.

It is a natural phenomenon that workers are highly productive when financial incentives are attached to their basic remuneration which teachers are not left behind. Thus, teachers should be applauded and given financial incentives to boost their morale and enhance their job performance. Also, regular supervisory practices which should not be done in a harsh atmosphere has also been observed as a reason why teachers are not motivated to carry out their job effectively. Thus, the principal is expected to caution and guide the teachers when their duties are not done properly in an atmosphere of love and aiming to get the best result from the teachers. Consequently, when principals fail to adopt these various motivational practices, the teachers tend to exhibit these negative tendencies which include: unwillingness to participate in school activities, poor attendance to school, absenteeism, negative attitude towards additional training, uncreative and non-simulative teaching, lack of interest in staff meetings, unwillingness to support when assistance is needed, and unhealthy arguments between colleagues, among others. Thus, these observations gave rise to this empirical study tagged "principals' motivational practices as determinants of teachers' job performance in public senior secondary schools in Rivers State" as the researcher proffers solution such as financial incentive strategy and supervisory practices which will enhance teachers job performance in secondary schools.

Purpose of the Study

The purpose of this study was to investigate principals' motivational practices as determinants of teachers' job performance in public senior secondary schools in Rivers State. Specifically, the objectives of the study are to:

1. Find out the relationship between principals' financial incentives strategy and teachers' job performance in public senior secondary schools in Rivers State; and
2. Ascertain the relationship between principals' supervisory practices and teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the relationship between principals' financial incentives strategy and teachers' job performance in public senior secondary schools in Rivers State?
2. What is the relationship between principals' supervisory practices and teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses which were tested at 0.05 significance level guided this study.

1. There is no significant relationship between principals' financial incentives strategy and teachers' job performance in public senior secondary schools in Rivers State.
2. There is no significant relationship between principals' supervisory practices and teachers' job performance in public senior secondary schools in Rivers State.

METHODS

This study adopted a correlational design seeking to establish the relationship between Principals' motivational practices as a variable, and teachers' job performance as another. The study was carried out in Rivers State. The population of the study is 7179, comprising all principals and teachers in public senior secondary schools in Rivers State. Available records from the statistics department of the Rivers State Senior Secondary Schools Board (RSSSSB) show that there are 6893 teachers in the 286 public senior secondary schools headed by 286 principals, in Rivers State. The sample size of the study is 572 consisting of all the 286 principals and 286 teachers. This sample represents approximately 8% of the entire population. While the 286 principals were selected using opportunity sampling technique, a teacher was randomly selected from each of the 286 schools. Thus, opportunity sampling and simple random sampling techniques were used for the 572 sample selection.

The instruments used to collect data for the study was a self – structured questionnaire designed by the researchers titled “Principals' Motivational Practices As Determinants Of Teachers Job Performance Questionnaire (PMPDTJPQ)”. To ascertain the validity of the instrument, the initial draft was subjected to face and content validation by the supervisor of the researcher, two experts, one from the Department of Educational Management, and one from Measurement and Evaluation, all in the Faculty of Education, Rivers State University. In order to determine the reliability of the instrument, it was trial-tested using (10) principals and (10) teachers from ten secondary schools in Delta State. Cronbach Alpha method was employed to compute the internal consistency of the items of the instrument, which gave indices of 0.74, 0.87, 0.81, 0.77, 0.84 and 0.88 for the six clusters of PMPQ, and 0.82 for TJPQ. The instruments were administered on the respondents by the researcher with the help of five briefed research assistants at various locations. Data collected were analyzed using correlational analyses. The Pearson's Product Moment Correlation Coefficient (PPMCC) formula was applied for the analyses, while significance of correlation coefficient was tested at 0.05 level using t-transform of correlation coefficient.

RESULTS

Research Question 1: *What is the relationship between principals’ financial incentives strategy and teachers’ job performance in public senior secondary schools in Rivers State?*

Table 1: Relationship between Principals’ Financial Incentives Strategy and Teachers’ Job Performance in Public Senior Secondary Schools in Rivers State

Variables	N	ΣX ΣY	ΣX^2 ΣY^2	Σxy	R	Remarks
PFIS (X)	572	1519.99	4205.63	4499.71	0.82	High positive relationship
TJP (Y)	572	1644.31	4867.93			

PFIS = Principals’ Financial Incentives Strategy; **TJP** = Teachers’ Job Performance

Table 1 shows the relationship between principals’ financial incentives strategy and teachers’ job performance in public senior secondary schools. The table reveals a covariance (Σxy) of 4499.71 between principal’ financial incentives strategy and teachers’ job performance and a correlation index of 0.82 and this indicates a high relationship. In other words, there is high positive relationship between principals’ financial incentives strategy and teachers’ job performance in public senior secondary schools in Rivers State.

Research Question 2: *What is the relationship between principals’ supervisory practices and teachers’ job performance in public senior secondary schools in Rivers State?*

Table 2: Relationship between Principals’ Supervisory Practices and Teachers’ Job Performance in Public Senior Secondary Schools in Rivers State

Variables	N	ΣX ΣY	ΣX^2 ΣY^2	Σxy	R	Remarks
PSP (X)	572	1549.46	4364.66	4572.55	0.75	High positive relationship
TJP (Y)	572	1644.31	4876.93			

PSP = Principals’ Supervisory Practices; **TJP** = Teachers’ Job Performance

Table 2 is a summary of the computation of index of correlation (relationship) between principals’ supervisory practices (PSP) and teachers’ job performances (TJP). It could be observed from the table that principals’ supervisory practices co-vary with teachers’ job performance at 4572.55. The index of correlation was found to be 0.75 which is high and positive. This implied therefore that the relationship between principals’ supervisory practices and teachers’ job performance is high and positive, in other words, the relationship is cordial.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between principals’ financial incentives strategy and teachers’ job performance in public secondary schools in Rivers State.

Table 3: Test of Significance of Correlation Coefficient on Relationship between Principals’ Financial Incentives Strategy and Teachers Job Performance in Public Senior Secondary Schools in Rivers State

Variable	N	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	A	R	t. calc.	t. crit.	Decision
PFIS (X)	572	572	1519.99	4205.63	570	0.05	0.82	34.204	1.960	Reject Ho
TJP (Y)	572	572	1644.31	4867.93						

PFIS = Principals’ Financial Incentives Strategy; **TJP** = Teachers’ Job Performance

Table 3 is the summary of analyses of test of significance of relationship between Principals' financial incentives strategy (PFIS) and Teachers' job performance (TJP). It could be observed from the table that transforming a correlation index of 0.82 to t-value yields $t_{calc.} = 34.204$. This value compared to the critical value of 1.960 at the 0.05 level of significance and 570 degrees of freedom, is so significant that it cannot be due to chance. Therefore, the null hypothesis of no significant difference is no accepted but rather the alternative. By implication, there is a significant relationship between Principals' financial incentives strategies (PFIS) and Teachers' job performance (TJP); in other words, proper financial incentive strategy of principals could lead to teachers improved job performance.

Hypothesis 2: There is no significant relationship between principals' supervisory practices and teachers' job performance in public senior secondary schools in Rivers State.

Table 4: Test of Significance of Correlation Coefficient on Relationship between Principals' Supervisory Practices and Teachers Job Performance in Public Senior Secondary Schools in Rivers State

Variable	N	ΣX ΣY	ΣX^2 ΣY^2	ΣXY	df	A	R	$t_{calc.}$	$t_{crit.}$	Decision
PSP (X)	572	1549.46	4364.66	4572.55	570	0.05	0.75	27.071	1.960	Reject Ho
TJP (Y)	572	1644.31	4876.93							

PSP = Principals' Supervisory Practices;

TJP = Teachers' Job Performance

Table 4 reveals that the correlation index of 0.75 between Principals' supervisory practices, and Teachers' job performance is significant. This is because the transformed t-value of 27.071 is high and above the critical value of 1.960 at the 0.05 level of significance; consequently, the null hypothesis of no significant relationship, is rejected and the alternative, accepted. In other words, there is significant relationship between Principals' supervisory practices and Teachers' job performance.

DISCUSSION OF FINDINGS

Principals' Financial Incentives Practices and Teachers' Job Performance

The study revealed that Principals' financial incentives strategy has a significantly positive relationship with teachers' job performance in public senior secondary schools in Rivers State. In other words, the prudent financial incentives strategy of principals motivate teachers for effective job performance. The analyzed responses from both principal and teachers with regards to the relationship between Principals' financial incentives strategy and teachers' job performance yielded a high positive correlation index of 0.82, which proved significant when transformed to t-test of significance. Findings similar to this were those of Akinsolu (2003) who opined that adequate provision and prudent financial resources management by principals enhanced learning and improve the productivity of teachers. Agreeing with the opinion of Akinsolu, Akporehe (2011) explained that principals financial management practices enhances school output by way of teachers improved performance. supporting the views of Akinsolu; Akporehe; Nwokedi (2014) who looked at the management of financial resource among male and female principals in Rivers State secondary schools and found that male and female principals use the internal auditing approaches of proper maintenance of school properties, ensuring adequate provision of infrastructural facilities in schools, proper management of school funds, provision of information about the adequacy/effectiveness of the school fund, and ensuring internal control/quality of school property, as financial resources management strategies that had attracted teachers high job performance. Based on the findings, the researchers observed that financial incentive strategy adopted by principals is a determinant for effective instructional delivery, provision of instructional resources to boost students learning that will increase teachers' job performance.

Principals' Supervisory Practices and Teachers Job Performance

A further finding of the study is that the relationship between principals' supervisory practices and teachers' job performance is high and positive. In other words, the relationship is cordial and suggests that the closer principals supervise their teachers; the more effective teachers are likely to perform. This

agrees with Osakwe (2010) findings when he investigated the relationship between principals' supervisory strategies and teachers' institutional performance in Delta North Senatorial District. Osakwe explained that principals' supervisory practice is a determinant for effective teaching and the use of teaching materials, and teachers' are being disciplined. In agreement with the view of Osakwe; Adanu, Ogli and Kajo (2019) stated that principals' supervisory practice enhances a cordial relationship between principals and teachers which ultimately improves teaching and learning. Supporting the opinions of Osakwe; Adanu, Ogli and Kajo; Jemiseye (2020) attested that regular supervision of teachers will enable them to counsel and motivate teachers to enhance their job performance. Based on the findings, the researchers observed that supervisory practices which include observing the teachers attitude towards the learners, visiting the teachers in the classroom, assessing the teachers lesson note, among others by principals cut down the excesses of teachers and spur them to take their job seriously for an excellent job performance.

CONCLUSION

Based on the findings of the study which includes significantly high relationship between principals' financial incentive strategies, principals' supervisory practices, and teachers' job performance in public senior secondary schools in Rivers State; it was concluded that if principals adopt these motivational practices aforementioned, there is a high tendency that teachers are more likely to perform excellently in their job.

RECOMMENDATIONS

Based on the result of the study, the following recommendations were made:

1. School supervisors should ensure that principals are prudent in the management of their school finances by way of appropriate financial rewards to effective teachers as this will motivate teachers to perform better.
2. Principals' should set standards and rules that will guide their teachers for effective supervision and performance of work done.
3. Principals should regularly supervise teachers' classrooms instructional delivery and provide professional guidance and assistance to them was necessary.
4. Government should provide enabling environment for principals to attend both national and international workshops on supervisory techniques at least once a year for more acquisition of skills in supervision.

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