

IMPACT OF PRINCIPALS' MOTIVATIONAL STRATEGIES ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ABUJA MUNICIPAL AREA COUNCIL, NIGERIA

Amaefule, Mary Marcella C. *PhD*

&

Ossai, Evelyn Kelechukwu

Department of Educational Foundations,
Veritas University, Abuja

Abstract

The study focused on impact of principals' motivational strategies on teacher's job performance in public Senior Secondary Schools in Abuja Municipal Area Council. The study was guided by three research questions and three hypotheses. Survey research design was used for the study. Total population of the study consisted of 1888 (23 principals and 1865 teachers) obtained from all the 23 public senior secondary schools in Abuja Municipal Area Council. The sample size consisted of 318 respondents drawn from seven senior secondary schools in Abuja Municipal Area Council using a simple random sampling technique. Self-developed instrument called 'Impact of Principals' Motivational Strategies on Teacher Job Performance Questionnaire (IPMSTJPO) was used for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that teachers' recognition by principals; teachers' welfare as well as principals' effective communication had significant impact on teacher's job performance in public Secondary Schools in Abuja Municipal Area Council. Based on the result of the findings, it was recommended among others that FCT Secondary Education Board should organize seminars, symposia, workshops and conferences for the principals to enable them acquire the various basic skills and knowledge required for the application of different motivational strategies for the improvement of teacher job performance in Nigerian secondary schools.

Keywords: *Principals' Motivational Strategies; Teachers' Job Performance; Teachers' Recognition; Effective Communication; Teacher's Welfare*

Introduction

In Nigeria and the world over, teaching profession is regarded as a noble job. This is because it is a job that nurtures, forms and equips children for life to be useful to themselves and also be productive to the larger society. For this reason, families, Nigerian Association for educational administration and planning (NAEAP), government and the society at large attach great importance to teachers' job performance and the motivational strategies employed by the principals to enable teachers perform their job better. In support of this, Plato advocated that teachers should be 'handsomely' rewarded. In fact, he stated that all schools should be properly staffed with trained teachers who are paid salaries commensurate with the services they offer (Babalola, 2010).

It becomes evident that a teacher cannot perform up to expectation unless he is properly trained and motivated for the job. Acheck (2014) observed that a teachers' job performance has become the focus of intense international attention and concern because of its great significance in carrying out teaching and learning in the society. For instance, teachers are subjective insiders who are involved in classrooms for giving instruction to their students. Thus, in line with the above, Ingersoll (2012) opined that although teaching is noble, it is also a challenging occupation. Consequently, the dwindling of the teacher job performance has brought about the low level of their professional competence and responsibilities on their primary teaching job.

In Nigeria for instance, in line with the job performance of teachers, there are continuous challenges based on the general decline of educational standard in relation to the poor performance of the teachers in schools. As affirmed by Ayeni (2018b), the general educational standard and development have greatly dwindled below expectation as a result of poor performance of the teachers in schools. Thus, so many scholars in education have pointed out a number of such issues responsible for this decline, which include poor attitude to teaching and learning, lack of infrastructure, inadequate preparation in lesson delivery, poor subject mastery and teaching method, inadequate personal characteristics display, un conducive classroom environment, poor relationship with the students, inadequate preparation and planning of effective presentation of the curriculum content, poor relationship with other staff etc. have adversely affected teachers' job performance (Ezeugbor, 2017).

Principals as the heads of the institutions should make good use of their motivational strategies. If principals would apply the necessary motivational

strategies on teachers, they would in turn give in their best to ensure that all areas of students' needs are attended to and in turn bring about a sound and disciplined student. Eguonor (2018) affirms that the manner in which the principal could apply the motivational strategies would help a lot in improving teaching and learning, thereby enhancing teacher job performance and the students' active and effective participation. Thus, as the head of educational institutions, the principal is charged with the responsibility of implementing educational policies and improving the performance of the teachers. These principals' implementing roles include motivating and directing the teachers and students in a very conducive teaching and learning environment.

Therefore, the significance of the principals' motivational strategies can never be exhausted as they aid immensely in the enhancement of the teacher job performance and thereby helping the teachers to carry out their jobs at greater level. Thus, the following are the principals' motivational strategies: monetary incentives, provision of teaching/learning resources, and involvement of teachers in decision making, fringe benefit (Guajardo, 2011). Others include, teachers' recognition, teachers' welfare and effective communication.

Fringe benefit according to Bill and Melinda Gates Foundation (2010), refers to non-financial rewards added to the basic pay, related to work behaviours, performance, learning and experience. Monetary incentives on the other hand refer to pecuniary rewards given to teachers to improve their performance. Other motivational strategies which form the focus of this work include: Teachers' recognition, Teachers' welfare and Effective communication. Sometimes people overlook them but they are very important.

Recognition of teachers' job performance as one of the motivational strategies is very important for the school principals for the improvement of the teachers' job. Teachers' recognition may range from spoken words of "thank you" to tangible rewards which have been used as important motivators for teachers. Recognition and feedback concern informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated (Getange, 2016).

Teachers' welfare is also another important motivational strategy for the improvement of the teachers' job performance, which covers such area like wellbeing, interest, happiness, good safety of person or group of persons in an organizational set up and can also be noted as welfare package. Welfare

packages are the stimuli for greater action that serves as incentive in addition to wages. It is an additional remuneration given to an employee in recognition of better work as well as providing a spur in the employees for greater performance. In addition, it is the tangible and intangible rewards that need to be provided in the school system in order to activate or promote meaningful work attitude.

Principals' effective communication is another motivational strategy whereby teachers need to be in effective communication with the school principal in order to discharge their duties well and perform better in the school organization. Effective communication of the teachers by the principal has a crucial impact in improvement of teachers' job performance because of its capacity of carrying all the teachers along in every school organization.

So, on this backdrop, it is very pertinent to note that teachers' poor job performance is an issue of utmost concern and should be given necessary attention otherwise it will continue to give rise to unhealthy attitude from students which include sexual abuse, rape, alcoholism, examination malpractice, stealing, indecent dressing, laziness to do assignment, lack of reading culture, abuse of social media and other social vices. Sequel to the above, if teachers are not well motivated to perform their crucial duty well, the school situation would become more chaotic to control the students. Amaefule and Amaechi (2020) opine that these acts of indiscipline make the school environment dangerous and educational goal unattainable. This is why the motivational strategies by the principals are of great importance.

The following research questions guided the study:

1. What is the impact of recognition strategy by the principal on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council?
2. To what extent does the teachers' welfare strategy by the principal have any impact on teachers' job performance in public secondary schools in Abuja Municipal Area Council?
3. What is the impact of effective communication strategy by the principals on teacher job performance in public senior secondary schools in Abuja Municipal Area Council?

The following null hypotheses were formulated to guide the study:

- H₀₁** Teachers' recognition strategy by the principal has no significant impact on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council.
- H₀₂** Teachers' welfare strategy by the principal has no significant impact on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council.
- H₀₃** Effective communication strategy by the principal has no significant impact on teacher job performance in public senior secondary schools in Abuja Municipal Area Council.

Method

The study used descriptive survey research design. The population of the study consisted of 1888 (23 principals and 1865 teachers) drawn from all the 23 public senior secondary schools in Abuja Municipal Area Council. The sample of the study consisted of 318 respondents (7 principals and 311 teachers) drawn from seven (7) public senior secondary schools in Abuja Municipal Area Council. A self-constructed instrument was used for data collection. The questionnaire was titled 'Impact of Principals' Motivational Strategies on Teachers' Job Performance Questionnaire' (IPMSTJPQ). The instrument was validated by two experts from Educational Measurement and Evaluation, Faculty of Education, Veritas University, Abuja. The instrument was pilot-tested on a small portion of the population that was not part of the sample respondents. The instrument was administered by the researcher with the help of two other research assistants. The researcher used the 'Wait and Take' method to retrieve the completed copies of the questionnaire from the respondents to avoid misplacement of the questionnaire by some of the respondents. Descriptive statistics of frequency counts, mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. What is the cut-off mean for a 4-point scale to guide your decision?

Results**Table 1:** Mean Analysis Showing Impact of Recognition strategy by the Principal on Teachers' Job Performance in Public Senior Secondary Schools in Abuja Municipal Area C

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
1	I always appreciate the presence of teachers in the school	213	87	-	-	3.71	0.45	Agreed
2	I praise them for the job well done	168	132	-	-	3.56	0.50	Agreed
3	I accord them respect	117	174	9	0	3.36	0.54	Agreed
4	I give them awards	39	168	75	18	2.76	0.75	Agreed
5	I allow them to go for on-the-job training	150	111	24	15	3.32	0.82	Agreed
6	I give them gifts	51	132	78	39	2.65	0.91	Agreed
7	I appreciate their dress code	72	183	36	0	3.15	0.61	Agreed
8	I appreciate a good note of lesson	111	186	3	0	3.36	0.48	Agreed
9	I appreciate punctuality to the school	126	165	9	0	3.39	0.55	Agreed
10	I involve the teachers in decision making	144	150	6	0	3.46	0.54	Agreed
	Cluster Mean					3.27	0.62	Agreed

Scale Mean 2.50

Table 1 shows the mean and standard deviation rating of impact of teachers' recognition by the principals on teacher job performance in public senior secondary schools in Abuja Municipal Area Council. Since the cluster mean value of 3.27 is greater than the scale means of 2.50, therefore, this means that there is a high impact of teachers' recognition by the principals on teacher job performance in public senior secondary schools in Abuja Municipal Area Council.

Table 2: Mean Analysis Showing the extent of Teachers' Welfare Strategy by the Principal on Teachers' Job Performance in Public Senior Secondary Schools in Abuja Municipal Area Council

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
11	My principal makes provision for free transportation from and to school	72	48	123	57	2.45	1.05	Disagreed
12	He makes provision for free mortgage facilities	12	99	141	48	2.25	0.88	Disagreed
13	He makes provision for free medication	57	87	135	21	2.60	0.87	Agreed
14	He makes provision for free teachers' child education	48	120	99	33	2.61	0.88	Agreed
15	He allows me to further my studies	120	117	39	24	3.11	0.92	Agreed
16	He pays for over time	30	90	114	66	2.28	0.92	Disagreed
17	He shows concern when my child or children is sick	135	138	27	0	3.36	0.64	Agreed
18	He shows concern when I am not healthy	126	165	9	0	3.39	0.55	Agreed
19	He organizes send forth and welcome party	129	159	12	0	3.39	0.56	Agreed
20	He lends money in financial crisis to teachers	90	147	54	9	3.06	0.77	Agreed
Cluster Mean						2.85	0.80	Agreed

Scale Mean 2.50

Table 2 showed the mean and standard deviation showing the impact of principals' welfare strategy on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council. Since the cluster mean value of 2.85 is greater than the scale means of 2.50, therefore, this means that there is a high of principal's welfare strategy on teacher's job performance.

Table 3: Mean Analysis Showing Impact of Effective Communication strategy by the Principal on Teachers' Job Performance in Public Senior Secondary Schools in Abuja Municipal Area Council

S/N	Statement	Level of Agreement				Mean	SD	Decision
		SA	A	D	SD			
21	My principal sends and receives messages from me	153	123	24	0	3.43	0.64	Agreed
22	He involves me in decision making	57	192	42	9	2.99	0.67	Agreed
23	He listens to teachers' problem and solve ones he can	138	150	12	0	3.42	0.57	Agreed
24	He encourages teachers' group chat	144	156	0	0	3.48	0.50	Agreed
25	He discloses supervisor's recommendation and encourages teachers	129	165	6	0	3.41	0.53	Agreed
26	He gives teachers pre-information when supervisors will come and encourages them update their records	162	129	9	0	3.51	0.53	Agreed
27	He encourages parent-teacher communication	132	162	6	0	3.42	0.53	Agreed
28	He gives room for guiding and counseling teachers	147	150	3	0	3.48	0.52	Agreed
29	He reads and comments messages in the suggestion box	150	111	39	0	3.37	0.70	Agreed
30	He gives room for suggestions as well as contributions	117	132	51	0	3.22	0.72	Agreed
Grand Mean						3.37	0.59	Agreed

Scale Mean 2.50

Table 4 showed the mean and standard deviation rating of impact of effective communication by the principals on teacher job performance in public senior secondary schools in Abuja Municipal Area Council. Since the cluster mean value of 3.37 is greater than the scale means of 2.50, therefore, this means that there is a high impact of effective communication by the principals on teacher

job performance in public senior secondary schools in Abuja Municipal Area Council.

Table 4: T-test analysis of teachers' recognition on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P-cal)	Decision
Teachers' recognition	300	9.58	2.172	598	2.148	1.647	0.032	Reject Ho ₁
Teachers' job performance	300	9.22	1.925					

Significant at df = 598; $P \leq 0.05$, $t_{\text{calculated}} > t_{\text{tabulated}}$

Table 4 showed t-test analysis of teachers' recognition on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council. The t_{cal} value of 2.148 is found to be greater than the t_{tab} value of 1.647 given 598 degrees of freedom at 0.05 level of significance. The t_{cal} value is significant since it is greater than t_{tab} value, the null hypothesis is hereby rejected. It implies that teachers' recognition by principals had significant impact on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council.

Table 5: t-test analysis of secondary schools in Abuja Municipal Area Council

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P-cal)	Decision
Teachers' welfare	300	9.57	2.140	598	2.086	1.647	0.037	Reject Ho ₂
Teacher job performance	300	9.22	1.925					

Significant at df = 598; $P \leq 0.05$, $t_{\text{calculated}} > t_{\text{tabulated}}$

Table 5 showed t-test analysis of secondary schools in Abuja Municipal Area Council. The t_{cal} value of 2.086 is found to be greater than the t_{tab} value of 1.647 given 598 degrees of freedom at 0.05 level of significance. The t_{cal} value is significant since is greater than t_{tab} value, the null hypothesis is hereby rejected. No. This implies that the principal's welfare strategy greatly impacts on the job performance of teachers.

Table 6: t-test analysis showing impact of principals' effective communication on teachers' job performance

Group	N	Mean	Std. deviation	Df	t-cal	t-tab	Sig (P-cal)	Decision
Principals' effective communication	300	9.55	2.131	598	2.103	1.647	0.036	Reject Ho ₃
Teacher job performance	300	9.20	1.941					

Significant at df = 598; $P \leq 0.05$, $t_{\text{calculated}} > t_{\text{tabulated}}$

Table 6 showed t-test analysis of principals' effective communication on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council. The t_{cal} value of 2.131 is found to be greater than the t_{tab} value of 1.647 given 598 degrees of freedom at 0.05 level of significance. The t_{cal} value is significant since it is greater than t_{tab} value, the null hypothesis is hereby rejected. It implies that principals' effective communication had significant impact on teacher job performance in public senior secondary schools in Abuja Municipal Area Council.

Discussion

The study has shown that teachers' recognition by principals had significant impact on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council. The findings of the study agreed with Njanja et al (2013) who reported that the recognition of teachers by the principals before their fellow colleague as a result of desired behaviour or for accomplishments achieved would in turn bring about an improved job performance of the teachers and their encouragement for the achievement of a quality educational standard in the school organization. Therefore, teachers' recognition and appreciation form an integral component of a winning strategic reward system that improves the job performance of the teachers. Nwachukwu (2011) in agreement to the significant impact of the teachers' recognition by the principal on the job performance of the teachers, also observed that recognition of teachers by the school principals is highly important in ensuring that the teachers feel their work is being assessed and valued. The findings of the study also agreed with Martha (2015) who concluded that the School Management Board should use combinations of motivational strategies such as the teachers' recognition to bring out best

performance among teachers in public secondary schools in Kakamega in Kenyan country.

Furthermore, this study has shown that teachers' welfare had significant impact on teachers' job performance in public senior secondary schools in Abuja Municipal Area Council. The findings of this study agreed with Okendu (2012) who reported that the adequate taking care of the teachers' welfare, gives rise to an effectiveness and improvement of teachers' job performance in the school organization. Ezeuwa (2005) in support of the significant impact of the principals' welfare strategy on the teachers' job performance, declared that teachers' welfare which covers the area like wellbeing, interest, happiness, good safety of the teachers that is being carried out by the principals as the head of secondary school administration motivates teachers for the effectiveness of their performance both in public and private secondary schools. The findings of the study equally agreed with Meindingo and Ikurite (2017) who found out that applying the right motivation factors such teachers' welfare, has positive influence on how the teachers carry out their teaching job in different Local Government Areas in Nigeria. Also based on taking proper care of the teachers' welfare, there should be regular training of teachers for higher productivity.

Consequently, this study has also shown that effective communication with the teachers by the principals had a significant impact on the teacher job performance in public senior secondary schools in Abuja Municipal Area Council. Thus, in support of this finding, Jajua (2012) opined that good communication with the teachers by the school principals, helps to stimulate enthusiasms, raise the interest and motivation of the teachers for a greater job performance in school settings. Therefore, effective communication promotes a good flow of information between the principals and the teachers and in turn gives rise for the achievement of an effective and efficient teachers' job performance in secondary schools. Also, the findings of the study confirmed the position of Jonathan (2018) who maintained that effective communication among the principals and the teachers brings about sense of belonging whereby all the teachers take part in contributing meaningfully to the development of the school organization.

Conclusion

The study concluded that teachers' recognition and appreciation form an integral component of a winning strategic reward system that improves the job performance of the teachers. The study further concluded that the teachers' welfare which covers the areas such as the wellbeing, interest, happiness and the good safety of the teachers are to be carried out by the principals as the head of the secondary school administration which would motivate the teachers for an effectiveness of their performance. The study as well concluded that an effective communication among the principals and the teachers helps in nurturing sense of belonging in the school organization whereby all the teachers take part in contributing meaningfully to the achievement of the educational goals and objectives.

Recommendations

The authors made the following recommendations:

1. That FCT Secondary Education Board should organize seminars, symposia, workshops for the principals to help them acquire the various basic skills, knowledge and initiatives for the application of different motivational strategies for the improvement of teachers' job performance in the secondary schools.
2. The basic fundamental wellbeing of the teachers should be properly taken care of by the Nigerian Government for the enhancement of their teaching performance and concentration as well while carrying out their teaching job in schools.
3. The School Management should endeavor to maintain all necessary adequate and effective means of communication in the school system to enable all the teachers to be carried along with whatever that is happening in the school for the enrichment of the teacher job performance.

References

- Acheck, T.A. (2014). Motivational Strategies used by Principals in the Management of Schools. The Case of some Selected Secondary Schools in the Fako Division of the Southwest Region of Cameroon. *Master's Thesis*, Department of Education, University of Jyvasyla, Cameroon.
- Amaefule, M. C. & Amaechi, A. I. (2020). Principals' leadership styles and students' discipline in Public secondary schools in Rivers State. *African Journal of Educational Management*, 21(2), 85 – 98.
- Ayeni, A. J. (2018b). Principals' strategic management and students' learning outcome in secondary schools in Ondo State, Nigeria. *Education Quarterly Reviews. Indonesia*, 1(1), 28-46.
- Babalola, J. B. (2010). *In Search of Excellence in Teacher Education: The University of Education Model*. Ijebu-Ode: Awemark Publishers.
- Benell, P. (2004). *Teacher Motivation and Incentives in Sub-Saharan Africa and South Asia*. Brighton: Knowledge and Skills for Development.
- Bill & Melinda Gates Foundation (2010). *Empowering Effective Teachers: Strategies for Implementing Reforms*. Los Angeles: Bill & Melinda Gates Foundation.
- Egunor, F. (2018). Teacher quality and students' academic performance in Esan West Local Government of Edo State, Nigeria. *Journal of Education Research and Behavioral Sciences*, 7(1), 1-4.
- Ezeugbor, C. O., (2017). Application of total quality management principles (TQMP) for continuous improvement of secondary schools in Anambra State, Nigeria. *International Journal for Social Studies*, 12 (3), 19-31.
- Ezeuwa, L. (2005) *Issues in Educational Management*. Enugu: Hipuks Additional Press.
- Guajardo, J. (2011). *Teacher Motivation. Theoretical Framework, Situation Analysis of the Save the Child Country Offices and Recommended Strategies*. Washington DC: USAID.

- Ingersoll, R. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47–51.
- Jajua, M. A. (2012). Effects of cognitive styles, resource-based inquiry and brainstorming instructional strategies on Chemistry problem-solving skills of secondary school students in Adamawa State. A thesis in partial fulfilment for the Doctor of Philosophy Degree in Curriculum Studies, Obafemi Awolowo University, Ile-Ife, Nigeria.
- Jonathan, N. (2018). Motivation and Teachers' Performance in Selected Public Secondary Schools in Ikenne Local Government Area of Ogun State, Nigeria. *British Journal of Psychology Research*. 5(3), 40-50.
- Martha, M. (2015). *Influence of Board of Managements' Motivational Strategies on Teachers' Job Performance in Public Secondary Schools in Kakamega Country, Kenya*. Masters Project, University of Nairobi, Kenya.
- Meindinyo. R., & Ikurite N. (2017). Influence of Motivation on Teachers Performance in Emohua Local Government Area of Rivers State Nigeria. *Journal of Humanities and Social Science* 22(5), 22-28.
- Njanja, W.L., Maina, R.N., Kibet, L.K. & Kageni, N. (2013). Effect of Reward on Employee Performance: *A Case of Kenya Power and Lighting Company Ltd., Nakuru, Kenya*. Canadian Center of Science and Education.
- Nwachukwu, P. O. (2011). School effectiveness and quality improvement: Quality teaching in Nigerian secondary schools. Unpublished Master's Thesis (M.Ed). Delta State University Abraka, Nigeria.
- Okendu, J. N. (2012). Incentive Scheme and job performance, a bivariate relationship with institutional development among secondary schools' teachers, *Journal of Education and Practice*, 3(8), 216-222.
- Oyosaju, S. (2004). *A Guide to School Effectiveness in Nigeria*. Ibadan. Laville Publications.