



## Principals' motivational practices for improving teachers' job performance in public and private secondary schools in Anambra State

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### Abstract

The study investigated principals' motivational practices for improving teachers' job performance in public and private secondary schools in Anambra State. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. Descriptive research design was adopted for the study. The population of the study comprised of 13,505 teachers which is made up of all the 8,258 teachers in public Secondary Schools and 5,247 teachers in private secondary schools in the six education zones of Anambra State. A sample of 1,351 teachers made up of 825 from public secondary schools and 526 from private secondary schools representing 10% of the population was drawn using stratified sampling technique. A 10-item questionnaire developed by the researchers and titled "Principals' Motivational Practices for Teachers' Job Performance Questionnaire" (PMPTJPQ) was used for data collection. The instrument was validated by three experts; two in Educational Management and Policy Department and one in Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University, and Awka Nigeria. Cronbach's alpha was used to determine reliability of the instruments which yielded reliability coefficient of 0.75. The researcher, together with six research assistants collected data for the study using the direct approach method. Mean and Standard deviation were used to answer the research questions and t-test was used to test the hypotheses. For the research questions, a decision rule was applied using a bench mark mean of 2.50. Any item with a mean score of 2.50 and above was considered as agreed while items below 2.50 was regarded as disagree. In testing the null hypotheses, if t-calculated is equal to, or greater than t-critical at 0.05 level of significance, the null hypothesis was rejected, but if otherwise, it was not rejected. The findings of the study revealed, among others, that similar motivational practices was adopted by principals for improving their job performance. Further results indicated that there will be no significant difference in the mean ratings of public and private secondary school teachers on staff motivational practices of principals for improving their job performance. Based on the findings, it was recommended among others, that government, through the Ministry of Education should monitor secondary school administration, with specific focus on encouraging principals to maintain similar motivational practices such as welfare packages and incentives since a similar job performance is required of teachers in both public and private secondary schools

**Keywords:** Teachers job performance, motivation

### Introduction

Improving job performance of teachers has always been the desire of most secondary school principals (public and private inclusive). This is because teachers are the drivers of educational policies and curriculum. Of course, effective job performance of teachers is only sure means of achieving any educational goals. According to Okeke-James, Anyawu, Igbokwe and Emengini (2020)<sup>[7]</sup>, teachers' job performance involves the activities and duties a teacher is employed to do in the school in order to achieve the educational and school objectives. Essentially, teachers' job performance also involves the extent to which teachers achieves school objectives through their actions, inactions and interactions with students. Accordingly, Okeke, Onyekwere, Okorie, Anene and Umennabuikwe (2023)<sup>[8]</sup> stated that the job performance of every teacher is measured by his/her ability to teach, train, discipline, and raise useful students in the society. Worthy to note is that teachers' job performance is not only limited to just knowledge impartation on the students but also entails training of students who should be worthy in character, attitude, skills, learning and intellect. There is no doubt; motivation remains an invisible push that would drive teachers towards willingly achieving the educational goals. Motivation spurs inner performance,

satisfaction and attitude to directed accomplishment. According to Nnaeto, Olusadum and Anulika (2018)<sup>[4]</sup>, motivation is what encourages workers to do what they do or what makes them love to do what they do. When teachers are motivated, they feel happy to discharge their roles in the school, on the other hand when they are not motivated, they seem to decline in their duties. Some clear comparative analysis on public and private secondary schools in Anambra State regarding teacher motivation has shown that private schools appear to have greater dependence by allowing their principals to adapt their motivation practices to the specific requirements and preferences of their teachers while public schools are often accountable to the community, the government, and standardized testing which can influence the type of motivational practices to be used in the school.

Moreover, most principals in private schools seem to rank practices that foster personal growth and a sense of purpose among teachers, such as making available opportunities for recognizing achievements, but public school principals appears to rely more on fundamental rewards and recognition, such as bonuses or promotions to motivate teachers. In this case, providing adequate motivation to teachers such as rewarding outstanding performance of

teachers or rewarding teachers whose teaching subjects are passed well by students need also to be encouraged. Contrary, Adesola, Iwuno and Umeozor (2023) [1] observed that in today's education, emphasis is laid more on students' academic performance and learning outcome of students; thereby rewarding exceptional students with incentives, awards and scholarships without reciprocating such to teachers whose effort, time and sweat contributed to such excellent performance by the students. There is no doubt that such teachers will feel dissatisfied and with mixed feeling and expectations.

Motivated teachers are more likely to be self-disciplined, more committed to their work and the organization's goals, leading to a greater sense of responsibility and commitment to rules and expectations guiding the organization. When teachers feel valued and properly engaged, they are more responsible and much committed to their work thereby reducing the need for strict disciplinary measures. On the other hand, teachers seem to be poorly motivated which appear to have led to teachers' disengagement, poor performance, and a higher likelihood of disciplinary issues. Thus, while motivation is critical, principals' motivational practices become an area of concern to the researcher to be studied so as to know areas where proper improvement are needed for effective teachers' job performance in public and private secondary schools in Anambra State.

### Purpose of the Study

The purpose of this study therefore, is to comparatively analyze staff personnel management practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state. Specifically, the study sought to compare:

1. Staff motivational practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state.

### Research Questions

The following research questions will guide the study:

1. What are the staff motivation practices of principals for improving teachers' job performance in public and private secondary schools in Anambra state?

### Methods

Descriptive survey research design was employed in this study. According to Nworgu (2015) [5], a descriptive research design aims at collecting data on, and describing in a systematic manner the features, characteristics or facts about a given population. The study was carried out using all public and private secondary schools in the six education zones of Anambra State. Anambra state is located in the South-East geopolitical zone of Nigeria. The population of the study comprised of 13,505 teachers which is made up of all the 8,258 teachers in public Secondary Schools and 5,247 teachers in private secondary schools in the six

education zones of Anambra State. The breakdown of secondary school teachers in the six education zones shows that Aguata has 1,335 public secondary school teachers and 430 private secondary school teachers; Awka has 2,003 public secondary school teachers and 726 private secondary school teachers; Nnewi has 1,330 public secondary school teachers and 1,337 private secondary school teachers; Ogidi has 1,295 public secondary school teachers and 1,236 private secondary school teachers; Onitsha has 1,543 public secondary school teachers and 1,302 private secondary school teachers, and Otuocha has 752 public secondary school teachers and 216 private secondary school teachers. A sample of 1,351 teachers made up of 825 from public secondary schools and 526 from private secondary schools representing 10% of the population were involved in the study. The sample size of 10% according to Nworgu (2015) [5] is considered good for a large population. In composing the sample, the proportionate sampling and simple random sampling techniques were adopted. The stratification was based on the education zone and school type. This was to ensure that the sub groups in the population participated in the study in the same proportion, as they existed in the population. Using simple random sampling technique 10% of schools from each zone was drawn. A 10-item questionnaire developed by the researcher and titled "Principals' Motivational Practices for Teachers' Job Performance Questionnaire" (PMPTJPQ) was used for data collection. The questionnaire was validated by three experts; two in Educational Management and Policy Department and one in Measurement and Evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University. The experts scrutinized the items in terms of relevance, clarity and conformity to the research questions and hypotheses. The Cronbach's alpha was used for testing the reliability of the instrument. To do this, the instrument was administered on 20 teachers in public secondary schools and 25 teachers in private secondary schools in Enugu State. The reliability coefficient obtained was 0.75. Data was collected by the researcher with the help of six research assistants, who were teachers in secondary schools in Anambra State. In order to ensure good services by these research assistants the researcher briefed them on how to administer the instrument to ensure a high return rate. The researcher and his assistants adopted on the spot delivery approach in distributing and collecting the questionnaire. Mean and Standard deviation were used to answer the research questions and t-test was used to test the hypotheses. For the research questions, a decision rule was applied using a bench mark mean of 2.50. Any item with a mean score of 2.50 and above was considered as agreed while items below 2.50 was regarded as disagree. In testing the null hypotheses, if t-calculated is equal to, or greater than t-critical at 0.05 level of significance, the null hypothesis was rejected, but if otherwise, it was not rejected.

### Results

**Table 1:** Mean Ratings and Standard deviation scores on the staff motivational practices of principals for improving teachers' job performance

SN	ITEMS	Teachers in public secondary schools (n=825)			Teachers in private secondary schools (n=526)		
		Mean	SD	Remark	Mean	SD	Remark
1.	Teachers are well placed on the job for effectiveness in teaching and improvement in their performance	3.03	0.72	Agree	3.27	0.61	Agree

2.	Incentives are given to teachers' who show outstanding performance in their job	2.69	0.89	Agree	3.24	0.69	Agree
3	Bonuses are given to hardworking teachers for their dedication	2.59	0.90	Agree	3.26	0.69	Agree
4	Prices are given to the best disciplined teacher for worthiness in character during job delivery	2.65	0.93	Agree	3.19	0.69	Agree
5	Outstanding form teachers receive cash awards termly from the school.	2.63	0.97	Agree	2.97	0.81	Agree
6.	Welfare packages such as sick allowances are provided for teachers to boost their performance	2.56	1.00	Agree	2.99	0.85	Agree
7.	The principal provides mentorship opportunities for the teachers	2.65	0.96	Agree	3.03	0.81	Agree
8.	The principal motivates the teachers through proper equipping of staff rooms and offices	2.64	0.99	Agree	3.15	0.73	Agree
9.	Welfare packages like accommodations, in order to promote job performance of teachers are provided by the school authority	2.56	1.02	Agree	2.56	1.06	Agree
10.	Teachers' excellent jobs are given adequate recognition to promote good performance	2.81	0.95	Agree	3.24	0.68	Agree
	Cluster Mean and Standard Deviation	2.68	Agree	0.59	3.09	0.39	Agree

Data analysis presented in table 1 revealed that the mean ratings of public and private secondary schools' teachers for all items were above the cut off mean of 2.50 indicating agreement with the items as staff motivational practices for improving teachers' job performance.

The cluster standard deviation score stood at 0.59 and 0.39 for public schools and private schools' teachers respectively are closer to the mean, indicating similarity in their responses. The cluster means of 2.68 and 3.09 for public and private secondary schools' teachers respectively were above

2.50 indicating agreement with most of the items and this showed that similar staff motivational practices are adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra state.

### Hypothesis

**Ho1:** There will be no significant difference in the mean ratings of public and private secondary school teachers on staff motivational practices of principals for improving their job performance.

**Table 2:** The summary of t-test analysis on the staff motivational practices adopted by principals for improving their job performance.

Group	N	Mean	SD	P-value	Df	Alpha	Remark
Public secondary schools	825	2.68	.59	0.000	1349	0.05	Significant
Private secondary schools	526	3.09	.39				

Data presented in table 2 revealed that the p-value of 0.00 is less than 0.05 level of significance. Thus, null hypothesis is not accepted. Therefore, there is significant difference in the mean ratings of public and private secondary school teachers on the staff motivational practices adopted by principals for improving their job performance.

### Discussion

The result of the study showed that there are similarities in the staff motivational practices adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra state. It is understandable that giving of incentive and bonuses to hardworking staff encourages their dedication to work and ignition of outstanding job performance. This supports the findings of Asiegbu and Okanime (2024) [3] that shows that there is a positive relationship between principals' staff motivation practices and teachers' job commitment in public secondary Schools in Anambra State. The closeness in time span of both studies could be the reason for the similarity. This finding is in consonance with Okafor (2023) [6] which revealed that teachers' job performance is improved by applying different forms of motivational strategies such as cooperation with teachers, recommending teachers for promotion and professional training. The similarity is that both public and private secondary schools teachers see motivation as a variable that has capacity to automatically rise their zeal towards accomplishing educational goal. This is also in line with the findings of Ali and Anwar (2021) [2]

whose study found out that there is positive and strong correlation between compensation as motivation element and job satisfaction. The similar response could be as a result that job satisfaction triggers job performance of staff. The similar motivational practices adopted by principals of public and private secondary schools for improving teachers' job performance include providing mentorship opportunities, incentives for outstanding performance and welfare packages for teachers.

Further result indicated that there is a significant difference in the mean ratings of public and private secondary school teachers on the principals' motivational practices for improving teachers' job performance in Anambra State. This is to say that there are variations in the motivational practices adopted by different principals. Which could be the reason for the stance of Adesola, Iwuno and Umeozor (2023) [1] whose findings showed that teachers are not well motivated e.g., they were not paid as and when due, no additional incentives and not involved in decision making.

### Conclusions

Based on the findings, it was concluded that similar motivational practices are adopted by principals for improving teachers' job performance in public and private secondary schools in Anambra State.

### Implications of the Findings

There are numerous implications of the findings of the study to school managers, teachers and students. The findings of

the study have implication for school managers. It is the duty of the principals as school managers to adopt management practices for effective and efficient improvement of teachers' job performance. This study implies that staff motivation when adopted facilitates teachers' job performance.

Another implication of this study is that when teachers are adequately developed, promptly promoted, efficiently motivated, it goes a long way to maintain staff discipline as well as minimize conflicts and chaos in the school organization. This study also implies that students' academic performance, behaviours and attitude would be enhanced when the teachers' job performance are improved through effective staff personnel management practices.

### **Recommendations**

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

1. The government, through the Ministry of Education should monitor secondary school administration, with specific focus on maintaining a similar motivational practices since a similar job performance is required of teachers in both public and private secondary schools
2. Welfare packages and incentives, should be encouraged by principals as staff motivational practices to boost teachers' performance in the school

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