PRINCIPALS' APPLICATION OF INSPIRATIONAL MOTIVATION FOR IMPROVING TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN AWKA SOUTH, ANAMBRA STATE

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Abstract

There seems to be absenteeism, lateness to school among some teachers. These challenges may be traceable to principals' non practice of inspirational motivation. This makes it imperative to investigate the principals' application of inspirational motivation for improving teachers' job commitment in secondary schools in Awka South, Anambra State. Three research questions guided the study and 3 hypotheses formulated. The descriptive survey research design was adopted. The simple random sampling technique was used to select a sample of 339 respondents, 18 principals and 321 teachers from the population of 18 principals and 642 teachers of the 18 public secondary schools in Awka South. A questionnaire was used to collect data for the study. Data were analyzed using simple mean and standard deviation. Results showed that principals 'cooperation with teachers are minimal. Results also showed that teachers disagree against principals 'agree on principals' recommendation of teachers for professional training. It was recommeded that more opportunities should be given to teachers for professional training. To achieve this, government and educational administrators should allocate adequate funds to this sort.

Key word: Principal, Inspirational Motivation, Teachers' Job Commitment

INTRODUCTION

The secondary education is considered one of the most important level of education which helps one to begin to develop his dream for the future. It positively shapes one's behavior and attitude of individual in accordance to the societal norms and values. In every secondary education, there is one who sees to the administration of the school, called the principal. According to Wali (2018), a principal is the chief executive of the school who coordinates the efforts and activities of the staff towards the achievement of school goals. For the purpose of this paper, principal could be seen as the chief executive of school who is saddled with the responsibility of ensuring smooth running of the school to achieve the set

goals. When the school goals have been set by the principal, the members of staff, (teachers) show commitment to the already set goals and work towards the achievement of the goals.
However, teachers' job commitment is simply an individual expression of performance through identification, involvement and loyalty to the organization (Abdu, 2018). In the views of Baraka and Luicensi (2017), commitment is a strong belief in and acceptance of the organizational goals and values. Explaining further, Baraka and Luicensi stressed that commitment depicts willingness to exert considerable effort on behalf of the organization and strong desire to attain goals. Besides, teachers may be committed to their teaching, school or students and that their pattern of behavior varies depending upon which commitments are stressed (Anahu and Upadhyay, 2017). For the purpose of the study, commitment is a multi-dimensional construct which involves the willingness to accept school values towards achieving the school goals. In the process of carrying out the school activities, the teachers need to be motivated and appreciated for more work.

According to Olusadum and Anulika, (2018), motivation is what encourages workers to do what he does or what makes him like/love to do what he does. Motivation is not only restricted to physical and tangible things like money or promotion but also intangibles like psychological factors such as teamwork and decision making among others. Hence, motivation becomes imperative in every human resource administration for the achievement of goals. No wonder, an aspect of transformational leadership deals with employees' motivation called inspirational motivation.

Inspirational motivation is the ability of a leader to use both intrinsic and extrinsic motivation to make subordinates perform their tasks effectively. Aydin (2012) defined inspirational motivation as an act to inspire the subordinate through displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations and demonstrating commitment to the shared goals. Also, he noted that such a leader inspires the followers to achieve both personal and organizational goals. Arguing further, Aydin, (2012) observes that the inspirational quality of principals entails the use of both intrinsic and extrinsic rewards to ensure that teachers put in their best to attain the educational or organizational objectives. Adequate pay rise, bonuses, benefits, promotion, public recognition, praises, awards, professional training, recommendations, cash prizes and remunerations of subordinates create the atmosphere that stimulates subordinate to be innovative in solving problems and maximizing their job performance in school.

According to Ates and Yilmaz (2018), inspirational motivation is a power that derives individuals for a certain aim and encourages them to work and increase the willingness to attain set goals. For the purpose of this study, inspirational motivation could be seen as the ability of the principal to appreciate teachers through giving the teachers snack token, celebrating their birthdays, cooperation, recommendation for promotion, professional training, among others. Thus, inspirational motivation is therefore captured by such circumstances in which a leader's way of doing things so excites teachers that the teachers cannot but enjoy working with the principal. Hence, there is no doubt that teachers would want to follow a principal that motivates and inspires them in all aspects.

However, Nyamubi and Nyanubi (2016) pointed out that motivational and incentives practices could be in the form of provision of improved working conditions, giving of administrative support to employees (teachers), encouraging strong working relationship among staff and improved salaries. According to Ozoemena, (2013), there are two categories of incentives/ motivational practices used to encourage teachers to work effectively. They are:

Monetary motivator: These are incentives which satisfy the subordinates by providing them rewards in terms of money. Payment of salary has been recognized as a chief source of satisfying the needs of workers.

Non-monetary motivator: besides the monetary incentives, there are certain non-financial incentives which can satisfy the ego and self – actualization needs of employees. Non-monetary incentives cannot be measured in terms of money. They are often used to satisfy the psychological needs of the employees. This includes:

i. Promotion: This is the advancement of an employee from one job position to another job position that has a higher salary range, a higher-level job title, and often more and higher-level job responsibilities in an organization.
ii. Security of service: Job security is an incentive which provides great motivation to employees. When an employees' job is secured, he/she will put maximum efforts to achieve the objectives of the organization.
iii. Employee pleasure and recreation: These non-monetary incentives would contribute to an easier, more pleasant and relaxed life for the majority of teachers in Nigeria. They include vacations, holidays, rest periods, sabbaticals, personal time off etc.
iv. Job enrichment: This is an avenue by which the job of a teacher can be enriched. This could be done through increase in the content and nature of work, provision of items that go along with a particular job for effective

productivity, professional training and retraining etc. According to Ajani, Govende and Maluleke, (2018), professional training is generally described as undertaking formal practices to increase skills, knowledge and attitudes necessary for optimum performance in teaching profession.

However, principals are the personnel manager in every secondary school, and should exhibit strong and visionary leadership by applying inspirational motivation to teachers. This could be done through controlling teachers' classroom behaviour in a friendly manner, giving rewards to outstanding teachers, recommending staff for promotion and professional training, remuneration among others. But some principals either lack this leadership acumen or the temerity to its application. This has equally been our major issue of concern that has continued to draw attention from various teachers in the public secondary schools in Awka south, Anambra state. It is also worrisome that teachers are no longer sent on professional training to update their knowledge with that of the 21st century. Teaching at this 21st century, no longer count on paper and pen and teacher-centered with less student participation; but the use of technological devices to facilitate learning. When teachers are not given opportunity for such training, they will not be committed to duties and will continue to use complicated methods of teaching which students find difficult to understand, thus not achieving the set goals. Would the proper application of the inspirational motivation by the principals in the administration of public secondary schools, Awka south, Anambra State not be a panacea to the problems associated with the hitherto inadequate teachers' commitment to work?

PURPOSE OF THE STUDY

The main purpose of the study was to ascertain principals' application of inspirational motivation in the administration of secondary schools in Anambra State for improving teachers' job commitment. Specifically, the study sought to investigate:

1. Principals' cooperation with teachers for improving teachers' job commitment in public secondary schools in Awka South, Anambra State;
2. Principals' recommendation of teachers for promotion for improving teachers' job commitment in public secondary schools in Awka South, Anambra State;
3. Principals' recommendation of teachers for professional training for improving teachers' job commitment in public secondary schools in Awka South, Anambra State.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What is principals' cooperation with teachers for improving teachers' job commitment in public secondary schools in Awka South, Anambra State?
2. What is principals' recommendation of teachers for promotion for improving teachers' job commitment in public secondary schools in Awka South, Anambra State.
3. What is principals' recommendation of teachers for professional training for improving teachers' job commitment in public secondary schools in Awka South, Anambra State?

HYPOTHESES

The following formulated null hypotheses were tested at 0.05 level of significance.

1. There was no significant difference in the mean ratings of principals and teachers on the principals' cooperation with teachers for improving teachers' job commitment in public secondary schools in Awka South, Anambra State.

2. There was no significant difference on the mean ratings of principals and teachers on the principals' recommendation of teachers for promotion for improving teachers' job commitment in public secondary schools in Awka South, Anambra State.

3. There was no significant difference on the mean ratings of principals and teachers on the principals' professional training of teachers for improving teachers' job commitment in public secondary schools in Awka South, Anambra State

METHOD

Research design

The descriptive survey design was adopted for the study, which sought out to collect data on the opinions of the respondents (principals and teachers). This design was employed in order to conduct a field survey and gather data from only the principals and teachers (respondents), within the public secondary schools in Awka South, Anambra state. According to Nworgu (2015), the descriptive survey design aims at collecting data on subjects and describing it in a systematic manner, because of its observatory nature of describing and interpreting situation in their realities.

POPULATION

The population consisted of a total of 18 principals and 642 teachers in public secondary schools in Awka South, Anambra state

SAMPLE AND SAMPLING TECHNIQUE

The sample for the study was made up of a total of 339 comprising of principals and teachers selected within the 18 public secondary schools in Awka South. This sample constituted 18 principals from the 18 public secondary schools and 321 teachers also from the 642 teachers from the same Awka South. The selection was done using the simple random sampling technique without replacement. This was to ensure that the subgroups in the population participated in the study in the same proportion, as they existed in the population. To do this, the simple balloting technique was used to select randomly teachers in Awka South which was carried out by writing yes and 'No' alternatives on pieces of papers, folded them and two research assistants were asked to pick. Those with 'Yes' alternatives were selected for the sampling, while those having No alternatives were not selected. The sample represented fifty percent (50%) of the entire population of the teachers.

INSTRUMENT

The main instrument for data collection was researcher's designed questionnaire which consisted 15 items and drawn in a 2-point scale of Disagree (D) and Agree (A) responses designed for answering the research questions. The research instrument titled principals' application of inspirational motivation questionnaire (PAIMQ), which contained 15 items and designed on a 2-point scale formed the basis for the primary data and was equally used by researcher to collect data based on mean and standard deviation. Validity of the instrument was determined by consulting 3 experts, 2 experts were from the department of educational management and Policy, while 1 expert was from the department of Educational Foundations (Measurement and Evaluation Unit) both from Nnamdi Azikiwe University, Awka Anambra state, in order to establish the face and content validity in line with the purpose of the study. Reliability of the validated instrument was also determined through pilot test selecting 15 teachers and 5 principals from one of the public secondary schools Enugu state which was not included as part of the study. Thereafter, the scores obtained after collating the questionnaire were measured using Cronbach Alpha to determine the inter consistency of the instrument and whose reliability yielded a coefficient ® value of 0.74, indicating that the instrument was reliable and dependable to conduct the study. The responses from the research instrument were analyzed using mean and standard deviation. However, the three null hypotheses were tested using Chi-Square statistic 0.05 level of significance. This was used in order to determine whether there could be any significant difference between the expected and observed values

RESULTS

Research question 1: What is principals' cooperation with teachers for improving teachers' job commitment in public secondary schools in Awka South in Anambra state

Table 1: Mean Ratings and Standard Deviation Scores of Principals' cooperation with teachers for Improving Teachers' Job Commitment.

		Principals (n- 18)			Teachers (n-321)		
	ITEMS	Mean	SD	Decision	Mean	SD	Decision
1.	Controlling teachers classroom Behaviour in a friendly manner	2.43	1.13	Disagree	2. 38	1.15	Disagree
2.	Standing behind teachers and serving as guidance of teachers instructional items	2.52	1.04	Agree	2.55	1.05	Agree
3.	Handling antisocial behaviour among teachers	2.56	1.14	Agree	2.58	1.12	Agree
4.	Calling teachers to order amicably	2.38	1.12	Disagree	2.42	1.10	Disagree
5.	Establish cordial relationship	2. 38	1.12	Disagree	2.42	1.10	Disagree
	Cluster Means	**2.46**	**1.09**	**Disagree**	**2.46**	**1.09**	**Disagree**

The result of data analysis presented on table 1 indicates that principals and teachers indicated agree with the items 2 and 3 which have mean scores above 2.50 as the motivational practices adopted by principals for teachers' commitment in public secondary schools in Awka, Anambra state. These include; standing behind teachers and serving as a guidance of teachers' instructional time and handling antisocial behaviour among staff. On the other hand, principals and teachers indicated disagreement on items 1, 4 and 5 respectively which have mean scores below 2.50 on the cooperation of principals with teachers. The cluster mean of 2.46 on principals and teachers was an indication of disagreement on the principals' cooperation with teacher practices for improving teachers' job commitment.

Research question 2: What is principals' recommendation of teachers for promotion for improving teachers job commitment in public secondary schools in Awka South

Table 2: Mean Ratings and Standard Deviation Scores of Principals' recommendation of teachers' for promotion for Improving Teachers' Job Commitment

ITEMS	Principals (n- 18)			Teachers (n-321)		
	Mean	**SD**	**Decision**	**Mean**	**SD**	**Decision**
6. Recommend teachers for Promotion as and when due	2.47	1.13	Disagree	2.44	1.10	Disagree
7. Encourage teachers to upgrade their educational status for promotion	2.57	1.32	Agree	2.51	1.11	Agree
8. Conduct appraisal exercise for teachers promotion	2.56	1.14	Agree	2.58	1.12	Agree
9. Keep proper records of teachers for promotion	2.52	1.18	Agree	2.48	1.06	Disagree
10. Observe teachers' classroom Instructional delivery	2.63	1.31	Agree	2.62	1.25	Agree
Cluster Means	**2.55**	**1.21**	**Agree**	**2.52**	**1.12**	**Agree**

Result from table 2 showed that the mean scores of principals and teachers for items 7, 8 and 10 are above the cut-off mean of 2.50 indicating agree with the items on principals' recommendation for promotion for teachers' commitment in public secondary schools in Awka. These include; encouraging teachers to upgrade their educational status for promotion, conducting appraisal exercise for teachers' promotion and observing teachers' classroom instructional delivery. The mean score of principals and teachers on item 6 is below the mean rate of 2.50 indicating disagree. In item 9, the principals mean score is 2.52, indicating agree, while the mean score of teachers is 2.48 indicating disagree. The cluster means of 2.55 and 2.52 for principals and teachers respectively indicated agree on principals' recommendation of teachers for promotion.

Research question3: What is principals' recommendation of teachers for professional training for improving teachers job commitment in public secondary schools in Awka South.

Table 3: Mean Ratings and Standard Deviation Scores of Principals' recommendation of Teachers for Professional Training for Improving Teachers' Job Commitment

ITEMS	Principals (n- 18) Mean	SD	Decision	Teachers (n-321) Mean	SD	Decision
11. Organize in-service training for teachers in order to enrich their knowledge.	2.42	1.03	Disagree	2.38	0.93	Disagree
12. Organize teachers' forum for Discussion	2.62	1.21	Agree	2.58	1.00	Agree
13. Provide opportunity for teachers to attend worksop in order to up-date their skills.	2.53	0.87	Agree	2.50	1.12	Agree
14. Organize symposium for teachers to exchange ideas	2.43	0.73	Disagree	2.31	1.08	Disagree
15. Encourage teachers to attend seminar for advancement of knowlegde in teachers' area of specialization.	2.64	1.14	Agree	2.52	1.10	Agree
Cluster Means	**2. 52**	**1.00**	**Agree**	**2.45**	**1.05**	**Disagree**

The result on table 3 shows that items 12, 13, and 15 of both principals and teachers mean scores are above 2.50, indicating agreement on principals' training of teachers for improving teachers' commitment in public secondary schools in Awka. The mean scores of both principals and teachers on items 11 and 14 respectively are below 2,50, an indication of disagreement. The cluster means of 2.45 indicated teachers' disagreement with the principals mean scores of 2.52 on the principals' adoption of professional training of teachers for improving job commitment.

Hypotheses 4: There is no significant difference between the mean ratings of principals and teachers on the principals' cooperation with teachers for improving teachers' job commitment in public secondary schools in Awka South, Anambra state.

Table 4; t-test Analysis of the Mean Ratings of Principals and Teachers on the Principals' cooperation with Teachers for improving Teachers' Job Commitment

Variables	N	$\bar{X}$	SD	t-cal.	t-cri.	df	∞	Remarks
Principals	**18**	**2.46**	**1.09**	**0.00**	**1.96**	**337**	**0.05**	**Not Significant**
Teachers	**321**	**2.46**	**1.09**					

Table 4 indicated that at 0.05 significant level and 337 degree of freedom, the calculated t-value of 0.00 is less than the critical t-value of 1.96. The difference in principals and teachers mean ratings is not significant. This means that there is no significant difference between the mean rating of principals and teachers on the principals' cooperation with teachers for improving teachers' commitment.

Hypotheses 5: There is no significant difference between the mean ratings of principals and teachers on principals' recommendation of teachers for promotion for improving job commitment.

Table 5; t-test Analysis of the Mean Ratings of principals and Teachers on the Principals' Recommendation of Teachers for Promotion for improving Teachers' Job Commitment

Variables	N	$\bar{X}$	SD	t-cal.	t-cri.	df	∞	Remarks
Principals	18	2.55	1.21	-0.18	1.96	337	0.05	Not Significant
Teachers	321	2.52	1.12					

Table 5 indicated that at 0.05 significant level and 337 degree of freedom, the calculated t-value of -0.18 is less than the critical t-value of 1.96. The difference in principals and teachers mean ratings is not significant. This shows that there is no significant difference between the mean rating of principals and teachers on principals' recommendation of teachers for promotion.

Hypotheses 6: There is no significant difference between the mean ratings of principals and teachers on principals' recommendation of teachers for professional training for improving job commitment**.**

Table 6; t-test Analysis of the Mean Ratings of principals and Teachers on the Principals' Training of Teachers for improving Teachers' Job Commitment

Variables	N	$\bar{X}$	SD	t-cal.	t-cri.	df	∞	Remarks
Principals	18	2.52	1.00	0.47	1.96	337	0.05	Not Significant
Teachers	321	2.45	1.05					

Table 6 indicated that at 0.05 significant level and 337 degree of freedom, the calculated t-value of 0.47 is less than the critical t-value of 1.96. The difference in principals and teachers mean ratings is not significant. This means that there is no significant difference between the mean rating of principals and teachers on

principals' recommendation of teachers for professional training for improving job commitment.

DISCUSSION

Findings from the results of the study generally revealed the importance of applying different forms of motivation for improving teachers job commitment in public secondary schools in Awka South. This could be done though recommendation for teachers' promotion, cooperation with teachers and recommendation for professional training. The findings from table 1 revealed the mean rating of principals' cooperation with teachers which both have cluster mean of 2.46, an indication of disagree on the principals' cooperation with teachers for improving teachers' job commitment. The results from principals and teachers' responses showed that both agreed on the items; standing behind teachers and serving as guidance of teachers' instructional time and handling antisocial behaviour among staff. It was also found that both principals and teachers indicated disagree on these items; controlling teachers' classroom behaviour in a friendly manner; calling teachers to order amicably and establish cordial relationship with members of staff. These findings agree with the works of Mensah (2012) that the head should work cooperatively with the subordinates in exchange of ideas and views for the achievement of a set goal. However, cooperation creates in return a good relationship at work that will bring a maximum productivity. Also the rejection of the null hypothesis implies that there is no significant difference between the mean ratings of principals and teachers on principals cooperation with teachers for improving teachers' job commitment. This finding is in line with Showers (2013) who posits that teachers' effectiveness is enhanced when principals relate well with teachers. Findings of table 2 also revealed that the mean ratings of principals' recommendation of teachers for promotion for improving teachers' job commitment in public secondary schools in Awka South was high. This was further indicated in the result findings that revealed that both principals and teachers agreed on; principals encouraging teachers to upgrade their educational status among others. The findings also indicated disagree on; principals' recommendation of teachers for promotion as and when due. In agreement with the above, Monyamane, (2019) establishes that secondary school teachers are dissatisfied with promotion opportunities as they have been in the same lower positions for many years. No significant difference was found between principals and teachers on principals' recommendation of teachers for promotion.

Furthermore, the findings of table 3 revealed participants responses on the mean ratings of principals' recommendation of professional training for teachers for improving teachers' job commitment. The result indicated that the number of principals recommending teachers for professional training was minimal. Also, it was indicated in the result that both principals and teachers showed agree on; principals organizing teachers' forum for discussion and provision of opportunity to attend

workshop. The finding concurs with the study of Iwu, Ezeudu, Ikebuaku and Tengeh (2018), who establish that teachers who had been exposed to professional training and development reported high level of job satisfaction. In furtherance, Iwu etal (2018) posit that those teachers are always prepared for the challenges encountered in the classroom. However, the cluster mean score of teachers indicated disagree with the principals mean score on the adoption of recommendation of teachers for professional training for improving teachers' job commitment. There was no significant difference between the mean rating of principals and teachers on; principals' recommendation of teachers for professional training for improving teachers job commitment in public secondary schools in Awka South, Anambra State.

CONCLUSION

Teachers' job commitment is the paramount to the success of any educational institution. There will be no teachers' commitment without some kind of motivation such as; good cooperation with the teachers, teachers' promotion and recommendation for professional training. Based on the findings of the study, it was concluded that teachers' promotion and professional training are significant factors that should not be ignored in order to enhance teachers' job commitment as well as job satisfaction in public secondary schools in Awka South. This is because when a teacher is promoted and sent for professional training, there will be increase in knowledge and teachers will be more effective in their areas of specialization for the achievement of goals.

RECOMMENDATIONS

1. Government and other stakeholders in education should continue to provide and support schools with funds to cater for teachers' professional training
2. Government, NGOs and stakeholders in education should in line with Post Primary Schools Service Commission (PPSSC) guideline make concerted efforts in improving the frequency to which teachers are recommended for promotion and professional training.

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