PRINCIPALS' MOTIVATIONAL STRATEGIES FOR ENHANCING SECONDARY SCHOOL TEACHERS' PRODUCTIVITY IN ANAMBRA STATE

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Abstract
This study examined principal's motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State. The study adopted a descriptive survey design. Two research questions guided the study and one hypothesis was tested. A structured questionnaire developed by the researchers and titled Principal's Motivational Strategies and Teachers' Productivity Questionnaire (PMSTPQ) was used for data collection. The population of the study comprised 789 teachers in secondary schools in Onitsha education zone of Anambra State. A sample of 120 teachers was purposively drawn for the study. The instrument was validated by three experts, who are lecturers, two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Mean scores and standard deviation were used to answer the research questions while t-test was used in testing the hypothesis at 0.05 level of significance. The reliability of the instrument was established using Cronbach Alpha. It yielded a reliability coefficient of 0.79 which was considered adequate for the study. The findings showed among others that motivation leads to teacher's professional growth, job satisfaction and realization of target goals of the school. Based on the findings it was recommended among others that principals should be encouraged to attend seminars, workshops and conferences on the auspices of the school and that teachers' promotion, remuneration and other fringe benefits should be paid as and when due.

Keywords: Education, Motivation, Teachers' Productivity.

Introduction

Education is one of the biggest instruments of economic progress, social mobilization, political survival and effective technological development. Undoubtedly, education has expanded tremendously in Nigeria since independence but regrettably, this expansion has not yet been matched with corresponding teaching and learning paraphernalia (Akpa, 2002). To achieve the laudable objectives of education required for sustainable economic growth, principals should be knowledgeable in handling human and material resources for the realization of set goals (Aja-Okorie & Usulor, 2016). This is because sustainable development is that

development that meets the present and transcends to the future needs of a progressing nation. Every developing nation needs to build its human resources firmly. Hence, a country is said to be technologically developed, if majority of her citizen are well educated (Ogunsaju, 2012). According to Gilborn and Marais (2001) most progressive nations believe that education is the gateway to success, social emancipation, economic achievement and national development. If this statement is true, then school principals should therefore be pro-active in inspiring teachers to perform better. It is noted that teachers behave differently under different situations (Getange, 2016). This view is true because teachers tend to put in their best when adequately rewarded. Principals should encourage teachers by identifying their needs and satisfying them through appropriate and possible relevant motivation (Ouwa, 2007).

Motivation according to Kreitner (1995) is the psychological process that gives behaviour purpose and direction. Motivation means to inspire people to work individually or in groups to produce best result (Getange, 2016). Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs (Orodho, 2013). This is in line with Lomak (2013) who opined that motivation arouses the interest of an individual to take a move towards a certain goal. The author stressed that it is an inner drive which prompts people to act in certain way. In another vein, Ejiogu and Ogonor (2016) observed that motivation enables management to direct employees' energy towards maximum achievement of goals and objectives of the organization. In this study, motivation is perceived as stimulations which inspire individuals towards achieving greater productivity.

Motivational strategies according to Onyali and Nnebedum (2016) are energizers to staff performance. They further stressed that motivational strategies direct and control the behaviour of teachers to achieve maximum output. Osakwe (2010) opined that motivated teachers are resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development. In his own view Enoh (2002) asserted that school principals should use various incentives to motivate teachers because human behaviour is very difficult to understand. However, there are many factors that motivate people to work. These factors are divided into two types called extrinsic motivation and intrinsic motivation (Anyim, Chidi & Badejo 2012). Intrinsic motivators influences individuals from inside while extrinsic motivators influence individuals from outside. Researchers have found that both intrinsic and extrinsic motivation can have different effects on behaviour and how people pursue goals. Udoh and Akpa (2012) asserted that both intrinsic and extrinsic motivation are very important in teaching and learning process. In support of this assertion, Double (2013) pointed out that teachers' motivation can be in form of allowances, bonuses, on-the-job training programmes, promotion of

teachers, provision of good working environment, maintaining high degree of relationship with teachers and improving the teachers' general wellbeing.

There has been much outcry about the ineffectiveness of teachers in the discharge of their duties. In some cases, teachers have been seen carrying out one form of business activity or another during school hours. Reports revealed that most teachers are lukewarm and unserious in the discharge of their duties. Some of the complaints of the teachers include delayed promotion,unpaid arrears, denial of staff development programmes and poor salary. It is against this that this study was undertaken to empirically ascertain the principal's motivational strategies that will enhance teachers' productivity in Secondary Schools in Anambra State.

Research Questions

To carry out this study, the researchers sought answers to the following questions.

1. What are the effects of motivation on teachers' productivity?
2. What are the principals motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State?

Hypothesis

The following hypothesis was tested at the 0.05 level of significance.

Ho: There is no significant difference between the mean rating of male and female teachers on principals' motivational strategies that enhance teacher's productivity.

Method

The researchers employed the descriptive survey design for the study. According to Awotunde and Ugodulunwa (2008) descriptive surveys are designs aimed at collecting data and describing the characteristic features about the population. Two research questions guided the study and a null hypothesis was tested. The population of the study was 789 teachers from secondary schools in Onitsha education zone of Anambra State. A sample of 120 teachers was purposively drawnfor the study. A 25-item structured questionnaire titled "Principal's Motivational Strategies and Teachers' Productivity Questionnaire" (PMSTPQ) developed by the researchers was used to collect data. The items were structured on a 4- point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighed 4, 3, 2 and 1 respectively. The instrument was validated by three experts, two who are lecturers two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined using Cronbach Alpha method and this yielded a reliability index of 0.79. Two research assistants were used for the administration and retrieval of the instruments. All the 120 copies of the instrument administered were successfully completed, retrieved and were used for data analysis. Data collected were analysed using mean and standard deviation to

answer the research questions and t-test to test the null hypothesis at .005 level of significance. The decision rule was based on the mid-point of the scale which is 2.50. Any item with a mean rating of less than 2.50 was regarded as disagreed while any item having a mean rating of 2.50 and above was regarded as agreed. The null hypothesis was rejected if the calculated t-value is greater than the critical t-value, otherwise it was not rejected

Results

Research Question 1: What are the effects of motivation on teachers' productivity?

Table 1: Mean rating of the effects of motivation on teachers' productivity in secondary schools in Anambra State.

S/N	Item Description	$\bar{X}$	SD	Decision
1.	Realization of target goals of the organization.	3.83	0.37	SA
2.	Professional growth of teachers	3.58	0.50	SA
3.	Appropriate placement of teachers	3.27	0.60	A
4.	Job security	3.16	0.40	A
5.	Good principal staff relationship in the school	3.43	0.49	A
6.	Job satisfaction	3.13	0.59	A

Table 1 shows that all the listed items have mean ratings greater than the criterion mean of 2.50 which implies that the respondents agreed that effects of motivation on teachers productivity is high. However, items 1 and 2 have mean rating of 3.83 and 3.53 respectively indicating that the responded agreed that effect of motivation on the realization goals of organization and on teachers professionally growth is very high.

Research Question 2: What are the principal's motivational strategies that enhance teachers' productivity in Anambra State?

Table 2: Mean ratings of the principal's motivational strategies that enhance teachers' productivity in secondary schools in Anambra State.

S/N	Item Description	$\bar{x}$	SD	Decision
7.	Constant feedback on teachers work.	3.37	0.50	A
8.	Allowing teachers to participate in on-the-job training programmes	3.84	0.37	SA
9.	Involving teachers in decision making.	3.01	0.89	A
10.	Delegation of responsibility	3.50	0.50	A
11.	Provision of good working environment	3.40	0.49	A
12.	Maintaining of high degree of relationship with teachers	3.66	0.47	SA
13.	Organise teachers end of year party.	3.17	0.37	A
14.	Give teachers weekly memo of activities that might be tried out in the classroom.	3.64	0.54	SA
15.	Providing recreational facilities for teachers	3.23	0.44	A
16.	Positive feedback and reinforcement	3.84	0.37	SA
17.	Effective dissemination of information	3.74	0.44	SA
18.	Giving of fringe benefits, allowances and bonuses	3.83	0.37	SA
19.	Improving teacher's wellbeing	3.75	0.52	SA
20.	Promoting punctuality by example	3.78	0.37	SA
21.	Giving soft loans to staff	3.59	0.52	SA

Results on Table 2 show that all the items listed S/Nos. 7 – 21 have mean ratings above the criterion mean of 2.50. This implies that the respondents agreed that all the items listed enhance teachers' productivity. A more detailed look at the results reveal that items 8, 12, 14, 16 - 21 with mean ratings 3.84, 3.66, 3.64, 3.84, 3.74, 3.83, 3.75, 3.78 and 3.59 respectively, were considered by the respondents as strategies that enhance teachers'' productivity to a very high extent.

Ho: There is no significant difference between the mean rating of male and female teachers on principals' motivational strategies that enhance teacher's productivity.

Table 4: t-test of difference between the mean ratings of male and female teachers on principals' motivational strategies that enhance teachers' productivity

Variables	N	$\bar{x}$	SD	t-cal	t-crit	Decision
Male teachers	28	3.28	0.91			
				0.57	1.96	NS
Female teachers	92	3.17	0.97			

The result on Table 3 reveal that the t-critical value of 1.96 is greater than the t-calculated value of 0.57 at the 0.05 level of significance indicating that there is no significant difference between the mean ratings of male and female teachers on principals' motivational strategies that enhance teachers' productivity in secondary schools. The null hypothesis was therefore not rejected.

Discussion

The findings showed that motivation is a necessary tool for enhancing teachers' productivity. This is evident in the manner it leads to teachers' professional growth, job satisfaction, realization of target goals of the organization and good interpersonal relationship. This finding supports Johnson (1986) who affirmed that, employee's professional growth is paramount when adequately motivated and who further maintained that employees will likely put more effort in tasks when there is high assurance of the expected reward. This is also in line with Getange (2016) who asserted that motivation inspire people to work individually or in groups to produce best result. Similarly, Ejiogu and Ogonor (2016) observed that motivation enables school managers to direct employees' energy towards maximum achievement of goals and objectives of the school and that teachers are happy and satisfied when motivated. The readiness of a person to undertake an action and to sustain the effort required depend on the extent to which he is motivated. In support of this view, Onyali and Nnebedum (2016) averred that motivational strategies are forces that energize, direct and sustain the behaviour of staff. Therefore, principals who do not motivate or create incentives for staff are likely to face negative attitude from teachers which may end up in low job performance (Ubom, 2002).

The study further revealed that teachers perceive the the issues of positive feedback and reinforcement, giving soft loans, on-the-job training programmes, maintaining high degree of relationship with staff, delegation of responsibility, good working environment, effective dissemination of information, giving fringe benefits and being a role model as strong motivators. This is in line with Double (2013) who observed that motivation can take the form of allowances, bonuses and on-the-job programme. The finding also tallies with Ubom (2002) who observed that

motivational incentives occur in terms of fringe benefits, promotion, recognition, merit award, bonus and in-service training. In his view Jackson (2007) opined that lack of motivation among teachers has been manifested in teacher's lukewarm and unserious participation in school activities. The findings further revealed that teachers want to be involved in decision making in the school especially as it relates to their students. The aim of any education programme is to realise set goals and it is imperative that every good educational administrator should explore all avenues to make sure that the set goals are met.

Conclusion

Motivation is seen as the inner drive that pushes individuals towards an action, for the purpose of achieving target goals. The teacher is central in the teaching and learning process, being the facilitator, giver of knowledge and skills. This makes it imperative for them to be accorded priority and attention. It is hopeful that school principals in Anambra State will adopt and implement the motivational strategies highlighted in the study as a means of enhancing their teachers' productivity. Teachers when motivated are happy to work and put in their best to ensure effective teaching and learning needed for sustainability of our Nigerian economy.

Recommendations

Based on the findings, the following recommendations are proffered:

1. Principals should encourage teachers to attend seminars, workshops, conferences and assist them financially to that effect.
2. The government and school proprietors should take steps to ensure that teachers' promotion, remuneration and other fringe benefits are provided regularly.

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