

Principals' Motivational Practices and Teachers' Job Performance in Public Secondary Schools in Calabar Municipality Local Government Area of Cross River State, Nigeria

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Abstract

This study centered on principals' motivational practices and teachers' job performance in public secondary schools in Calabar Municipality of Cross River State, Nigeria. Two null hypotheses were formulated to guide the study. Correlation research design was adopted for the study. The population of this study was nine hundred and eighty-nine (989) teachers. The sample of this study was 500 secondary school teachers randomly selected across the sixteen all the 16 public secondary schools in the study area. A questionnaire entitled, Principals' Motivational Practices and Teachers' Job Performance Questionnaire (PMPTJPQ) was used as the instrument for data collection. Pearson Product Moment Correlation Coefficient statistics was used for data analysis. The study revealed that, principals' motivational practices in terms of welfare and reward practices positively and significantly relate to teachers' job performance in public secondary schools in Calabar Municipality of Cross River State, Nigeria. From the result of the study, recommendations were that, secondary school principals should improve upon teachers' welfare practices in order to enhance teachers' job performance in the secondary school system. The government should ensure that teachers' rewards are regularly given to them as at when to enhance their job performance effective in the secondary school system

Keywords: Motivational Practices, Teachers' Job Performance, Welfare Practices, Reward Practices

Introduction

Principals of secondary schools are responsible in maintaining harmonious relationship with teachers to ensure the success of school administration. School principals are in the position to know when and how to motivate teachers, communicate with teachers as well as ensuring that teachers' reward and welfare are taken care of. Motivational practices in terms of reward and welfare are among principals' administrative machineries through which the principal of the school ensures smooth school administration as well as effective teaching and learning in secondary schools. Every principal is entrusted with the responsibility of improving the quality of administration and instructional activities through effective use of various practices to influence the teachers in carrying out their respective duties for enhanced productivity and quality output (Nwabueze, Chukwuji & Ugwoezuonu, 2018).

The position of school principal is the fulcrum upon which the success or failure of school administration revolves around because it is the responsibility of the school principal to maintain close ties with teachers for effective job performance in order to educational goals (Hasibuan, 2022). There is no doubt that, teachers need to be motivated in one way or the other for them to perform their assigned responsibilities effectively (Cáceres, Muñoz & Valenzuela, 2021). Scholars have documented that, motivation is the willingness to exert high levels of effort, towards organizational goals, conditioned by the effort's ability to satisfy some individual needs (Chmielewska, Stokwiszewski, Filip, & Hermanowski, 2020). Motivation is the force that causes people to behave the way they do (Elfeky, Mostafa, & Helal, 2020). Motivational practices employed by the principals to ensure the effective motivation of teachers for their improved job performance include recognizing the efforts of the teachers, organizing workshops to update the teacher's knowledge, maintaining the welfare of teachers, managing instructional facilities in the school as well as ensuring the use of effective leadership styles (Ekpoh & Asuquo, 2016; Asuquo & Ekpoh, 2018; Forson, Ofosu-Dwamena, Opoku, & Adjavon, 2021). Teacher's involvement in decision making, proper delegation of duties, teachers' welfare provision, maintaining open communication and adequate provision of instructional facilities in schools are among the principals' administrative practices in ensuring active job performance by teachers in secondary schools (Ekpo & Eze, 2015). In this study, principals' motivational practices are limited to principals' welfare and reward practices.

Principals' welfare practices involve the provision of a minimal level of well-being and social support to every staff in the school. Welfare packages are a critical element of human resources management system and should be designed to work together with other elements of the system (Oyetakin, Ajalode & Alen, 2018). It is generally believed that money not only helps people to attain their basic needs, but it is also instrumental in providing higher level need performance. As a result, most employees value work according to how much they gain from it (Manafa, 2020). Welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers (Manafa, 2020). In Anambra State, Manafa (2020) conducted a study to examined the influence of welfare package on teacher performance in private secondary schools. Among other results, the findings of the study were that, housing allowances, co-operatives and saving facilities highly influenced teachers' performance in private secondary schools.

Welfare is concerned with the total wellbeing of employees both at school and at home (Armstrong, 2006). According to Jepkemoi (2014), the provision of well-being to teachers is a source of earning and satisfaction which is likely to increase their productivity because they are motivated and happy. Egboka (2018) found out in a study that, teachers welfare practices applied by principals for enhancing teachers' job performance include the following; facilitating the payment of housing allowance to staff, facilitating the provision of free medical service for teachers, giving sick leave to ill teachers for further medical attention, provision of

drinking and sanitary facilities in the school, issuing maternity leave to female teachers after child birth as well as facilitating the provision of canteen and teaching facilities for all the staff. In another study in Rivers State, Igoni (2020) found out that principals' management of staff welfare practices and teachers' job performance in secondary schools scores were correlated and the correlation coefficient obtained was 0.88. This means that, there existed a direct positive relationship between principals' management of staff welfare practices and teachers' job performance in secondary schools. Although closely related, the study by Igoni was not conducted in Calabar Municipality of Cross River State. The present study was carried out to fill this gap.

Principals' reward practices is the process of formulating, implementing, communicating and maintaining fair, equitable, and consistent policies that are directed towards rewarding teachers in line with the services they render to the school to enhance effectiveness in their job performance. Reward management is an aspect of human resource management which deals with the establishment, maintenance, and development of a system that is aimed at rewarding the work done by employees within an organization. It is the process of formulating and implementing strategies and policies that are geared towards rewarding employees in every organization (Lubega, Genza & Aguti, 2022).

Reward management also constitutes measuring job values, designing and maintaining pay structures, paying for performance, competence, skills and providing employee benefits (Elfeky, Mostafa, & Helal, 2020). Empirically, Nwaozor & Thompson (2020) carried out a study to examine principals' reward management strategies as correlate to staff performance in secondary schools in in Oshimili South Local Government Area of Delta State of Nigeria. It was found that, principals' reward management in terms of pay based rewards, benefits rewards, carrier incentive rewards and non-financial rewards correlated with staff job performance. The researchers of this very study felt the need to carry out a similar study to affirm or object the findings of the previous study.

Teachers' job performance is concerned with the overall ability of the teachers to exhibit the right attitude to work, being dedicated and committed to the teaching roles, and making deliberate efforts towards the attainment of educational goals and objectives (Igoni, 2020). Bolarinwa (2016) observes that, the indicator of teachers' job performance is evaluated in the teachers' ability to make a deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of subject matter, lesson presentation, effective classroom organization and control, and participation in the school curriculum activities. Others according to the author include regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation, and counseling of students as well as compliance to teachers' professional codes of conducts.

Besides, teachers' job performance is the accomplishment or execution of tasks by teachers. Job performance is ability to combine ideas skillfully in right behaviour towards the

achievement of set goals and objectives (Jay, 2014). In other words, performance involves the effective use of skills as strategies by teachers to ensure proper instructional delivery in schools. It also entails the duties performed by a teacher at a particular period in the school system geared towards the achievement of educational goals and objectives. According to Jay (2014), teachers' job performance is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Teachers' job performance also refers to the extent to which teachers are committed to carry out their assigned responsibilities (Igoni, 2020).

However, the researchers have observed that public secondary school teachers' job performance seems to be below average. This is manifested in their attitude of not going to school early, poor record keeping, ineffective use of instructional materials and poor lesson presentation. The researchers assume that these situations may have been the cause of teachers' poor job performance in the secondary school system irrespective of the fact that the Cross River State Government is making effort in the area of providing a conducive teaching and learning environment as evidence in the school renovation and provision of teaching and learning facilities their work. It is on this background that the researcher intended to examine principals' motivational practices and teachers' job performance in public secondary schools in Calabar Municipality of Cross River State, Nigeria

Statement of the Problem

The teachers' job performance in public secondary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria has been a source of worry to parents, community members, students, and the government. The researcher has observed that this development which is not good in educational institution is becoming the order of the day. Recently, public secondary school teachers are observed not to live up to expectation. This is manifested in their nonchalant attitude to work. This further manifested in their attitude of not going to school early, poor record keeping, ineffective use of instructional materials and poor lesson presentation. Many secondary school teachers are in the habit of leaving the school before the official closing hour and even stay away from school without due permission from the principals. These seem to be an indication that motivational practices has not been given due attention by the principals of public secondary school. It is a well known fact that, a motivational workforce is a productive workforce.

Every secondary school teacher is expected by members of the public to be effective in all ramifications, yet teachers' attitudes to their work still appear worrisome. It is on the basis of his background that the researcher intended to investigate the principals' motivational practices and teachers' job performance in public secondary schools in Calabar Municipality,

Purpose of the Study

The main purpose of this study was to find out the relationship between principals' motivational practices and teachers' job performance in public secondary schools in Calabar Municipality of Cross River State, Nigeria. Specially, the study sought to examine whether:

1. Principals' welfare practices relate to teachers' job performance
2. Principals' reward practices and teachers' job performance

Statement of hypotheses

The following null hypotheses were formulated to guide the study.

1. There is no significant relationship between principals' welfare practices and teachers' job performance.
2. There is no significant relationship between principals' reward practices and teachers' job performance.

Methodology

Ex-post facto design was adopted for this study because principals' motivational practices had already occurred and impacted on teachers' job performance in public secondary schools in Calabar Municipality local government area of Cross River State, Nigeria. The population of this study was 989 teachers across the public secondary schools in the study area while the 500 teachers randomly selected from the population of 989 constituted the sample population. Questionnaire designed by the researchers was used for data collection. The questionnaire was called "Principals' Motivational Practices and Teachers' Job Performance Questionnaire (PMPTJPQ) which was responded to by the teachers.

The instrument was designed based on four-point Likert scale. Each item was required by the respondents to indicate opinion under Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). In rating the scale, positively worded items were rated 4, 3, 2, 1, while negatively worded items were rated 1, 2, 3, 4 respectively. The researchers ensured that face validity was established for the instrument by the two Measurement and Evaluation experts. Corrections were made and effected accordingly. The data collected were coded and analyzed using Pearson Moment Correlation statistics

Presentation of Results

In this study, each hypothesis is presented in a null form. The data for all the research hypotheses were analyzed using Pearson product moment correlation analysis. All the hypotheses in the study were tested at 0.05 significant level.

Null Hypothesis 1: There is no significant relationship between principals’ welfare practices and teachers’ job performance

The result of the data analysis is presented in Table 1

Table 1: Pearson Product Moment Correlation analysis of the relationship between principals’ welfare practices and teachers’ job performance (N = 500)

Variable	N	Mean	SD	r	Sig.
Principals’ welfare practices	500	12.54	2.811	.91*	.000
Teachers’ job performance	500	19.54	10.922		

Significance at 0.05; df = 498; critical = .088. ; r =.91

The result of the analysis in Table 1 shows that the calculated r-value of .91 is significant at 0.05 level of probability and 498 degrees of freedom. The null hypothesis which states that, there is no significant relationship between principals’ welfare practices and teachers’ job performance was rejected. In other word, there was a significant relationship between principals’ welfare practices and teachers’ job performance.

Null Hypothesis 2: There is no significant relationship between principals’ reward practices and teachers’ job performance

The result of the data analysis is presented in Table 2

Table 2: Pearson Product Moment Correlation analysis of the relationship between principals’ reward practices and teachers’ job performance (N = 500)

Variable	N	Mean	SD	r	Sig.
Principals’ reward practices	500	11.87	2.274	.93*	.000
Teachers’ job performance	500	19.54	10.922		

Significance at 0.05; df = 498; critical =.088; r =.93

The result of the analysis in table 2 shows that the calculated r-value of .93 is significant at 0.05 level of probability and 498 degrees of freedom. The null hypothesis which states that, there is no significant relationship between principals’ reward practices and teachers’ job performance was rejected. In other word, there was a significant relationship between principals’ reward practices and teachers’ job performance.

Discussion of Findings

Principals’ Welfare Practices and Teachers’ Job Performance

The result of the first hypothesis showed that principals’ welfare practices had significant relationship with teachers’ job performance. This result is in line with (Manafa,

2020) who observed that welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among teachers. The result of the finding is also in tandem with Jepkemoi (2014) who stated that provision of well-being to teachers is a source of earning and satisfaction which is likely to increase their productivity because they are motivated and happy. The finding of the present study equally aligned with the result of a study by Manafa (2020) whose result indicated that housing allowances, co-operatives and saving facilities highly influenced teachers' performance in private secondary schools.

Principals' Reward Practices and Teachers' Job Performance

The result of the second hypothesis showed that principals' reward practices have significant relationship with teachers' job performance. The result of this hypothesis is in line with the finding of a study Nwaozor & Thompson (2020) which indicated that principals' reward management in terms of pay based rewards, benefits rewards, carrier incentive rewards and non-financial rewards correlated with staff job performance. It was subsequently concluded by Nwaozor & Thompson (2020) that proper application of reward practices strategies, enhances staff performance and that inappropriate and inadequate application of relevant reward management will hamper staff performance. By implication, the school principals must ensure that teachers are rewarded so that they could in turn exhibit behaviour that may result in effective performance and loyalty. Teachers in return for their commitment expect extrinsic reward in the form of promotion, fringe benefits, bonuses (Lubega, Genza & Aguti, 2022)

Conclusion

The study presents the relationship that existed between school administrators' motivational practices in terms of principals' welfare practices, reward practices and teachers' job performance in Calabar Municipality in Cross River State. This means that principals' application of motivational practices is important administrative tool in the facilitating teachers' job performance.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Secondary school principals should improve upon teachers' welfare in order to enhance teachers' job performance in the secondary school system.
2. The government should ensure that teachers' rewards are regularly given to them as at when to enhance their job performance effective in the secondary school system.

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