

Teachers' Motivation as Strategy for Sustenance of Instructional Task Quality and Standards in Secondary Schools in Ondo State, Nigeria

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Abstract

The study examined principals' motivational strategies and effects on teachers' instructional task performance. It further determined the effect of teachers' instructional tasks on students' academic performance and investigated the challenges that are faced by principals in motivating teachers for effective instructional performance in secondary schools. Descriptive survey design was adopted and made use of questionnaires titled "Principal Motivational Strategies Questionnaire" (PMSQ), Teachers' Instructional Task Performance Questionnaire (TITPO) and interview technique to collect data from 480 respondents, consisting 30 principals and 450 teachers in 30 public secondary schools, using multi-stage sampling technique. Four research questions and two hypotheses were formulated. The simple per-cent and mean scores were used to answer the research questions while Pearson Product Moment Correlation statistics was employed to test the hypotheses at $p < 0.05$ level of significance. The result showed that the relationship between principals' motivational strategies and teachers' instructional performance was significant ($r = -0.672$, $p < 0.05$); there was significant relationship between teachers' instructional tasks and students' academic performance ($r = 0.938$, $p < 0.05$), while majority of the principals were very effective in corporate goal setting, innovation, capacity development, team work, performance feedback, processing of salaries, recommending teachers for promotion, collegiality and public relations. The major constraints identified are inadequate learning resources (63.3%); lack of adequate and well equipped offices for teachers (80%); and lack of conducive classrooms (76.7%). The study concluded that the challenges that principals and teachers faced in motivation and instructional tasks require adequate government intervention and goal-oriented partnership between the school principals and other relevant stakeholders to provide adequate learning resources and facilities for students and teachers to achieve better curriculum instruction and improved learning outcome in secondary schools.

Keywords: Secondary education, motivational strategies, instructional tasks, stakeholders' partnership, learning resources, academic standard.

1. Introduction

Education is a potent tool for human capital and national development. Consequently, the secondary school system prepares students for higher education and useful living within the society (Federal Republic of Nigeria, 4th Edition, 2004). The need to get the best out of the human element makes the concept of motivation a significant factor in teachers' instructional tasks in the school system. Motivation of teachers has a great value to the Nigerian educational system in guaranteeing and aiding teachers' instructional performance. When teachers are highly motivated and adequate attention given to them, it adds value to the educational system by raising the quality of teaching-learning process and students' academic standard expected by the society.

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Teachers' motivation is a way of empowering and stimulating teachers in their professional job for better performance. The motivational process involves the perception variables, strategies and activities that are used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers, so that they may become satisfied, dedicated and effective in performing their tasks. This will invariably enhance the quality of curriculum instruction in the school system. Instructional task quality is a fundamentally significant index of education quality assurance in the context of teaching-learning process. The instructional process in quality assurance is activity-based and geared towards increasing teachers' capabilities, upgrade their conceptual knowledge and teaching skills, give them support in their work, improve their perception of students' learning and more importantly, help them keep abreast of new developments in education delivery.

Instructional task quality is the ability of the teacher to demonstrate sound knowledge of the subject area by being able to select appropriate facts and skills to be taught, and the instructional materials to be used. It is therefore expected of the teacher to have access to information which is up-to-date, reliable and relevant to the educational needs of students. In an information age, the principals are expected to provide quality orientation, direction and enabling working environment for teachers towards keeping with the current thinking in curriculum planning by ensuring good organisation of the lessons with sequence, continuity and integration of concepts to facilitate systematic implementation and assessment of the curriculum to achieve the set goals.

The instructional task quality of course depends on job-related motivation strategies adopted by the principals to ensure best practices in instructional resource inputs, personnel management, capacity development and curriculum delivery system for the achievement of set standards in secondary schools. This implied that quality instruction is resource-oriented and evidence-based, and as such depends on the total commitment of the principals to positive corporate culture and effective motivation of teachers for goal-oriented teaching and learning activities which determine to a large extent the students' academic standards. The quest for quality improvement in education service delivery and students' academic performance has necessitated the emphasis being placed on efficient instructional task performance and motivation as a means of achieving quality standards in Nigerian secondary schools.

1.1 Principal's Motivational Role in Instructional Performance

The effectiveness of principals' instructional supervision at maintaining standard and improving teaching and learning processes for the attainment of quality education lies in the adequate motivation of teachers for optimal job performance in the school working environment. The art of motivating people starts with learning how to influence individuals to be committed in task performance for the actualisation of the set goals. In order to inspire teachers to work individually or in groups in ways that produce the best results, principals need to develop their own personal motivational forces. These are efforts to encourage the staff and colleagues to willingly perform their tasks and achieve to the best of their abilities (Robert & Tim, 1998; Neeru, 2003; Ofoegbu, 2004).

The importance of motivation in the world of work is considered inevitable. Motivation is the will to act or the spark which ignites and influences the course of human action. It is an inner state that energises, activates, moves and directs or channels behaviour towards goals (Lawal, 1993; Robert & Tim, 1998; Neeru, 2003). Cole (2002) described motivation as behaviour caused by some stimulus but directed towards a desired outcome. This underscores the relevance of stimulus-response (S-R) model in the supervision of teachers by the principals. The presence of stimulus in a sense stimulates the individuals' behaviours towards job performance and enables the principals to predict, control and explain teachers' behaviours in the performance of their instructional tasks in schools.

In the school setting, the stimulus includes the motivational factors that are provided by the school management to stimulate teachers for optimal job performance. The principal being the administrative and instructional leader is expected to accord significant attention to the use of school-based rewards system such as equitable distribution of workloads, sharing of responsibilities, delegation of authority, participatory decision-making, collegial relationships and to have positive influence on teachers' attitude to work. These conditions lead to higher levels of job satisfaction and serve as morale boosters for teachers to cultivate desired sense for purpose, demonstrate strong commitment to work, maintain discipline of students and place top priority on students' learning outcomes.

It is worthy to note that when principals share responsibility and authority among staff members, they tend to identify themselves with the institution's aims and objectives, while the nature of their relationship will be transformative and enhanced productivity.

For instance, the study by Akpan (2001) on the influence of principal's level of interpersonal relationship on the effectiveness of secondary school teachers and students in Akwa Ibom, revealed that teachers who are highly interrelated with the principal are better motivated to be disciplined and effective in teaching. The study also showed a strong positive link between principal's inter-personal relationship and students' learning outcomes in secondary schools.

The principal is also expected to give desired attention to the classroom climate which is very important in teacher motivation. The classroom that is safe, healthy, equipped with facilities and learning resources will serve as catalyst for effective teaching and optimal learning in the school setting. The condition being experienced in the classroom and school environment may mar or enhance the quality of curriculum instruction and students' academic standard in secondary schools (Ofoegbu, 2004). Ayeni and Akinola (2008) reporting on Ondo state, revealed that there was no significant relationship between principals' motivational strategies and teachers' job performance while most secondary schools lacked adequate instructional materials, well equipped staffrooms and conducive classrooms for quality assurance.

In spite of the above challenges, motivation of teachers for quality assurance in teaching is likely to be enhanced by the introduction of mechanisms for recognizing and rewarding teachers' professional practices. Rewards available to an individual are generally classified into two, namely, intrinsic and extrinsic (Cole, 2002). According to Herzberg's (1959)'motivation-hygiene theory 'based on a two-dimension paradigm of factors affecting people's attitudes about work, using a group of 200 Accountants and Engineers in Pittsburgh in the United State of America (as cited in Peretomode, 1991; Simatwa, 2011); these factors include motivators or satisfiers and the dissatisfiers also known as hygiene factors. Hygiene factors comprise a set of extrinsic conditions which among others include: job security, salary, status, supervision, school policies, interpersonal relations, working conditions and education policies. Hygiene factors tend to produce short-term changes in job attitudes and satisfaction among employees if they are good and enhance fulfilment in workers, while their absence or inadequacies can cause discontentment among employees, resulting into job dissatisfaction which is characterized by absenteeism, lack of commitment to work, low productivity and tendency to be irresponsible.

On the other hand, Herzberg identified motivational factors/satisfiers as: achievement, recognition, advancement, autonomy, work itself and responsibility. These factors provide job satisfaction and improve productivity among employees. When they are fulfilled, they create a feeling of pleasure among employees as they perform prescribed tasks. However, if they are not fulfilled they fail to create the desired zeal and enthusiasm in workers due to their inappropriateness, resulting into job dissatisfaction. Motivators strongly determine job satisfaction and they are associated with long-term positive impacts on job performance. The above studies have shown that job satisfaction has some relationship with job performance which is reflected in employees' high morale, quality and quantity of output, reduction in absenteeism and turnover. Frase (1992) identified two sets of factors that affect teachers' ability to perform effectively: work context factors (the teaching environment) and work content factors (teaching).

The work context factors are those that meet baseline needs. They include working conditions such as class size, discipline conditions, availability of teaching materials, the quality of the principal's supervision and basic psychological needs such as money, status and security. In general, context factors clear the road of the debris that block effective teaching; and when provided adequately, these factors prevent dissatisfaction. But these factors may not have an extended motivational effect or lead to improved teaching. For example, a survey conducted by the National Centre for Education Statistics (1997) on America (Washington D.C.), revealed that teacher compensation, including salary benefits and supplemental income showed little relation to long-term satisfaction with teaching as a career (NCES, 1997), content variables are the crucial factor in motivating teachers to high levels of performance.

The work content factors are intrinsic to the work itself. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, empowerment and authority. Teachers who do not feel supported in these states are less motivated to do their best work in the classroom (NCES, 1997).

The National Centre for Education Statistics (1997) confirmed that staff recognition, parental support, teacher participation in school decision making, influence over school policy, and control in the classroom are the factors most strongly associated with teacher satisfaction. Also, teachers need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching. For instance, Frase and Sorenson (1992) studied work content factors in a questionnaire administered to 73 San Diego School District Teachers. They identified three major areas that relate to teachers' job satisfaction as follows:

- (i) Feed-back:- Effective communication is crucial to school management operations, supervision and teachers' instructional task performance. The flow of information engenders openness, trust, mutual understanding, strong commitment to work and high productivity among staff. This factor is the most strongly related to job satisfaction; it enables both the principal and teachers to determine the quality of outputs and make necessary adjustment in the selection of instructional resource inputs and improvement in the teaching process to achieve academic excellence for learners. However, teachers typically receive very little accurate and helpful feed-back regarding their teaching and other professional tasks from the principals.
- (ii) Autonomy:-This is strongly related to job satisfaction for many, but not all, teachers. Autonomy is not necessarily defined as freedom from interference in the classroom, rather, the majority of teachers view autonomy as freedom to develop collegial relationship to accomplish professional tasks.
- (iii) Collegiality is also important for teachers, particularly expressed through experiencing challenging and stimulating work, creating school improvement plans and leading curriculum development groups to exchange ideas and enhance effectiveness and improvement in teaching-learning process.

It is desirable of the principal to understand and have accurate knowledge about the employees in order to ascertain how best to deal with them in relation to work and need satisfaction in an organization such as the school system where teachers' instructional task performance is influenced by the "Nomothetic" and "Idiographic" dimensions of social behaviours. The "Nomothetic" dimension comprises the institutional roles and expectations which relates mainly to quality assurance especially in the purview of teaching and learning. The other dimension, which is the 'idiographic', relates to the individuals with his personality and need disposition which govern his engagement in and interaction with the world of work (Getzels & Guba (1957). The secondary school principals must create conducive and supportive working environment and maintain balanced relationships to achieve both the organization goals and individual's need disposition. The two dimensions are graphically represented as in the model below:

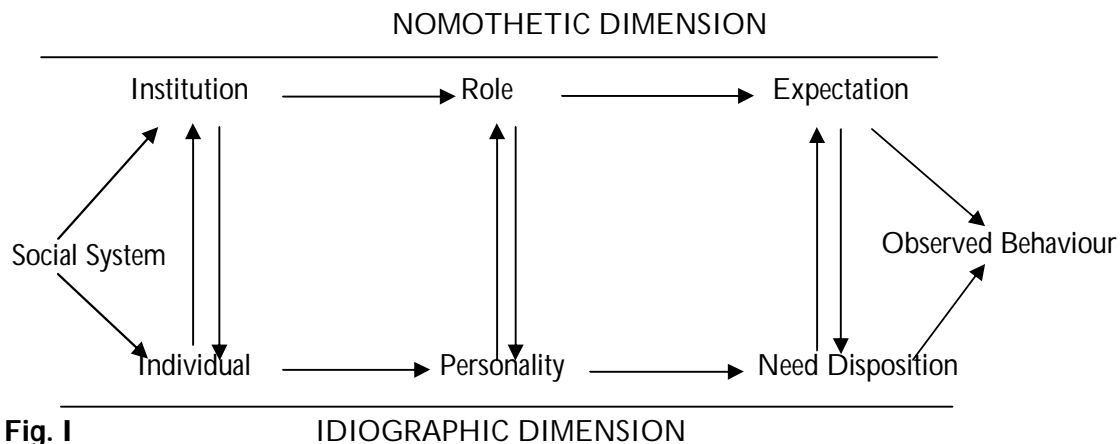


Fig. 1

Source: *The Social Process of Behaviour (Culled from Getzels and Guba (1958) in Ukeje (1992) pg. 94.*

By familiarizing themselves with some of the theories of motivation, school administrators can perhaps better understand the role motivation plays, especially in stimulating teachers for optimal instructional task performance and improving students' learning outcomes in secondary schools. The findings by Ayeni and Akinola (2008), Frase and Sorenson (1992), and National Centre for Education Statistics (1997) on teachers' motivation pointed to the fact that a lot still needs to be done to stimulate teachers for optimal job performance. This study, therefore, intends to investigate how motivation enhances instructional management by principals and contribute to teachers' instructional task performance in the context of quality assurance in secondary schools.

3.1 Statement of Problem

The issue of teachers' motivation is very critical for the attainment of the set education goals and standards in secondary schools. Ejiogu (2002) opined that the quality of education depends upon inspired, satisfied and truly dedicated teachers among others. When teachers are positively motivated, they tend to participate more than expected in the process of curriculum delivery, administration and the overall improvement of the school. However, Ibukun (2002) posited that the secondary school principals in Nigeria, today, work with a teacher-workforce that is far from being committed, partly due to inadequate motivation, while no principal can boast of achieving the objectives of the school without the co-operation and commitment of staff. It is, therefore, clear that the complex task of the principal is how to organize the school to meet the motivational needs of the teachers and other challenges facing school administration so that the education aims and objectives can be achieved.

In spite of the societal demand for quality education and the need for thorough supervision in schools, there is a growing concern about the achievement of secondary education objectives due to doubt that many teachers are dissatisfied with their jobs and partly because many principals give little attention to motivation of teachers in secondary schools. Consequently, there have been steady decline in teachers' instructional task performance and students' academic performance which depicts non-realization of the goals of secondary education (Adeniji, 2002). This has perhaps been caused by gaps in the provision of instructional materials and facilities, inadequate provision for staff welfare and training facilities for teachers' professional growth and increased productivity, and the conception that low morale of teachers affects working relationship between principals and teachers and this constitutes an impediment to quality of instruction in secondary schools (Ayeni & Akinola, 2008; Ipaye, 2002; Ogunu, 2001; Okebukola, 1996; Zobaida, 2008).

Consequently, there is low level of students' academic performance. A comparative study of the results between 2012 and 2014 shows a sharp decline from 38.81% to 31.28% in the performances of candidates in WASSCE in Nigeria as a whole, while in Ondo State, the performance of students who obtained credit level passes in five subjects including English Language and Mathematics in WASSCE ranged from 38.73% to 32.40% between 2012 and 2014 (Owadiae, 2012; Eguridu, 2014). Thus, the purpose of this study was to examine how teachers' motivation enhances instructional task performance and principals' instructional supervision in meeting the challenges of quality assurance in secondary schools in Ondo state, which is the only state with autonomous Quality Education Assurance Agency in South-west, Nigeria.

3.2 Research Questions

The following research questions were formulated for the study

- i. How do teachers perceive principals' motivational roles in secondary schools?
- ii. How do principals perceive teachers' instructional tasks in secondary schools?
- iii. What is the effect of teachers' motivation on students' academic performance in secondary schools?
- iv. What are the constraints faced by teachers and principals in the performance of instructional tasks and motivational roles respectively?

3.3 Hypotheses

The following hypotheses were generated to guide study.

HO₁: There is no significant relationship between principals' motivational strategies and teachers' instructional task performance in secondary schools.

HO₂: There is no significant relationship between teachers' instructional tasks and students' academic performance in secondary schools.

3.4 Methodology

The study employed the descriptive survey design. With this design, both quantitative and qualitative methods which involve systematic and objective collection and analysis of data were adopted to elicit responses from the participants in order to find solution to the problems identified. The target population comprised principals and teachers in secondary schools in Ondo State.

The sample consisted of 30 principals and 450 teachers, the respondents were randomly selected from 30 public secondary schools, representing ten percent (10%) of the total existing 304 public secondary schools in Ondo State. The secondary schools were selected using multi-stage sampling method from 5 Local Government Areas (LGAs) out of the existing five educational zones (Akure, Ikare, Okitipupa, Ondo, and Owo) in Ondo State, South-west, Nigeria.

Four research questions and two hypotheses were formulated. The instruments used for data collection were questionnaires titled "Principal Motivational Strategies Rating Scale" (PMSRS); Teachers' Instructional Task Performance Rating Scale (TITPRS); and interview technique. The instrument was a 40-structured questionnaire developed by the researcher and comprised of two sections. The first, section A, had 20 items which sought information from the school principals on teachers' instructional performance and students' learning outcomes, while the second, section B, had 20 items; that sought relevant research information from the teachers on the level of principals' motivational strategies in secondary schools. The instrument utilized a 5- point rating scale indicating strongly agree, agree, fairly agree, disagree, and strongly disagree with 5, 4, 3, 2, and 1 rating points used to assess the level of principals' motivational strategies for effective teaching and quality learning outcome in secondary schools.

The instrument was validated by experts in the Department of Educational Management, and Test and Measurement experts in the Department of Guidance and Counseling in the Faculty of Education at Adekunle Ajasin University, Akungba-Akoko which ascertained the suitability of the items on the instrument. The reliability coefficient of 0.82 was obtained, using Cronbach alpha, which ascertain the inter-item consistency. Finally, the instrument was administered through the help of two trained research assistants, while the researchers coordinated the administration and collation of completed questionnaires. Four research questions and two hypotheses were formulated. The simple per-cent and mean scores were used to answer the research questions, while Pearson correlation statistics was employed to test the hypotheses at $p < 0.05$ level of significance; using Statistical Package for Social Sciences (SPSS) version 16.0.

4. Results

The results of data analysis were presented in order of research questions and hypotheses while discussions of findings were carried out to examine principals' motivational strategies in determining the quality of teachers' instructional tasks and students' academic performance in secondary schools.

4.1 How do teachers perceive principals' motivational strategies in secondary schools?

The evidence from the data analysis presented in table 1 showed that the level of principals' motivational strategies was good as rated by the teachers and reflected in the following percentage points: strongly agreed (5.1%-62.4%); agreed (11.6%-43.6.%); fairly agreed (5.1%-32.2%); disagreed (3.1%-26.2%); and strongly disagreed (1.1%-24.9%).

Table 1: Teachers' Perception on Principals' Motivational Strategies in Secondary Schools (n = 450)

S/N	ITEMS	SA (%)	A (%)	FA (%)	D (%)	SD (%)
1.	Teachers' involvement in target setting and job planning.	173 (38.4)	195 (43.3)	61 (13.6)	15 (3.3)	6(1.3)
2.	Teachers performed challenging tasks and innovative.	222 (49.3)	138 (30.7)	60 (13.3)	23 (5.1)	7 (1.6)
3.	Teachers received in-house capacity development training.	178 (39.6)	172 (38.2)	66 (14.7)	20 (4.4)	14 (3.1)
4.	Teachers are recommended for seminar/in-service training.	113 (25.1)	181 (40.2)	95 (21.1)	37 (8.2)	24 (5.3)
5.	Encouraged team work.	158 (35.1)	181 (40.2)	66 (14.7)	33 (7.3)	12 (2.7)
6.	Provided resources for teamwork.	97 (21.6)	159 (35.3)	103 (22.9)	68 (15.1)	23 (5.1)
7.	Considered team reports.	142 (31.6)	187 (41.6)	87 (19.3)	29 (6.4)	5 (1.1)
8.	Feedback on teachers' performance	224 (49.8)	136 (30.2)	47 (10.4)	29 (6.4)	14 (3.1)
9.	Provision of instructional materials.	125 (27.8)	131 (29.1)	103 (22.9)	68 (15.1)	23 (5.1)
10.	Reward teachers for extra workload	80 (17.8)	124 (27.6)	107 (23.8)	81 (18.0)	58(12.9)
11.	Submitted salary voucher promptly	214 (47.6)	157 (34.9)	34 (7.6)	45 (10.0)	0 (0.0)
12.	Recommend teachers for promotion	281 (62.4)	101 (22.4)	23 (5.1)	45 (10.0)	0 (0.0)
13.	Comfortable working environment.	23 (5.1)	52 (11.6)	145 (32.2)	118(26.2)	112(24.9)
14.	Concern for teachers problems.	166 (36.9)	150 (33.3)	85 (18.9)	29 (6.4)	20 (4.4)
15.	Persuade teachers to work.	108 (24.0)	189 (42.0)	99 (22.0)	36 (8.0)	18 (4.0)
16.	Rebuke teachers for poor job.	105 (23.3)	174 (38.7)	63 (14.0)	58 (12.9)	50 (11.1)
17.	Promote teachers' relationship.	162 (36.0)	191 (42.4)	58 (12.9)	34 (7.6)	5 (1.1)
18.	Promote teacher-student interaction	237 (52.7)	119 (26.4)	69 (15.3)	14 (3.1)	11 (2.4)
19.	Promote teacher-parent interaction	107 (23.8)	196 (43.6)	103 (22.9)	31 (6.9)	13 (2.9)
20.	Promote school-community relation	99 (22.0)	176 (39.1)	73 (16.2)	46 (10.2)	56 (12.4)

4.2 How do principals perceive teachers' instructional performance in secondary schools?

The evidence from the data analysis presented in table 2 showed that the level of teachers' instructional performance was good as rated by the school principals and reflected in the following percentage points: strongly agreed (10% -60%); agreed (26.7%-66.7%); fairly agreed (3.3% - 50%); disagreed (3.3% -30%); and strongly disagreed (0-3.3%).

Table 2: Principals' Ratings on Teachers' Instructional Performance (n= 30)

S/N	ITEMS	SA (%)	A (%)	FA (%)	D (%)	SD (%)
1.	Teachers prepared adequate lesson notes.	13 (43.3)	16 (53.3)	1 (3.3)	0 (0.0)	0 (0.0)
2.	Teachers have sound knowledge of subjects	12 (40.0)	14 (46.7)	3 (10.0)	0 (0.0)	0 (0.0)
3.	Teachers' usage of instructional materials.	0 (0.0)	13 (43.3)	15 (50.0)	2 (6.7)	0 (0.0)
4.	Teachers delivered lessons promptly.	4 (13.3)	16 (53.3)	7 (23.3)	3 (10.0)	0 (0.0)
5.	Marked students' attendance accurately.	0 (0.0)	8 (26.7)	13 (43.3)	9 (30.0)	0 (0.0)
6.	Effective classroom management.	5 (16.7)	20 (66.7)	5 (16.7)	0 (0.0)	0 (0.0)
7.	Teachers give notes/written work to students	6 (20.0)	13 (43.3)	10 (33.3)	1 (3.3)	0 (0.0)
8.	Conduct continuous assessments regularly.	18 (60.0)	11 (36.7)	1 (3.3)	0 (0.0)	0 (0.0)
9.	Marked students' exercises regularly.	3 (10.0)	15 (50.0)	11 (36.7)	1 (3.3)	0 (0.0)
10.	Teachers fill school records up-to-date.	14 (46.7)	12 (40.0)	4 (13.3)	0 (0.0)	0 (0.0)
11.	Teachers show concern for students' welfare	13 (43.3)	9 (30.0)	5 (16.7)	2 (6.7)	1 (3.3)
12.	Enforced students' discipline.	7 (23.3)	17 (56.7)	6 (20.0)	0 (0.0)	0 (0.0)
13.	Teachers performed delegated duties.	3 (10.0)	12 (40.0)	13 (43.3)	2 (6.7)	0 (0.0)
14.	Teachers give prompt feedback to principal	5 (16.7)	10 (33.3)	10 (33.3)	5 (16.7)	0 (0.0)
15.	Teachers show interest in co-curricular.	5 (16.7)	14 (46.7)	6 (20.0)	4 (13.3)	1 (3.3)
16.	Teachers show interest in capacity training.	10 (33.3)	15 (50.0)	4 (13.3)	1 (3.3)	0 (0.0)
17.	Inter-personal relationship among teachers.	15 (50.0)	13 (43.3)	2 (6.7)	0 (0.0)	0 (0.0)
18.	Teachers have good rapport with students.	13 (43.3)	8 (26.7)	6 (20.0)	2 (6.7)	1 (3.3)
19.	Teachers have good rapport with parents.	6 (20.0)	13 (43.3)	6 (20.0)	4 (13.3)	1 (3.3)

4.3: What is the effect of teachers' motivation on students' academic performance in secondary schools?

The result presented in tables 3 revealed that the percentage of students' academic performance ranged from 6.7% - 40% across the sampled secondary schools.

Table 3: Analysis of Students' academic performance (n=30)

S/N	ITEM	Exce. (5) %	Very Good (4) %	Good (3) %	Fair (2) %	Poor (1) %	\bar{X}
	Students' academic performance in 2013WASSCE, it is Excellent (5) if 75% or more obtained 5 credits and above including English Language and Mathematics; 60% - 74% Very Good (4); 50% - 59% Good (3); 40% - 49% Fair (2); below 40% Poor (1).	6.7	40	20	13.3	20	3.0

4.4 Relationship between Principals' Motivation Strategies and Teachers' Instructional Performance.

The weighted average of teachers' instructional performance and principals' motivational strategies correlated in table 4 revealed that the calculated r-value (0.672) was significant at $p < 0.05$. Hence, the null hypothesis (H_0) of no significant relationship is rejected while the alternative hypothesis (H_a) is accepted.

Table 4: Relationship between principals' motivational strategies and teachers' instructional task performance

Variable	N	Mean	Std	r	Sig
Principals' Motivational Strategies	30	4.2067	0.94124	0.672	0.000
Teachers' Instructional Performance	30	2.3333	0.54667		

4.5 Relationship between Teachers' Instructional Tasks and Students' Academic Performance

The result presented in table 5 revealed that the calculated r-value (0.938) was significant at $p < 0.05$. Hence, the null hypothesis (H_0) of no significant relationship is rejected while the alternative hypothesis (H_a) is accepted.

Table 5: Relationship between teachers' instructional tasks and students' academic performance

Variable	N	Mean	Std	r	Sig
Teachers' Instructional Tasks	30	34.7333	5.57045	0.938	0.000
Students' academic performance	30	3.0000	1.28654		

4.6 What are the constraints faced by teachers and principals in the performance of instructional tasks and motivational roles in secondary schools?

The evidence from the data analysis in table 6 showed that the 8 items are factor constraints militating against teachers' motivation and instructional performance in secondary schools. The constraints identified by the principals are reflected in the following percentage points: inadequate instructional materials (47%); lack of adequate and well equipped offices for teachers (80%); lack of conducive classrooms (76.7%); inadequate learning resources (63.3%); delay in teachers' promotion (27%); inadequate parental support (37%); inadequate community support (47%); and insufficient government's grants-in-aids to schools(76.7%).

Table 6: Principals' perception on the challenges faced on teachers motivation (n = 30)

S/N	ITEMS	Adequate	%	Inadequate	%	Mean score
1.	Provision of instructional materials.	16	53	14	47	1.5
2.	Well-equipped offices for teachers.	6	20	24	80	1.2
3.	Conducive classrooms for learning.	7	23.3	23	76.7	1.2
4.	Learning resources (library materials and laboratory equipment).	11	36.7	19	63.3	1.4
5.	Promotion of teachers as at when due.	22	73	8	27	1.7
6.	Parental support.	19	63	11	37	1.6
7.	Community support.	16	53	14	47	1.5
8.	Grants-in-aids to schools.	7	23.3	23	76.7	1.2
	Cumulative Mean					1.4

4.7 Discussions

The extent to which the principals had been performing their motivational roles was investigated in the study. The ratings of principals' motivational strategies by teachers in table 1 indicated that the major strategies that were effectively used by the principals to improve teachers' instructional performance were: corporate goal setting, innovation, capacity development, team work, performance feedback, processing of salaries, recommending teachers for promotion, collegiality and public relations. However, the motivational strategies that were least used by principals were: provision of instructional materials and reward for excess workload, while 51% of the schools lack conducive learning environment. This finding confirms the relevance of Herzberg's (1959) 'motivation-hygiene theory' based on a two-dimension paradigm of factors affecting people's attitudes about work (as cited in Peretomode, 1991; Simatwa, 2011).

The findings of the study in table 2, also revealed that the major instructional tasks performed by teachers were: preparation of lesson notes, teaching of lessons, continuous assessment of learners, classroom management, keeping of records, students' discipline and welfare, co-curricular activities, capacity development, delegated duties and inter-personal relations. However, the tasks that were fairly performed by teachers included: usage of instructional materials and marking of students' class attendance. It could be deduced from the findings that teachers' instructional tasks are still inadequate in secondary schools.

The outcome of the study in table 4 revealed significant relationship between principals' motivational strategies and teachers' instructional tasks. By implication, principals are the driving force in secondary schools and their motivational strategies occupy centre stage in the teaching and learning processes. There is a high mean score of 4.21 recorded on principals' motivational strategies which implied that majority of the principals accorded the desired attention to teachers' motivation as a means to improve teaching-learning process. However, the mean score of 2.33 recorded on teachers' instructional performance implied that the motivational needs of teachers have not been fully met. This ascertained the influence of teachers' motivation on students' academic performance in table 3, which ranged from 6.7% - 40. This further confirms the assertion by Ibukun (2002) that the secondary school principals in Nigeria, today, work with a teacher-workforce that is far from being committed, while no principal can boast of achieving the objectives of the school without the co-operation and commitment of staff. The inadequacies in motivation caused disillusionment of teachers and often impaired effective teaching and learning processes.

There is significant relationship between teachers' instructional task performance and students' academic performance in table 5. This implied that the level of students' academic performance is a reflection of inadequacies in the motivation of teachers by school principals. The concordance relationship between teachers' motivation and students' academic performance is an indication that both the teachers and students are affected by inadequate motivation. Many of the students are not equipped with the necessary learning materials by their parents, while many of the schools' libraries and laboratories are ill-equipped for learning. The in-depth interviews conducted with the principals corroborated the findings in table 6; the viewpoints revealed that infrastructural facilities are inadequate, the grants-in-aids to schools are very irregular and government's assisted projects are centralized.

The class size is congested and ranged from 60-70 students per class in many schools. These deficiencies constituted hindrances to effective classroom management, teaching-learning process and supervision of curriculum instruction.

The challenges that are faced by the schools are evident in table 6, which included inadequate instructional materials (47%); lack of adequate and well equipped offices for teachers (80%); lack of conducive classrooms (76.7%); inadequate learning resources (63.3%); inadequate parental support (37%); inadequate community support (47%); and irregular disbursement of government's grant-in-aids to schools (76.7%). These deficiencies constituted impediments to teachers' instructional tasks and has perhaps been responsible for the relatively low academic performance of students who obtained credit level passes in five subjects including English Language and Mathematics in the Senior School Certificate Examinations which is often below 40% in Nigeria. There is therefore a great task ahead of school principals and other stakeholders in the education sector in giving desired attention to teachers' motivation in order to improve students' academic performance in secondary schools.

5.1 Conclusion

In light of the findings, it could be concluded that, majority of the principals attached the desired attention to teachers' motivation while inadequate learning resources constituted a major challenge that incapacitated teachers' instructional task performance and contributed largely to low level of students' understanding and poor academic performance. It is therefore imperative that the principals being instructional leaders are expected to be more resourceful and pro-active in filling the gaps created by inadequate provision of instructional resources; this effort is desirable to ensure effective instructional management and sustainable improvement in teaching-learning process for the achievement of better academic standard and the set goals in secondary schools.

5.2 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to achieve sustainable improvement in teachers' motivation and instructional tasks for better academic performance of students in secondary schools.

- The school principals should mobilise relevant stakeholders in the education sector to provide adequate learning resources and facilities, and build teachers' capacities on improvisation of instructional materials to enhance effective teaching and learning processes in secondary schools.
- The school authority should provide constant and comprehensive feedback on students' academic performance to parents in order to sensitize and encourage them to provide the required textbooks and other learning materials for their children/wards.
- Government should release the grant-in-aids to school principals as at when due to enable educational managers (Principals) provide necessary materials to motivate teachers for quality teaching which will in turn leads to sustainable improvement in students' academic performances in secondary schools.
- Government should decentralise its policy on school project to ensure quick intervention by releasing capital grant to the school based management committee to carryout massive renovation of school infrastructure to improve learning environment in secondary schools.

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