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RELATIONSHIP BETWEEN PRINCIPALS' MOTIVATIONAL TECHNIQUES AND SECONDARY SCHOOL TEACHERS' ATTITUDE TO WORK IN ANAMBRA STATE

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ABSTRACT

The researchers' observation of some of the secondary schools in Anambra State envisaged that many of the teachers come late to work, reluctant to write lesson notes, quarrel with colleagues, unhappy with the school principals, evade statutory responsibilities as well as lack zeal in record keeping among others. This raised pertinent question as to the factors responsible for this ugly trend. The purpose of the study was to ascertain the relationship between principals motivational techniques and teachers attitude to work. Correlational research design was adopted for the study. The population of the study consisted all the 4, 865 teachers in the state government owned secondary schools in the six education zones of the State. The sample for the study consisted of 400 teachers in the 263 state government owned secondary school in Anambra State obtained via simple random sampling and proportionate sampling techniques. Principals Motivational Techniques Questionnaire (PMTQ) and Teachers Attitude to Work Questionnaire (TAWQ) were used to collect data. PMTQ and TAWQ were validated by three experts. The reliabilities of PMTQ and TAWQ were established using Cronbach alpha statistics. Coefficients of 0.74 and 0.82 were respectively obtained for PMTQ and TAWQ. Data collected were analyzed using Pearson Moment Correlation Coefficient and t-test of correlation. The findings of the study revealed that a high positive and significant relationship existed between teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. Based on the findings of the study, it was recommended among others that principals should make conscious effort evolving motivational techniques that will consciously improve the attitude to work as well. Lastly, suggestions for further studies were made.

Key words: Attitude, motivational techniques, principal and teacher.

Introduction

Secondary school education is not only designed to provide sound and responsible secondary school graduates for low level employment but further deposit in students quality education and potentials to succeed upon graduation if they cannot afford tertiary education. In Nigeria, secondary education is aimed at raising generation of people who can think for themselves, respect the dignity of labour, appreciate values and be inspired with a desire for achievement and self-improvement both at school and in later life (FRN, 2014). These aims, however, can be achieved if principals, as school heads play their statutory roles. Role of school heads/ principals is key to the motivation of teachers (Abdullah, 2019). In other words, the use of motivational techniques by principals cannot be over-stressed.

Principals' motivational techniques refer to strategies employed by principals to enhance the working conditions of their teachers so as to record optimum performance in the school. Principals' motivational techniques captures the various techniques that can be adopted by principals to improve the morale and performance of their staff in the school (Agu, Oputa and Umeh, 2021). Agu, Oputa and Umeh added that principals' motivational techniques encompass so many things such as the use of fringe benefits, incentives, style of leadership, working condition and others to influence workers' productivity. Chiemeka-Unogu (2022) argued principals' motivational techniques support a person's pursuit of a goal. Motivational techniques are the actively employed forms of motivational stimuli that aim to produce a predictable and long-lasting beneficial outcome. There are intrinsic and external factors that can inspire teachers. Contextually, principals' motivational techniques are strategies employed by school principals to enhance teachers' attitude to work.

The principal as an administrator and a leader must be well-equipped to create conditions that will motivate the teachers (Akudo and Oni, 2016). This is because, the motivational technique employed by principals of secondary schools is a tool that can make or mar the educational outcome of the secondary schools. For principals to effectively employ motivational techniques, he/she must find out what the teachers needs are. It is rather interesting to note that this is rather an uphill task because what teacher "A" needs may be different from what teacher "B" needs. Thus, motivational techniques are all-encompassing. Motivational techniques that could be employed by principals are Provision of feedback to teachers, regular promotion of teachers, provision of instructional/ educational materials, recognizing, praising and rewarding teachers with outstanding performance, leading teachers to set goals in line with the goals of the school, providing job enrichment, providing job rotation, providing job enlargement as well as enhancement of teachers attitude to work.

The attitudes of teachers to work is an inevitable factor for accomplishing the intents of secondary education as they are the best agent for achieving such aim. A teacher's attitude to work (teaching) will actually affect his or her performance in the classroom. Attitude is about emotions and feelings and effective teachers share emotions and feelings (enthusiasm, affection, patience, sadness, approval or disapproval etc.) as well as sincere interest and care about their students (Ekperi, Onwuka, and Nyejirime, 2019). Attitude often involves feelings, opinions and dispositions which affect behavior. How successful a person is in achieving set goals is a function of the people's attitude. A good classroom strategy could be a function of the teachers' attitude to work. This is to the extent that the good climate in a classroom is almost always set by the teacher. Some classes exhibit friendliness and cooperation while others are notable for jealousy, unhealthy competition, or hostility (Ekperi *et al*, 2019). When such situations occurs, the teachers' attitude to work is almost always contributing to the climate by direct modeling and through behaviours which foster the climate among the students.

Teachers' attitude to work can influence their task performance. More so,

attitude of teachers to work can be determined by the principals' motivational technique. (Ayeerun, 2021). Ayeerun added that this is so, given that a teacher that lacks motivation demonstrates unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Teachers' attitudes to work could differ along gender lines. This could be as a result of gender differences which defines the reactions, perceptions and views of an individual towards a phenomena or concept. Lending credence to this assertion, Alnahdi and Schwab (2023) stated that female teachers had a more favourable attitude to work than their male counterparts. Corroborating this, Dhara, Barik, Das and Banerjee (2021) found that a significant difference existed between male and female student-teachers' attitude towards teaching profession. Kumar and Sharma (2022) and Yadav and Galira (2019) found no significant difference between the attitude of male and female student-teachers towards the teaching profession. Thus, teachers' attitude to work and their task performance could be defined by principals' motivational techniques. Lending credence to this, Ayeerun (2021) found that a significant relationship existed between principals' motivational techniques (monetary and non-monetary incentives) and teachers' attitude to work.

In some public secondary schools in Anambra State, the researcher observed that the state of affairs as regards to teachers' attitude to work in public secondary schools in Anambra State appears unsatisfactory. This is evidenced by the teachers' dereliction of duties and poor academic performance of students. More so, the teachers' attitude to work leaves a sour taste in the mouth. Could it be that the motivational techniques adopted by principals are the source of poor teachers' attitude to work?

There are certain studies done on motivational techniques and employees' attitude to work. For instance, Anthony, Aroge and Andow (2018) examined the effect of remuneration on employees' attitude to work in Bingham University and found that wages and salaries have significant influence on employees' attitude to work at Bingham University. In contrast, Yusof, Munap, Badrillah, Ab Hamid and Md Khir (2017) examined the relationship between organizational culture and employee motivation as moderated by work attitude among the multinational automotive industries in Selangor and found that work attitude does not significantly moderate the relationship between organizational culture and employee motivation. A look at the foregoing studies revealed that much as attitude to work and motivation were alluded to, none of the reviewed studies specifically focused on principals' motivational techniques and teachers' attitudes to work. In addition, none of the studies was done in a school nor Anambra State. It is in view of the foregoing that the researcher deemed it expedient to investigate the relationship between principals' motivational techniques and secondary school teachers' attitude to

work in Anambra State. Specifically, the study sought to determine the:

1. the relationship between teachers perception of principals motivational techniques and their attitude to work in secondary schools in Anambra State.
2. the relationship between male teachers perception of principals motivational techniques and their attitude to work in secondary schools in Anambra State.
3. the relationship between female teachers perception of principals motivational techniques and their attitude to work in secondary schools in Anambra State.

Research Questions

This research question was posed to give direction to the study:

1. What is the relationship between teachers' perception of principals' motivational techniques and their attitude to work in secondary schools in Anambra State?
2. What is the relationship between male teachers' perception of principals' motivational techniques and their attitude to work in secondary schools in Anambra State?
3. What is the relationship between female teachers' perception of principals' motivational techniques and their attitude to work in secondary schools in Anambra State?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between principals motivational techniques and teachers attitude to work in secondary schools in Anambra State.
2. There is no significant relationship between principals' motivational techniques and male teachers' attitude to work in secondary schools in Anambra State.
3. There is no significant relationship between principals' motivational techniques and female teachers' attitude to work in secondary schools in Anambra State.

Research Method

Research Design: This study correlational research design. The choice of the research design is due to the fact that Nworgu (2015) pointed out that correlational survey design focuses on the existing relationship between two or more variables.

Procedure: The population of the study consisted all the 4, 865 teachers in the state government owned secondary schools in the six education zones of Anambra State. Principals' Motivational Techniques Questionnaire (PMTQ) and Teachers' Attitude to Work Questionnaire (TAWQ) were used to collect data from 400 teachers in the 263 state government owned secondary school who were drawn via simple random sampling and proportionate sampling techniques. PMTQ was adapted from Halim and Sefer (2013) motivation scale. Some statements were re-worded to suit the purpose of my study. A total of 15 items were used to measure the motivation of the respondents. The response format ranged from Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D) =2 to Strongly Disagree (SD) = 1. For TAWQ, it was modified from Senholzi's (2005) Work Attitude Inventory. Some statements that

were in general work attitude were modified to suit the purpose of my study. It contains a total of 16 items. It was constructed in such a way that the respondents will respond by choosing one of four response categories viz: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). PMTQ and TAWQ were validated by three experts. The reliabilities of PMTQ and TAWQ were tested using Cronbach alpha method to obtain a reliability indices of 0.74 and 0.82.

Data Analysis: Pearson Moment Correlation Coefficient was used to answer the research questions by finding the relationship between the two variables. In taking decisions in research questions, Nworgu (2015) suggestions was used. Thus, the correlation coefficient (r) with scores;

0.00 – 0.20 = Very low relationship

0.20 – 0.40 = Low relationship

0.40 – 0.60 = Moderate relationship

0.60 – 0.80 = High relationship

0.80 – 0.10 = Very high relationship.

Testing of hypotheses was done with t-test of correlation at 0.05 alpha level. In taking decisions regarding the hypotheses, a null hypothesis was rejected if the probability value (p-value) is less than or equal to significant value of 0.05; if otherwise (p>0.05), the null hypothesis was not rejected.

Presentation of Results

Table 1: Pearson r on Relationship between Teachers Perception of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	r	Remark
Principals' Motivational Techniques Teachers' Attitude to Work	400	0.724	High Positive Relationship

Data in Table 1 show that there is a high positive relationship existing between teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.724.

Table 3: Pearson r on Relationship between Male Teachers Perception of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	R	Remark
Principals' Motivational Techniques Teachers' Attitude to Work	125	0.792	High Positive Relationship

Data in Table 2 show that there is a high positive relationship existing between male teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.792.

Table 3: Pearson r on Relationship between Female Teachers Perception of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	R	Remark
Principals' Motivational Techniques Teachers' Attitude to Work	275	0.758	High Positive Relationship

Data in Table 3 show that there is a high positive relationship existing between female teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. This is evident by the size of Pearson's Correlation Coefficient r, which is 0.758.

Table 4: Test of Significance of Pearson Correlation between Teachers Perceptions of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Motivational Techniques Attitude to Work	400	0.724	0.00	Sig

Analysis in Table 4 shows that there is a significant relationship between teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. The calculated r (0.724) has *P*-value <0.05. The null hypothesis one was therefore rejected.

Table 5: Test of Significance of Pearson Correlation between Male Teachers Perceptions of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Motivational Techniques Attitude to Work	125	0.792	0.018	Sig

Analysis in Table 5 shows that there is a significant relationship between male teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. The calculated r (0.792) has *P*-value <0.05. The null hypothesis two was therefore rejected

Table 6: Test of Significance of Pearson Correlation between Female Teachers Perceptions of Principals Motivational Techniques and their Attitude to Work in Secondary Schools.

Source of Variation	N	r	p-value	Remark
Principals' Motivational Techniques Attitude to Work	275	0.758	0.03	Sig

Analysis in Table 3 shows that there is a significant relationship between female teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. The calculated r (0.758) has *P*-value <0.05. The null hypothesis three was therefore rejected.

Discussion of Findings

The finding of the study revealed that a high positive and significant relationship existed between teachers' perception of principals' motivational techniques and their attitude to work in secondary schools. This means that more motivated a teacher is, the more favourable their attitude towards the teaching-learning process. Thus, teachers who are motivated by their principals will exude favourable disposition towards their statutory duties and the logical consequence will be effective teaching and learning. The findings of the current study are consistent with those of Anthony, Aroge and Andow (2018) that the use of motivational techniques such as bonus and incentives have positive and significant influence on employees' attitude to work at Bingham University. Apparently, incentives have a way of causing a positive change in the attitude of teachers in the line of duty. This position is however contradicted by Yusof, Munap, Badrillah, Ab Hamid and Md Khir (2017) who found that work attitude does not significantly moderate the relationship between organizational culture and employee motivation. The contradiction in the afore-mentioned findings may not be unrelated to sample characteristics.

The findings of the study indicated that the relationship between male teachers' perception of principals' motivational techniques and their attitude to work in secondary schools is higher than that of their female counterparts. This may be traceable to the fact that given the common perception that teaching is a female profession, male teachers are bound to be more receptive to motivational techniques to remain in the profession than their female counterparts. This is in alignment with the findings of Alnahdi and Schwab (2023) stated that female teachers had a more favourable attitude to work than their male counterparts. Corroborating this, Dhara, Barik, Das and Banerjee (2021) found that a significant difference existed between male and female student-teachers' attitude towards teaching profession in favourr of the females. Buttressing the findings of the current study, male teachers who, in vast majority of cases are the bread winners of their family are bound to be more open to motivational techniques to justify their attitude to work than their female counterparts. In contrast to the afore-mentioned, Kumar and Sharma (2022) and Yadav and Galira (2019) found no significant difference between the attitude of male and female student-teachers towards the teaching profession. The contradiction may not be unrelated to the peculiarities of the respondents in the disparate areas of study.

Conclusion

Based on the findings of the study, it was concluded that while a high positive relationship existed between teachers' perception of principals' motivational techniques and their attitude to work. Finally, the study concluded that principals' motivational techniques positively influenced teachers' attitude to work.

Recommendations

In line with the findings of the study, the following recommendations were made. These include:

1. Principals should make conscious effort evolving motivational techniques that will consciously improve the attitude to work as well as task performance of teachers.
2. Government should provide principals the requisite funds for the motivation of teachers. This is with a view to enhancing teachers' attitude to work and task performance.
3. Ministry of Education should organize seminars and workshops for principals on the motivational techniques to adopt to improve teachers work attitude as well as their task performance.

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