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PRINCIPALS' SELF EFFICACY AND MOTIVATION AS CORRELATES OF THEIR WORK PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE

ODUMA, Omoerere Justice[1] & UNACHUKWU, Glad O. *Prof*[2]
[1,&2,]Department of Educational Management and Policy,
Faculty of Education
Nnamdi Azikiwe University, Awka.
jumolglobal@yahoo.com

ABSTRACT

The study investigated principals' self-efficacy and motivation as correlates of their work performance in secondary schools in Delta State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The correlational design was adopted for the study. The population comprised all the 476 principals in the state government owned public secondary schools in Delta State. There was no sampling as the entire population was studied. Three instruments were used for data collection; namely, Principals' Self-Efficacy Scale (PSES), Questionnaire on Principals' Motivation (QPM) and Questionnaire on Principals' Work Performance (QPWP). Principals' Self-Efficacy Scale was adopted while the other two instruments were developed by the researcher. Being a standardized instrument with an earlier Cronbach alpha coefficient of 0.9, PSES was not subjected to further test for both validity and reliability. The other two instruments, QPM and QPWP were face validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. QPM and QPWP were also tested for reliability using Cronbach Alpha test for internal consistency which yielded coefficient alpha of 0.94 and 0.88 respectively. Pearson Product Moment Correlation was used to answer the research questions and to test the hypotheses. Findings of the study include that there is a moderate positive relationship between principals' self-efficacy and their work performance in secondary schools in Delta State, Nigeria. Based on the findings it was recommended that the government at all levels should make effort to collaborate with Ministry of Education to improve the existing relationships between principals' self-efficacy and motivation and their work performance.

Keywords: Self Efficacy, Motivation, Work Performance

Introduction

Education has been widely acknowledged as an instrument for achieving socio-economic growth and national development. It is a fact that it is through well planned and implemented educational systems that advanced nations of the world have achieved high level of socio-economic growth and national development. No wonder Okolo (2010) viewed education as the key to solid development of the individual for the acquisition of competencies necessary for self-development and national development, the Nigerian nation inclusive.

In Nigeria, there are three levels of education, which include primary, secondary and tertiary. The administrative head at the

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secondary school is known as the principal. A principal is someone who directs the activities of teachers, students and other staff in the school towards the achievement of school objectives. Most times, a principal of a school is seen as a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Catano & Stronger, 2007). The position of a principal, being the first in the hierarchical positions in the secondary school administration, holds the most important function to ensure effective administration. The principals' roles and contributions hold an eminent place and on his skills lies the success and future of the institution. The position of the school principal is very important due to the fact that he is the one to assign staff to their various positions, approve subject allocation, work load and supervises the daily activities. There is however, the tendency for them not to perform well if they have low self-efficacy.

Principal's self-efficacy may be defined as a kind of leadership, which is associated with a certain level of confidence in one's own knowledge, skills and abilities in association with leading others (Hannah, Avolio, Luthams & Harms 2008). It is assumed that self-efficacy is also vital to leaders' success because it determines their effort and persistence in relation to a specific task as well as to the aspirations and goals they set (Bandura 1997). Moreover, according to Chemers, Watson & May (2010), leaders' self-efficacy is important because it affects the attitudes and performance of their followers. The authors further stressed that leaders' self-efficacy beliefs are also related to their followers' commitment to organizational tasks and have a positive effect on employee's engagement. One may therefore assume that principals' self-efficacy is of great importance with respect to their job performance.

Principal self-efficacy may be defined as a kind of leadership which is associated with a certain level of confidence in one's own knowledge, skills and abilities in association with leading others (Hannah, et al. 2008). In this study, principal self-efficacy is defined as the principals' judgments of their capabilities to plan, organize and execute tasks and deal with their relationship to people and institutions.

Consequently, principal's self-efficacy is an important construct in school administration. Despite differences in measures of self-efficacy, efficacious principals tend to be more persistent in pursuing goals and are more adaptable to changes. Their self-efficacy is related to the quality of instructional supervision, work persistence and resilience in the face of setbacks (Licklider & Niska (2013); Tachannen-Moran & Gareis, (2014). The principal who develops the ability to control or effect change possesses a trait that will help predict future success. Self-efficacy in the context of the school principal is important because high self- efficacy is predictive of performance. Following this, Kahn (2010) discovered that there is a strong connection between job performance and self-efficacy. Generally, people with high self-efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Therefore, efficacy belief in the principals' job performance is critical so as to pave way for motivation ofprincipals when exerting their duties.

Motivation is the inducement of a desired behaviour within subordinates (Balunywa, 2010). Vanbaren (2010) defined teacher motivation as a process of

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encouraging and inspiring teachers to perform their duties effectively. Abah (2009) presented motivation as a concept for very complex phenomena which influences and is influenced by almost every sphere of an organization, ranging from the behaviour of an employee on the job, to the organization's stability. Emeruwa, (1988) posited that motivation is the act of giving people a reason or incentive to act. That is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people want to act toward the attainment of set goals and objectives. In the context of this study, motivation refers to those factors that initiate, increase or reduce the vigor or enthusiasm of a principal's level of activity.

The school principal is indispensable for effective realization of the objectives of secondary education. It is the school principal that gives direction to education policy implementation. With the role of principals becoming more demanding with higher expectations and longer work hours, it is obvious that principals cannot exert these roles and responsibilities if they seem to exhibit low self-efficacy, feel less motivated and discontented with their jobs. During an interview session held by the researcher with some principals in Delta State, it appeared that some of the principals complain of poor working environment, poor and irregular payment of salaries and other fringe benefits. These among others seem to result to low motivation of principals in the state. It is against this backdrop that the researchers embarked on this study which investigated principals' self-efficacy and motivation as correlates of their work performance in secondary schools in Delta State, Nigeria.

The findings of this study when published would be of immense benefit to some persons and groups. These include school principals, teachers, students, government, and future researchers. The findings of this study will be of benefit to principals, as it will make the school principal to have self confidence in himself in the process of carrying out his duties. It will enable the principal to motivate the teaching and non-teaching staff under him in order for them to perform optimally. The findings of this study will help to inform government on how to better serve schools with particular needs. This can be done by providing necessary infrastructural facilities, as well as incentives like- fringe benefits, allowances and bonuses, regular increase in salary structures, leave and grant bonuses that will improve principals' self-efficacy, motivation and job satisfaction to their work performance. The findings will also help to improve teachers' performance to work, which will in turn have positive effect on the students in terms of performance during examinations. The findings of this study will also be beneficial to future researchers as it will provide them a rich source of literature and will also offer them a spring board for takeoff in their studies.

Research Questions and Hypotheses

Two research questions guided the study namely;

1. What is the relationship between principals' self-efficacy and their work performance in secondary schools in Delta State?
2. What is the relationship between principals' motivation and their work performance in secondary schools in Delta State?

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Two hypotheses were testes at the 0.05 level of significance, namely;

1. There is no significant relationship between principals' self-efficacy and their work performance in secondary schools in Delta State.
2. There is no significant relationship between principals' motivation and their work performance in secondary schools in Delta State

Research Method

The correlation research design was adopted for the study. A correlation study design seeks to determine the extent, direction and magnitude of relationship between two or more variables (Nworgu, 2015). The design is considered appropriate for the study because the study aimed at finding out the opinions of principals on their self-efficacy and motivation as correlates of their work performace.

The study was carried out in Delta State, Nigeria and covered principals' self-efficacy, motivation and work performance in secondary schools in the state. The population comprised all the 476 principals in the state government owned public secondary schools in Delta State. There was no sampling as the entire population was studied.

Three instruments were used for data collection; namely, Principals' Self-Efficacy Scale (PSES), Questionnaire on Principals' Motivation (QPM) and Questionnaire on Principals' Work Performance (QPWP). Principals' Self-Efficacy Scale was adopted while the other two instruments were developed by the researcher. Being a standardized instrument PSES was not subjected to further test for validity. Tschannen-Moran and Gareis (2004) developed the PSES. The researchers tested PSES for reliability and reported that the instrument's Cronbach Alpha coefficient for internal consistency was 0.91 for the overall 22-items with subscale 0.86 for Principals' Sense of Efficacy for Instruction, 0.87 for Principals' Sense of Efficacy for Management, and 0.83 for Principals' Sense of Efficacy for Moral Leadership. Thus, it was not subjected to further reliability test for this study. The other two instruments, QPM and QPWP were face validated by three experts who are all lecturers in the Faculty of Education, ,Nnamdi Azikiwe University, Awka. QPM and QPWP were also tested for reliability using Cronbach Alpha test for internal consistency which yielded coefficient alpha of 0.94 and 0.88 respectively. The choice of Cronbach Alpha is justified according to Abonyi (2011) and Nworgu (2015) who stated that Cronbach Alpha can be used for test of internal consistency of an instrument where there are no preferred answers. These reliability indices were considered high enough to judge each of the instruments as reliable, as the values are in agreement with Mehrens and Lehmann cited in Abonyi (2011) who posited that a reliability coefficient of 0.50 and above is high enough for an instrument to be taken as reliable. Data were collected using direct administration method and with the help of three research assistants. Out of 476 copies of each questionnaire administered, 475 copies representing 99.8% were successfully retrieved and were used for data analysis. Data were analysed using Pearson Product Moment Correlation to answer the research questions and to test the hypotheses. To answer the research questions the coefficient (r) and the size of the relationship were interpreted using the

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interpretation correlation coefficient by Best and Khan (2006) as follows:

Coefficient r Relationship

- 0.00 – 0.20 Negative
- 0.20 – 0.40 Low
- 0.40 – 0.60 Moderate
- 0.60 – 0.80 Substantial
- 0.80 – 1.00 Very high

For the hypothesis, p value was used to determine the significance of correlation. Where the p-value is less than the stipulated level of significance (0.05) the null hypothesis was rejected whereas where the p-value is greater than the stipulated level of significance the null hypothesis was not rejected.

Presentation of Results

Research question 1

What is the relationship between principals' self-efficacy and their work performance in secondary schools in Delta State?

Table 1: Pearson Product Moment Correlation of the relationship between principals' self-efficacy and their work performance in secondary schools in Delta State.

Source of Variation	N	Principals' Self-Efficacy	Job Performance	Remark
Principals' Self-efficacy	475	1.00	0.596	
Job Performance	475	0.596	1.00	Moderate Positive Relationship

Results on Table 1 showed Pearson Product Moment Correlation between principals' self-efficacy and their performance in secondary schools in Delta State. It showed a correlation value (r) = 0.596 This means that there is a moderate positive relationship between principals' self-efficacy and their work performance in secondary schools in Delta State.

Research question 2

What is the relationship between principals' motivation and their work performance in secondary schools in Delta State?

Table 2: Pearson Product Moment Correlation of the relationship between principals' motivation and their work performance in secondary schools in Delta State.

Source of Variation	N	Principals' Motivation	Job Performance	Remark

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Principals' Motivation	475	1.00	0.654	
Job Performance	475	0.654	1.00	Moderate Positive Relationship

Result on Table 2 showed Pearson Product Moment Correlation between principals' motivation and their performance in secondary schools in Delta State. It showed a correlation value (r) = 0.654 which implies that there is a moderate positive relationship between principals' motivation and their work performance in secondary schools in Delta State, Nigeria.

Hypothesis 1: There is no significant relationship between principals' self-efficacy and their performance in secondary schools in Delta State.

Table 3: Pearson Product Moment Correlation of the relationship between principals' self-efficacy and their work performance in secondary schools in Delta State.

Source Variation	N	Principals' Self-efficacy	Job Performance	P-value	Decision
Principals' Self-efficacy	475	1.00	0.597		
Job Performance	475	0.597	1.00	0.000	Sig.

α = 0.05

Data on Table 3 showed a correlation value (r) = 0.596 and a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between principals' self-efficacy and their performance in secondary schools in Delta State.

Hypothesis 2: There is no significant relationship between principals' motivation and their work performance in secondary schools in Delta State.

Table 4: Pearson Product Moment Correlation of the relationship between principals' motivation and their work performance in secondary schools in Delta State.

Source Variation	N	Principals' Motivation	Job Performance	P-value	Decision

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Principals' Motivation	475	1.00	0.654		
				0.000	Sig.
Job Performance	475	0.654	1.00		

α = 0.05

Result on Table 4 showed Pearson Product Moment Correlation between principals' motivation and their performance in secondary schools in Delta State. It showed a correlation value (r) = 0.654 and a p-value of 0.000. Testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between principals' motivation and their work performance in secondary schools in Delta State, Nigeria.

Discussion of Findings

The findings of the study reveal that there is a positive relationship between principals' self-efficacy and their work performance in secondary schools in Delta State. Furthermore, the findings revealed that there is a significant relationship between principals' self-efficacy and their work performance in secondary schools in Delta State. This implies that principals' self-efficacy has positive influence on their performance in secondary schools in Delta State. This is related to the findings of Hipp and Bredeson (2015) who stated that positive self-efficacy was found in teachers with principals who encouraged them to have control over their classroom management while still providing resources to stop disruptive behaviour.

Findings of the study also revealed that there is a moderate positive relationship between principals' motivation and their work performance in secondary schools in Delta State. The findings further revealed that there is a significant relationship between principals' motivation and their performance in secondary schools in Delta State. This implies that principals' motivation has significant influence on their work performance in secondary schools in Delta State. This corroborates Kendra (2010) who stated that motivation is the force that initiates, guides and maintains goal-oriented actions or behaviour. The findings also tally with Vroom, Deci and Campbell in Sanusi (2015) who stated that motivation is the complex force, needs, tension, state, or other mechanisms that start and maintain voluntary activity directed toward the achievement of a person's goals. The findings of the study also support Lanzeby (2008) who asserted that principals should structure feedback in a way that staff will accept the comments for future improvement rather than using criticism for negative performance.

Conclusion

The major findings of this study revealed that there is a moderate positive relationship between principals' self-efficacy and their job performance and between principals' motivation and their job performance in secondary schools in Delta State. From the analysis and interpretation of results, it is concluded that adequate provision of necessary infrastructural facilities, as well as incentives like fringe benefits, allowances

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and bonuses, regular increase in salary structures, leave and grant bonuses by the Government will improve principals' self-efficacy, motivation to their job performance, which will result to teachers adequate supervision and motivation that will lead to improved students' performance in the secondary schools in Delta State.

Recommendations

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

1. The government at all levels should make effort to collaborate with the Ministry of Education to improve the existing relationships between principals' self-efficacy and motivation and their work performance.
2. Principals in public schools should ensure that the school has contact with various groups and institutions in the community concerning the affairs of the school for optimal performance.

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