

GOOD PRINCIPALS' LEADERSHIP STYLE AND TEACHERS' MOTIVATION AS NECESSITIES OF CLASSROOM EFFECTIVENESS IN EKITI STATE SECONDARY SCHOOLS

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ABSTRACT: *This study examined good principals' leadership style and teachers' motivation as necessities for classroom effectiveness in Ekiti state secondary schools. Descriptive research of survey type was adopted. Two research questions were raised and one research hypotheses was formulated for the study. The population for the study comprises seven hundred and six (706) secondary school teachers in Ikere Local Government Area of Ekiti State. Two hundred and fifty-five (255) teachers were randomly selected as sample using simple random sampling technique. Questionnaire was used to collect data. Data were analyzed using descriptive statistics of percentage and mean and inferential statistics of t-test to test the hypotheses at 0.05 level of significance. The study concluded that good principal leadership style and teachers' motivation goes a long way to determine classroom effectiveness. The study recommended that Government should not pay deaf ears to teachers' motivational needs especially in such areas like good salaries and remuneration, promotion, staff development and training; conducive teaching and learning environment and good working condition to stimulate teachers' classroom effectiveness.*

Key Words: *Leadership, Schools Principals, Teacher Motivation, classroom effectiveness.*

Introduction

The issue of motivation cannot be overemphasized among teachers because it is a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different. For example a person feels hungry, and as a response, that particular person eats so that the feelings of the hunger get diminished. Motivation is regarded as the process of influencing or stimulating a person to take action that will accomplish the desired goals (Peretomode, 2011). Motivation according to Nwali & Okpata (2012) is the ability of influencing the activities of others without any form of coercion or threat toward the realization of the goals of a group, enterprise, organization or nation. It is the needs, desires and concepts that cause staff to act in a particular end through the manipulation of incentives (Okorie, 2012). Therefore, teachers' motivation could be seen as a way of empowering teachers in the occupation by the leaders/management for the purpose of providing climate that is conducive to the satisfaction of the various needs of the employees, so as for them to be satisfied, dedicated and effective in performing their task.

Teachers' when motivated increase productivity, effectiveness, efficiency and are enhanced in their dedication to performing their task. Motivation of teachers further enhances quality assurance, quality education and quality instructional delivery in the educational system. It also stimulates the achievement of educational objectives (Obi in Ofojebe & Ezugoh, 2010). Teachers' motivation has great significance in Nigerian educational system especially in guaranteeing and aiding quality assurance. When teachers' are highly motivated and adequate attention given to them, it adds value and quality to the educational system by raising its standards to the expected level, thereby ensuring quality teaching-learning outcomes and these could only be achieved when principals' exhibit good leadership style.

Teachers' motivation for classroom effectiveness largely depends on the leadership style adopted by the school principals. Obiwuru, Okwu, Akpa & Nwakere (2011) described leadership style as one of the factors that play significant role in enhancing or retarding the interest and commitment of the individual. Yuning cited by Amalu & Njoku (2018) defined leadership styles as leader's behaviour that influence the action of students with goal attainment as the motivating force. Leadership style according to Lussier & Achua (2015) is the combination of traits, skills and behaviours that leaders use as they interact with followers. Leadership style is the behaviour a leader exhibits while leading or guiding teachers or members of the organization to the achievement of specific objectives. Leadership style and motivation like good working conditions, promotion, staff training and development, good salary and remuneration,

participatory decision making, job security, recognition of performances contribute to the teachers' classroom effectiveness. From the above it could be deduced that principal leadership style and teachers' motivation are very important for classroom effectiveness. It is against this background, the study examined good principals' leadership style and teachers' motivation as necessities of classroom effectiveness in Ekiti state secondary schools

Statement of the Problem

It is obvious that professionally trained teachers always give in their best in carrying out their duties and responsibilities. However, it is pertinent that teachers' activities must be compensated or rewarded as promptly and appropriate as possible in order to encourage them to put in their best at all times. Adelabu (2005) found that teachers' motivation is very poor in Nigeria and they also dissatisfied with their working environment and salary conditions. Kayuni & Tambulasi (2007) affirmed that lack of good leadership, motivation and commitment can lead to negative impacts on student's learning which can put the future of the students on the stake. Teacher's contribution in the human capital development and technological advancement greatly depend on their motivation and willingness in taking initiatives. Nadeem et al. (2011) identified variables that affect the motivation of teachers in classroom effectiveness, as bad leadership style, prolonged salary debts, non-payment of leave bonus, and poor promotions system. Therefore, this study examined good principals' leadership style and teachers' motivation as necessities of classroom effectiveness in Ekiti state secondary schools

Purpose of the Study

The purpose of the study is to examine good principals' leadership style and teachers' motivation as necessities of classroom effectiveness in secondary schools in Ikere local government area of Ekiti state. Specifically, the study would;

1. Examine the influence of principal leadership style on teachers' motivation for classroom effectiveness in secondary schools
2. investigate the motivational strategies to enhance teachers classroom effectiveness

Research Questions

The following research questions were raised to guide the study.

1. Does the principal leadership style influence teachers' motivation for classroom effectiveness in secondary schools?
2. What are the motivational strategies to enhance teachers' classroom effectiveness?

Research Hypothesis

The below null hypothesis is formulated and tested at 0.05 level of significance:

1. Principal leadership style and teachers' motivation will not significantly affect classroom effectiveness.

Literature Review

Research work had been conducted on leadership style by Amalu & Njoku (2018) carried out a study on Mathematics teachers' leadership styles and learning motivation as perceived by secondary school students in Calabar Education Zone of Cross River State. The study utilized descriptive research design. Three research questions were raised to guide the study. Sample size was five hundred and ninety nine (599) SSII students randomly selected from 49 public secondary schools through stratified random sampling technique. Mathematics Teachers' Leadership Styles and Learning Motivation Questionnaires (MTLSMQ) with reliability coefficient of 0.74 were used to gather data for the study. Data was analyzed using descriptive statistics and multiple regression statistical technique. The result of the study showed that there is significant positive relationship between teachers' leadership styles and students learning motivation.

Wasserman, (2016) investigated relationship between the Principal's Leadership Style and Teacher Motivation. The research was conducted using the Quantitative Method and included questionnaires for the teachers relating to leadership style and motivation. The questionnaire was given to 137 teachers who teach in elementary and secondary schools in 2014. The result of study revealed a significant correlation between the principal's styles of leadership and the teacher's perception of the teaching profession as positive.

Kiboss & Jemiryott (2014) carried out a study on the relationship between leadership styles of principals and teachers' job satisfaction in Kenyan public secondary schools. The study adopted House's

Path-Goal theory which suggests that the performance, satisfaction, and motivation of a group can be affected by the leadership style in place. Descriptive survey research design was used to gather data from 138 respondents selected from 501 teachers Nandi district using two questionnaires namely; (i) Teachers Questionnaire (TQ) and (ii) Principals Questionnaire (PQ). The TQ were used to collect information on teachers’ perceptions of principals’ leadership style and their level of job satisfaction and commitment to work while the PQ was used to uncover the type of leadership adopted by principals’ administrative practice. The reliability of the instruments was estimated using Cronbach alpha. TQ yielded a reliability coefficient of 0.78 while the PQ yielded 0.83 which were deemed acceptable for research purposes. The data collected was analyzed using frequencies, percentages, means, and standard deviation. The Pearson’s correlation coefficient and t-test were used to establish the relationships between principal’s leadership styles and teachers’ job satisfaction and gender differentials at 0.05 level. The result of the study revealed that principals’ leadership styles have a great impact on the working atmosphere in a school and consequently the teachers’ job satisfaction.

Methodology

The descriptive research design of a survey type was adopted for the study. The population of this study comprises of seven hundred and six (706) secondary school teachers in Ikere Local Government Area of Ekiti state, Nigeria. The sample of two hundred and fifty five (255) respondents were selected using simple random sampling technique for the study in public secondary schools. The questionnaire used for data collection was adapted four-point Likert type which was validated by experts in test and measurement. The questionnaire was tested for reliability using split-half method and its coefficient was 0.72 which implies that the instrument was highly reliable. The data collected were analysed using percentage count and t-test at 0.05 level of significance.

Results and Discussion

Research Question 1: Does principal leadership style influence teachers’ motivation for classroom effectiveness in secondary schools?

Table 1: Principal leadership style influence teachers’ motivation for classroom effectiveness in secondary schools

S/N	ITEMS	SA	A	SD	D	\bar{X}	Decision
1.	Principal with good leadership style adequately motivate teachers for effective teaching in classroom	115 (45%)	140 (55%)	0 (0)	0 (0)	3.45	Agreed
2.	Inability of principals to inspire and motivate teachers results in poor teachers classroom effectiveness	105 (41.2%)	80 (31.4%)	50 (19.6%)	20 (7.8%)	3.05	Agreed
3.	A warm, friendly and approachable principal leadership style motivate teachers’ for effective teaching and learning process	80 (31.4%)	160 (62.7%)	15 (5.9%)	0 (0)	3.25	Agreed
4.	Autocratic leadership style negatively influence teachers classroom effectiveness	115 (45%)	140 (55%)	0 (0)	0 (0)	3.45	Agreed
5.	Principal leadership style influence teachers classroom effectiveness which in effect determine students academic performance	80 (31.4%)	160 (62.7%)	15 (5.9%)	0 (0)	3.25	Agreed

(If $\bar{X} \geq 2.5$ ‘Agreed’ otherwise ‘Disagreed’)

The result presented in table 1 revealed that 100% of the respondents agreed that principal with good leadership style adequately motivate teachers for effective teaching in classroom, inability of principals to inspire and motivate teachers results in poor teachers classroom effectiveness (72.6%), warm, friendly and approachable principal leadership style motivate teachers’ for effective teaching and learning process(94.1%), autocratic leadership style negatively influence teachers classroom effectiveness (100%) and Principal leadership style influence teachers classroom effectiveness which in effect determine students’ academic performance (94.1%).The mean responses in the table are greater than 2.50. This

implies that principal leadership style influence teachers’ motivation for classroom effectiveness in secondary schools.

Research Question 2: What are the motivational strategies to enhance teachers’ classroom effectiveness?

Table 2: Motivational strategies to enhance teachers’ classroom effectiveness

S/N	ITEMS	SA	A	SD	D	\bar{X}	Decision
1.	Good governmental policies influence and determine teachers classroom effectiveness	80 (31.4%)	160 (62.7%)	15 (5.9%)	0 (0)	3.25	Agreed
2.	Teachers’ promotion as at when due contribute to teachers classroom effectiveness	95 (37.3%)	135 (52.9%)	25 (9.8%)	0 (0)	3.27	Agreed
3.	Regular payment of teachers salary and remuneration encourage teachers classroom effectiveness	135 (52.9%)	90 (35.3%)	20 (7.8%)	10 (3.9%)	3.37	Agreed
4.	Regular staff development and training stimulate teachers’ classroom effectiveness	80 (31.4%)	160 (62.7%)	15 (5.9%)	0 (0)	3.25	Agreed
5.	Conducive working environment motivate teachers’ to be effective in the classroom	155 (60.8%)	80 (31.4%)	20 (7.8%)	0 (0)	3.52	Agreed
6	Good working conditions contribute to teachers’ classroom effectiveness	105 (41.2%)	87 (34.1%)	50 (19.6%)	13 (5%)	3.11	Agreed

(If $\bar{X} \geq 2.5$ ‘Agree’ otherwise ‘Disagree’)

The result presented in table 2 revealed that (94.1%) of the respondents agreed that Good governmental policies influence and determine teachers classroom effectiveness, (90.2%) indicated that teachers’ promotion as at when due contribute to teachers classroom effectiveness, (88.2%) agreed that regular payment of teachers salary and remuneration encourage teachers classroom effectiveness(94.1%)revealed that regular staff development and training stimulate teachers’ classroom effectiveness,(92.2%) agreed that conducive working environment motivate teachers’ to be effective in the classroom and (75.4%) indicated that good working conditions contribute to teachers’ classroom effectiveness. The mean responses in the table are greater than 2.50. This implies all items in the table are the motivational strategies to enhance teachers’ classroom effectiveness in secondary schools in Ikere local government areas of Ekiti state.

Test of Hypothesis

H0₁: Principal leadership style and teachers’ motivation will not significantly affect classroom effectiveness.

Table 3: t-test statistics for principal leadership style and teachers’ motivation for classroom effectiveness

Variables	N	\bar{X}	SD	df	t-cal	t-tab
Principal Leadership Style	255	3.45	1.05	254	7.87	1.97
Teacher’s Motivation		3.25	1.06			

P < 0.05 (Significant)

The result of analysis in table 3 revealed that t-calculated (7.87) was greater than t-table (1.97) at df = 254, 0.05 level of significance. This makes null hypothesis 1 to be rejected. Hence, Principal leadership style and teachers’ motivation will significantly affect classroom effectiveness.

Discussion of Findings

The findings revealed that there was significant impact of principal leadership style on teachers’ motivation for classroom effectiveness in secondary schools. Motivational factors that enhance classroom effectiveness as revealed in the study include; good governmental policies, leadership style, regular payment of salary and remuneration, teachers’ promotion as at when due, conducive working environment, and good working conditions. This is in line with the findings of Kiboss & Jemiryott (2014) who revealed that

principals' leadership styles have great impact on the working atmosphere in a school and consequently the teachers' job satisfaction. The study is also in line with Amalu & Njoku (2018) who did a study on Mathematics teachers' leadership styles and learning motivation as perceived by secondary school students in Calabar Education Zone of Cross River State and found that there was significant positive relationship between teachers' leadership styles and students learning motivation.

Conclusion and Recommendations

Based on the findings of the study, it was concluded that good principal leadership style through teachers' motivation goes a long way to determine classroom effectiveness. The study therefore recommended that Government should not turn deaf ears to teachers' motivational needs especially in areas like good remuneration, regular promotion, recognition, staff development and training, conducive teaching and learning environment, good working condition and equally provide adequate resources necessary to offer quality education that will guarantee quality assurance in the system as principals are encouraged to exhibit good leadership style to his/her teachers in order to achieve educational goals.

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