



Effectiveness of Motivational Techniques in the Administration of Secondary Schools in Yenagoa Local Government Area of Bayelsa State

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Abstract

This research finding is based on the Effectiveness of Motivational Techniques in the Administration of Secondary Schools in Bayelsa State. The correlation research survey design was adopted for the study. The population of the study consist of three hundred and thirty (330) teachers in Yenagoa Local Government Area of Bayelsa State, comprising of two hundred and forty (240) males and ninety (90) females. The sample consists of one hundred and ninety two (132) teachers from sixteen (16) secondary schools in Yenagoa local government area of Bayelsa state, using a simple random sampling technique. The research instrument used for gathering information is a self-constructed questionnaire titled Motivational Techniques and Effective School Administration Questionnaire (MTESAQ). Three research questions and three hypotheses were raised, mean and standard deviation was used for analysing the research questions while Pearson Moment Correlation statistics was used in analysing the hypotheses at 0.05 level of significance.

Keywords: Motivational Techniques, Administration, Secondary School, Bayelsa State

Introduction

Over the years, it has been an established fact that human beings are organized, because they felt it is the most effective and successful way to accomplish their goals. The primary aim of any administrator is to maintain an organization (school) that functions effectively. To perform this task,

subordinates must work efficiently and effectively in order to produce results that will be of benefit to the organizations.

Okorie (2010) views organization as a pattern of related features which should induce a purpose, activities designed to achieve certain goals and the integration of jobs which are co-ordinated through a system of command processes such as deciding, communicating, controlling and rewarding. Organizations are the outward manifestation of an intent purpose. Anything two or more people agree to work together towards a common goal, an organization is formed (Engstrom and Daytons 2007). Therefore organizations are social mechanisms designed to active fairly specific goals and objectives. Motivation can be defined as a management functions aimed at stimulating subordinates (staff) to contribute affectively to the achievement of organizational objectives. Different scholars have different conceptions about motivation. There tends to be a general agreement that the term “motivation” refers to the needs, goals or desire that provokes the individual action. It is the process of being activated or directed towards an objective or incentive in the environment. Motivation is the cause of behaviour that is persistently directed towards a goal Mbipom (2010).

Cole (2009) postulates on motivation as the term used to describe those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. According to Robins (2009), it is the “willingness to do something, and is conditioned by this action’s ability to satisfy some needs for the individual”. Vroom (2005) also sees motivation as a “process governing individual choices among different form of voluntary activities”. Motivation therefore can be thought of as a degree to-which an individual wants and chooses to engage in certain behaviours. With this understanding, formal organisations such as school in Yenagoa Local Government Areas which tends to enhance administrators effectiveness must be able to understand the rudiments and intricacies involved in motivation and map out modalities to effectively implement these techniques to suit the efficient performances of its subordinates (staff). It would be argued that if administration process has to do with achieving results through people then one of the most important functions of an effective administrator is “motivation” thus, this research work considers motivation as the guiding light to effective administration.

Administration involves the process of sending and maintaining an enabling environment in which individual work collectively in groups towards accomplishment of selected aims. Therefore administration concern itself most with those activities the result to effectiveness and efficiency. For this reason school administrator's duty is not only to manipulate people but also to be able to recognize what motivates people to give their best. However, as a school administrator, it is necessary to have a sound knowledge about motivating factors of needs that can be referred to as drives, or desire. Needs have direct influence on individual since it determines one's thought and action. Motivation refers to the mainspring of action in people. An expression of a person's needs. Motivation are inner drives, wants and needs that are personal, conditioned by a particular environment.

Motivation has been seen as a complex subtle phenomenon that has attracted considerable attention by its enormous researchers, in this area of study. Understanding human motivation is a complex matter. Sometimes the person motivates may be clear to him, but quite puzzling to others. In other situation both the individual and those selected by his behaviour understanding what is driving him especially where stress is involved. It is important for those in managerial and supervisory positions to be aware of the issues and to account of their own prejudice in the area of their work.

Hence school administrators and some social scientists develop structures, models and theories base on various human behaviour patterns and make assumptions aim at solving problems in the working place. Mary Packer Follet, Abraham Maslow, Douglass McGregor Fredrick Herzberg, McClelland etc., had contributed their marvellous ideas towards a betterment of the workers, organisation and the society as a whole. More so, Schein propounded a classification of manager's assumption about based on a review of earlier approaches to motivation. The two factors theory of motivations offers general guidelines for school administrators seeking to evoke teacher's performance investment in work. However, propositions of the theory should be applied with intelligent caution. Although the theory asserts that only motivator factor produce motivation, it would not be correct to hold that some people are not motivated by hygiene factor. Sergiovanni and Starrat (2009) suggest that those who seen to gain satisfaction from hygiene factor can be categorized as follows:

- i. Those who have potential for motivation seeking but frustrated by intensive and closed administrative, supervisory and organizational policies and practices.
- ii. Those who have potential for motivation seeking but who decide to channel this potential into other areas of their lives. Individuals in their group use their jobs as means to achieve goals that are not related to the school. These include teachers, whose primary goals for example includes buying a car (or a second car), building or buying a house, supplementing their income to achieve a high standard of living, putting their children through tertiary institutions, and so on. Most people in this group often use the occupation of teaching as a stepping stone to other jobs.

The point here is that teachers who have the potential to seek motivation but choose to seek satisfaction from hygiene factors tends to view their jobs primarily in terms of salary, working conditions, supervision, job security, school policies, administration and social relationships. They may generally be good teachers but they will be incapable of performing at extraordinary levels because they lack the strong commitment, to the school and its goals, required to evoke maximum efforts. A number of studies particularly in Nigeria secondary schools support that some people are actually motivated by hygiene factors. It would appear that in the developed world, physiological and safety needs of Abraham Maslow's need of hierarchy seem to have already been satisfied by the basic structure set up by the states for the citizenry and since the theory holds that a satisfied need is no longer a motivator of behaviour using money, fringe benefit and other strategies involving physiological and safety classes of needs no longer seen to provide incentive for performance. But as Ejiogu and Harriest Jeinkings (2009) and Okorie (2010) concluded based on the findings of their different studies of teachers and teacher's work values respectively, satisfaction of most physiological and safety needs in developing economies is tied to individual's access to, and ability to earn money and with this, provides itself with much of his physiological and safety needs.

Therefore, money fringe benefits and job security can be used to provide powerful work incentives for workers in many developing countries like Nigeria and in secondary schools in Yenagoa Local Government Area of Bayelsa State. Teachers whose need for achievement is very strong are often energetic, creative and innovative. They engage in moderate risk taking on the basis of their skills rather than one chance or luck. They like to take responsibility and to be accountable for their behaviour. They are self-

directed, and they anticipate future possibilities, such people make a lot of demand in that they expect the school to provide them with opportunities to display this type of behaviour. Some principals regard them as troublesome because they resist any attempt to limit their creativity, innovativeness and the apparent restlessness that is associated with the desire to be in the go (So to say) at most times. Such resistance may be expressed different negative forms within or outside the organisation. Principals can channel the rich potential of those with high achievement needs towards constructive and excellent contribution to the school and its goals.

The task of the principal is to fold, to provide the conditions of motivation in order to enhance the opportunities for teachers to experience feelings of achievement, recognition and autonomy, and to satisfy the basic maintenance needs of teachers in order to minimize the chances of a general attitude of apathy and in-difference among teachers towards their job.

Statement of the Problem

Several implications have been considered to be responsible for schools not being able to effectively accomplish their goals and objectives in the educational system and the society at large. Such as low wages, working conditions, job security, welfare packages, hour of work, quality of interpersonal relations etc. As subordinates call for management attention to address the situation in order to improve performance.

These enormous situations have led school administrators to continually complain that organizations (school) no longer accomplish their stated goals or objectives. Except strict measures are taken to satisfy workers (staff) needs in the school. It is these unending questions by school administrators that lead the researcher into finding out what gives individual satisfaction in his place of work to energize him to put in his/her best toward the accomplishment of the organizational goals. Although is often believed that motivation serve as a good mechanism to necessitate effective administration of secondary schools.

Purpose of the Study

The purpose of the study is to examine the effectiveness of motivational techniques in the administration of secondary schools in Yenagoa Local Government Area of Bayelsa State.

The study will endeavour to:

- i. Find out what constitute motivation to the subordinates that will increase or decrease their performance in effective administration of schools.

- ii. Determine the effectiveness of various motivation techniques in the administration of secondary schools.
- iii. Investigate possible ways in which subordinates (staff) would be properly motivated for affective job performance.

Research Questions

1. To what extent does motivation constitute to the subordinates that increases or decreases their performances in affective administration of schools.
2. What is the effectiveness of motivation techniques in the administration of secondary schools?
3. What are the ways in which subordinates/staff will be properly motivated for effective job performance?

Hypothesis

- Ho1:** There is no significant relationship between motivation of subordinates and their performance in the administration of schools.
- Ho2:** There is no significant relationship between motivational techniques and administration of schools.
- Ho3:** There is no significant relationship between motivation and job effectiveness.

Methods

Research Design

The correlational survey research design was adopted for the study. This methodology was used because the study is based on the relationship between motivational techniques and administration of secondary schools. The purpose was to ascertain the extent of relationship between motivation of subordinates and effective secondary school administration in Bayelsa State.

Participants

The population consist of three hundred and thirty (330) teachers in public secondary schools' in Bayelsa state. The sample size was determined by adapting the recommendations of Nwana in Nwagu (2005) that sample sizes for specific population could be at least 40% for a population of few hundreds, 20% for many hundreds, 10% for few thousands and at most 5% for several thousands. Therefore, sample size of 40% of public school teachers were considered appropriate for this study. Using simple random sampling technique, a total of one hundred and thirty two (132) respondents consisting of school teachers formed the sample of the study.

Instrument

The research instrument used in gathering data for the study was a self-constructed questionnaire titled Motivational Techniques and Effective school administration Questionnaire (MTESAQ). The items were formulated in order to elicit the respondents' perception on the issue covered in the research topic. The questionnaire consists of 15 items, 5 each designed to answer questions on motivation and administration in four likert scale type of SA, A, D, SD.

Where:

SA- *Strongly Agree*, **A-** *Agree*, **D-** *Disagree* and **SD-** *Strongly Disagree*.

The instrument was validated by the investigator and two other experts. One from the department of educational management in University of Benin and the other from measurement and evaluation unit in the department of educational foundations of Niger Delta University, Wilberforce Island Bayelsa State. To ensure the reliability of the instrument, the Chronbach's Alpha Statistic was used. The result yielded 0.83, the reliability value of 0.83 was considered as an acceptable reliability value for the study.

Procedure for Data collection and Analysis

The questionnaire was administered to and collected from the respondents by the researcher and four trained research assistants. Direct delivery and retrieval system was used. This approach was aimed at ensuring maximum return rate of various copies of the questionnaire instrument. The whole process of distribution and retrieval of copies of the instrument for data collection lasted for a period of four weeks. The data collected were analyzed using Pearson Moment Correlational Statistics because it measures the relationship that exists among variables. The hypothesis formulated was tested at 0.05 level of significance.

Results

Research Question 1

To what extent does motivation influence effective administration of schools?

Table 1
Motivation and School Administration

S/N	Items	Total	SA	A	D	SD	Mean	S.D
1	Does motivation leads to achievement of organizational goals	132	98	22	6	6	3.6	0.27
2	Is motivation responsible for the subordinates' attitude towards work?	132	60	70	2	-	3.4	0.29
3	If motivated will you work harder	132	105	15	12	-	3.7	0.26
4	Will the creation of motivational climate induced workers to works?	132	90	30	10	2	3.5	0.28
5	Does motivation improve performance?	132	100	12	10	10	3.5	0.28

Note: Standard reference mean $\bar{x} = 2.50$

Table 1 shows that mean ratings of 3.6, 3.4, 3.7, 3.5 and 3.5 respectively are greater than the standard reference mean of 2.50 which indicates that teachers were of the view that motivation leads to achievement of organizational goals, motivation is responsible for the subordinates attitude towards work, subordinates work better when motivated, motivational climates induce workers to work and motivation improves their performance. The values of standard deviations obtained as shown in the table above indicates that teachers have similar opinion in their response.

Research Question 2

What is the level of effectiveness of motivation techniques in the administration of secondary schools?

Table 2
Motivation techniques and the administration of secondary schools

S/N	Items	Total	SA	A	D	SD	Mean	S.D
1	My principal gives incentives regularly	132	27	13	62	30	2.3	0.44

S/N	Items	Total	SA	A	D	SD	Mean	S.D
2	The school environment motivates me to work harder	132	6	20	32	20	2.9	0.34
3	Allowances and remuneration are given to improve work	132	35	15	53	29	1.7	0.58
4	Recognition of efforts to work are usually made by principals	132	90	30	10	2	3.6	0.28
5	In-service training, workshops and seminars are organized to improve teachers productivity	132	10	15	90	17	2.1	0.47

Note: Standard reference mean $\bar{x} = 2.50$

Table 2 shows that mean ratings of 2.9 and 3.6 respectively are greater than the standard reference mean of 2.50 which indicates that teachers were of the view that the school environment motivates them to work harder and their efforts are usually recognized by the principals. On the other hand, 2.3, 1.7 and 2.1 of the respondents are of the view that their principals do not give incentives regularly, their allowances and remuneration are also not given to improve their work and In-service training, workshops and seminars are not organized to improve teachers' productivity. The values of standard deviations obtained as shown in the table above indicates that teachers have different opinion in their response.

Research Question 3

What are the ways in which subordinates could be properly motivated for effective job performance?

Table 3

Ways in which subordinates could be properly motivated for effective job performance

S/N	Item	Total	SA	A	D	SD	Mean	S.D
1	Giving incentives regularly can improve job performance	132	27	13	62	30	2.3	0.44

Table 4 shows that the null hypothesis on Pearson Moment Correlation Statistic of relationship between motivation of subordinates and their performance in the administration of schools was rejected at 0.05 level of significance.

Hence, there is a significant relationship between motivation of subordinates and their performance in the administration of schools. However, recall that the mean rating of motivation is 3.28, while that of performance is 2.96. The two mean rating are greater than 2.50, which mean that teachers agreed to motivation improving performance in secondary schools.

Hypothesis 2

There is no significant relationship between motivational techniques and administration of schools.

Table 5

Relationship between motivation techniques and school administration

Group	Mean \bar{x}	Std. Dev.	N	df	Std Err.	r. Cal.	r-table $\alpha=0.05$	decision
Motivation Technique	2.98	0.72	132	130	0.110	1.53	1.96	H ₀ Accepted
School Administration	2.67	0.69						

Table 5 shows that the null hypothesis on Pearson Moment Correlation Statistic of relationship between motivation techniques and school administration was accepted at 0.05 level of significance.

Hence, there is no significant relationship between motivation techniques and secondary school administration. However, recall that the mean rating of motivation techniques is 2.98, while that of school administration is 2.67. The two mean rating are greater than 2.50, which mean that teachers agreed to motivation techniques improves secondary schools' administration.

Hypothesis 3

There is no significant relationship between motivation and job effectiveness.

Table 6*Relationship between motivation and job effectiveness*

Group	Mean \bar{x}	Std. Dev.	N	df	Std Err.	r. Cal.	r-table $\alpha=0.05$	decision
Motivation	3.08	0.62	132	130	0.111	2.13	1.96	H ₀ Rejected
Job effectiveness	2.87	0.59						

Table 6 shows that the null hypothesis on Pearson Moment Correlation Statistic of relationship between motivation and job effectiveness in schools was rejected at 0.05 level of significance.

Hence, there is a significant relationship between motivation and job effectiveness in schools. However, recall that the mean rating of motivation is 3.08, while that of job effectiveness is 2.87. The two mean rating are greater than 2.50, which mean that teachers agreed to motivation enhancing job effectiveness in secondary schools.

Discussion of Findings

Motivation has been seen as a complex subtle phenomenon that has attracted considerable attention by its enormous researchers, in this area of study. Researchers have been concerned with developing means through which individuals need can be harnessed to achieve organizational goals. The findings of this study revealed that teachers perform better when motivated, and this motivation enhances their performance towards a positive administrative process of the school. According to Okorie (2010), teachers and teacher's work varies respectively, satisfaction of most physiological and safety needs in developing economics is tied to individual's access to, and ability to earn money and with this, provides itself with much of his physiological and safety needs.

While school administration has no close relationship with motivational techniques in school. Because administration involves the process of sending and maintaining an enabling environment in which individual work collectively in groups towards accomplishment of selected aims. Therefore, administration concern itself most with those activities the result to efficacy. For this reason, school administrator's duty is not only to manipulate people but also to be able to recognize that which motivates people to give their best. Finally, motivation leads to job effectiveness as when workers (teachers) are properly motivated they put in their best on their job as seen in the analysis

conducted in the study. The task of the principal is to fold, to provide the conditions of motivation in order to enhance the opportunities for teachers to experience feelings of achievement, recognition and autonomy, and to satisfy the basic maintenance needs of teachers in order to minimize the chances of a general attitude of apathy and in different among teachers towards their job.

Summary

The paramount aim of this study is directed towards identifying the effectiveness of motivational techniques in the administration of secondary schools with reference to secondary schools in Yenagoa local government area of Bayelsa State. This review has been able to prove the urgency with which all practicing school administrators should adherently consider motivational theories in dealing with their subordinates in the organization for the organizational goals to be efficaciously achieved.

It should be recalled that this study is based on administration, and that administration involves the process of sending and maintain an enabling environment in which people work collectively in groups towards accomplishment of selected aims, which motivation constitute to the subordinates that increases or decreases their performance in the effective administration of secondary schools in terms of salary increment, promotion, working conditions, quality supervision etc.

Conclusion

Having found out the majority of the respondents express their feelings towards the nonchalant attitude of their principals towards motivating them at work. And a whole lot of subordinates feel dissatisfied at work when they are not properly motivated, which means that they feel dissatisfied at work. The extent in which motivation improve performance is of very great impact in the administration of schools. Motivation improves performance and plays an important role towards the encouragement of effective administration of secondary schools.

Recommendations

Based on the findings, the following recommendations were made.

1. School administrators should endeavour to provide incentives in motivating their subordinates to improve performance.
2. Principals should have the concern of subordinates' needs, to show commitment in motivating their subordinates at work.

3. School administrators should try and properly motivate their subordinates at work through recognition and promotion for them not to feel dissatisfied.
4. Government should try as much as possible to improve upon the teachers' salary scale, and be paid promptly. This will make subordinates put in their best.
5. School administrators should also encourage interpersonal relationships among subordinates in the school for effective administration to take place.

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