

IMPACT OF PRINCIPALS' MOTIVATIONAL TECHNIQUES ON STUDENTS' ACADEMIC PERFORMANCE IN FEDERAL CAPITAL TERRITORY JUNIOR SECONDARY SCHOOLS, ABUJA, NIGERIA

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Abstract

The study investigated the impact of principals' motivational techniques on students' academic performance in Federal Capital Territory (FCT) junior secondary schools, Abuja, Nigeria. Two research questions were raised while one null hypothesis was tested. The study adopted descriptive survey and ex-post facto research designs. A sample of 20 out of 44 junior secondary schools (including public and private) in Kuje Area council, FCT was used. The data for the study were gathered through the copies of the questionnaire that were administered to 300 teachers, and the results of 9963 students in Junior Secondary Certificate Examination (JSC) in nine subjects including English Language and Mathematics from 2012 to 2017. The method of selection was through disproportionate sampling technique. The Principals' Motivational Techniques Questionnaire (PMTQ) was pilot tested and gave reliability coefficient of 0.85 using Cronbach's alpha. Also, the frequency, percentage, mean and standard deviation were used to answer the research questions while Pearson's product-moment correlation coefficient was used to test the hypothesis at 0.05 significance level. The findings of this study revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The findings led the researcher to conclude that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools. It was therefore recommended that, there should be a regular training, workshops and seminars for the principals in FCT junior secondary schools on the use of different motivational techniques for the improvement of students' academic performance.

Keywords: *Principals' Motivational Techniques, Students' Academic Performance and Junior Secondary Schools.*

Introduction

Education is the process by which students acquire the relevant knowledge, skills, and values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenship (Ayodele, Buari, & Oguntuase, 2016). Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid (Ogbu, 2014). According to Federal Republic of Nigeria (FRN, 2004), secondary education is the form of education children receive after primary education and before tertiary stage. It also states that the broad aim of secondary education within the national objectives is to prepare children for useful living within the society and for higher education. Ogbu (2014) further states that teachers are required at this level of education to help in the achievement of the objectives and there is a need to motivate them, if the aims of secondary education are to be achieved.

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Motivation according to Fred (2008) is a process that starts with a physiological or psychological deficiency or need that activates a behaviour or a drive that is aimed at a goal or incentive. Motivational techniques therefore are different methods that encourage the individual's goal-related behaviour (Dornyei, 2001). In the school system, students' behaviour is not uniform and definitely varies when one form of motivation or the order is applied by the teachers and school management (Ryan & Deci, 2000). Ryan et al (2000) further state that motivation is what causes students to take profitable actions, whether to go to school on time, pay maximum attention in the class while the lessons are going on, and passionately study their books independently in order to pass well in their examinations or exhibit good behaviours which form the foundation of their character as future leaders in the society.

On the other hand, Ricarda, Anja and Anne (2017) note that academic performance represents achievement outcomes that indicate the extent to which a person has accomplished specific goals that were focus of activities in instructional environments, specifically in school, college, and university. In the junior secondary school level, academic performance is usually rated using the number of 'A', 'C', 'P' and 'F' grades that each student was able to achieve in each subject at the end of the academic term or session. Furthermore, in order to have excellent academic performance, students need to engage in learning activities in the classroom. Learning however, cannot take place in isolation. Rather, it requires an active participation of learner (student) and instructor (teacher) (Faiza & Yasir, 2008). Faiza and Yasir further state that for active participation to take place, effective motivation of students is an essential element. Hence, for the students to be well motivated, the teachers also need to be motivated as well as the principals. Due to the low salaries received by most teachers in FCT junior secondary schools, they need to be well motivated to keep their performance high and subsequently serve as great motivators to their students (Tina, 2014).

From the foregoing, it becomes clear that there is a relationship between motivation techniques and students' academic performance. Thus, when teachers are adequately motivated by the principals using suitable motivational techniques, their level of job performance will increase which will culminate to the high level of students' academic performance in the FCT junior secondary schools. This study focused on the following principals' motivational techniques: providing job enlargement, providing job enrichment, providing job rotation, leading teachers to set goals in line with the goals of the school, providing feedback to teachers, recognizing, praising and rewarding teachers with outstanding performance and provision of instructional materials for teachers. Therefore, the need to properly motivate the teachers using relevant techniques in order to ensure better students' academic performance validates the rationale for this study on the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Statement of the Problem

The quest for improved academic performance of students necessitated the ability of principals to demonstrate or use certain motivational techniques to ensure a complete well-rounded education and production of quality students from the secondary school system (Ayodele, Buari, & Oguntuase, 2016). Every stakeholder in education expects principals to work effectively for the achievement of students' academic performance. Principals and teachers in junior secondary schools especially public junior secondary schools in Kuje Area Council, FCT have complained of government

inability to satisfy their motivational needs. Usually, their salaries are not paid on time, their promotion is delayed and when implemented, the financial involvement is not paid from the time the promotion took effect. It is equally obvious that when the principals are not well motivated, they will tend to offer low motivation to the teachers, thereby leading to poor students' academic performance.

Overtime, educators, government, parents and the general public have expressed concern over the causes of poor students' academic performance in Junior Secondary Certificate Examinations in FCT. There is need for the principals to employ the necessary motivational techniques for the enhancement of students' academic performance in FCT junior secondary schools. Hence, this study investigated the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria'.

Purpose of the Study

The study sought to achieve the following objectives:

- i. Examine the motivational techniques used by principals in FCT junior secondary schools.
- ii. Determine the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017.
- iii. Ascertain if there is any significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Research Questions

The following research questions were raised to guide the study:

- i. What are the motivational techniques used by principals in FCT junior secondary schools?
- ii. What is the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017?

Hypotheses

One null hypothesis was tested at 0.05 level of significance:

- HO₁: There is no significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Methodology

Descriptive survey and ex-post facto research designs were adopted for the study. The sample for the study consisted of 20 out of 44 junior secondary schools (ten public and ten private junior secondary schools) in Kuje Area Council, FCT, which was 45% of the population. A total number of 300 teachers (15 teachers per sampled school) were randomly selected from public and private junior secondary schools in Kuje Area Council as samples for this study. The method of selection was through disproportionate sampling technique. Also, 9963 students who sat for Junior Secondary Certificate Examination in nine subjects including Mathematics and English Language from 2012 to 2017 sessions were used for this study.

The questionnaire tagged "Principals' Motivational Techniques Questionnaire" (PMTQ) was administered to the teachers. It comprised of sections A and B. In section A, items 1-2 covered personal information of the respondents while section B (items 3-34) was used to measure the principals' motivational techniques such as providing job

enlargement, providing job rotation, providing job enrichment, leading teachers to set goals in line with the goals of the school, recognizing, praising and rewarding teachers with outstanding performance, provision of instructional materials, provision of feedback to teachers and regular promotion of teachers. The respondents answered the items on a 4 points rating scale ranging from 4 to 1 as follows: Strongly Agree (SA) is 4-point, Agree (A) is 3 points, Disagree (D) is 2 points and Strongly Disagree (SD) is 1 point. The respondents were required to tick (✓) against the rating that reflects their opinion about the principals' motivational techniques in FCT junior secondary schools. The questionnaire was pilot tested and the reliability coefficient was 0.85 using Cronbach's alpha. In addition, records of students' academic results in Junior Secondary Certificate Examination from 2012 to 2017 in nine major subjects including Mathematics and English language were used.

The frequency counts, mean (\bar{x}) and standard deviation (Sd) were used to answer the research question one while the mean, standard deviation, frequencies and percentage were used to answer research question two. Also, Pearson's product-moment correlation coefficient (r) was used to test the hypothesis. The decision rule for interpretation of the results of the data analysis was that a mean score of 2.50 and above was considered as positive response (agree) and less than 2.50 was considered as negative response (disagree). Also, 0.05 level of significance was used to test the hypothesis. The calculated probability (p-value) that was greater than the significant level of 0.05 was considered accepted while the p-value that was less than the significance level of 0.05 was considered not accepted. Following the above procedure, the researcher was able to evaluate the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Results

Research Question One

What are the motivational techniques used by principals in FCT junior secondary schools?

Table 1: Analysis of the Motivational Techniques Used by Principals in FCT Junior Secondary School (N= 300)

S/No	Motivational Techniques	SA	A	D	SD	\bar{X}	Sd	Decision
Part 1: Providing Job Enlargement								
3	Principal gives teachers additional tasks similar to the tasks already assigned to them.	126	118	30	26	3.15	1.00	Agree
4	Principal explains to the teachers the need for giving them additional tasks.	108	112	42	38	2.97	1.00	Agree
5	Principal observes the reaction of the teachers when he/she gives them additional tasks.	138	132	20	10	3.33	1.02	Agree
6	Principal usually withdraws the additional tasks from teachers if they cannot cope with them.	128	112	27	33	3.12	1.00	Agree
Average						3.14	1.01	Agree

Part 2: Providing Job Rotation

7	Sometimes, principal changes teacher's task and gives him/her new one when there is need to do so.	131	140	17	12	3.30	1.02	Agree
8	Principal explains to the teacher the need for changing his/her task to the new one.	135	140	15	10	3.33	1.00	Agree
9	Principal monitors the teacher when he/she gives him/her new task.	128	134	24	14	3.25	1.01	Agree
10	Principal withdraws the new task from the teacher if he/she cannot cope with it.	118	120	30	32	3.08	1.00	Agree
	Average					3.24	1.01	Agree

Part 3: Providing Job Enrichment

11	Principal gives teachers higher responsibilities in addition to the tasks already assigned to them.	120	126	28	26	3.13	1.01	Agree
12	Principal explains to the teachers the reasons for giving them higher responsibilities.	112	108	42	38	2.98	1.02	Agree
13	Principal observes the reaction of the teachers when he/she gives them higher responsibilities.	110	116	40	34	3.01	1.01	Agree
14	Principal withdraws the higher responsibilities from teachers if they cannot carry them out effectively.	130	134	20	22	3.28	1.02	Agree
	Average					3.10	1.02	Agree

Part 4: Leading Teachers to Set Goals in Line with the Goals of the School

15	Principal informs teachers about the goals already set by the school management.	120	128	28	24	3.15	1.00	Agree
16	Principal allows teachers to set their own goals in line with the goals of the school.	118	132	26	24	3.15	1.00	Agree
17	Principal takes time to explain to the teachers the steps they need to take in setting and achieving goals.	128	130	22	20	3.22	1.02	Agree
18	Principal evaluates the goals of the school at the end of every term.	124	126	28	22	3.17	1.01	Agree
	Average					3.17	1.01	Agree

Part 5: Recognizing, praising and rewarding teachers with outstanding performance

19	Teachers' efforts in instructional activities are recognized by the principal.	112	125	38	25	3.08	1.02	Agree
20	Principal recommends to the school management the best performing teachers for rewards every term.	128	130	18	24	3.21	1.02	Agree
21	Principal praises exceptional teachers during staff meetings and briefings for their performance.	124	130	26	20	3.19	1.01	Agree
22	Principal encourages the school management to motivate the teachers through cash rewards, prizes and other gifts based on their improved performance.	126	124	16	34	3.14	1.02	Agree
23	Principal issues letter of recommendations to teachers with outstanding performance.	116	122	30	32	3.07	1.01	Agree
Average						3.14	1.02	Agree

Part 6: Provision of instructional materials

24	Principal provides audiovisual, audio and visual instructional materials for teachers in order to stimulate the interest of students towards lessons.	126	130	24	20	3.21	1.01	Agree
25	Principal ensures that printed materials such as books are given to teachers based on the scheme of work and syllabus for the term.	118	124	26	32	3.09	1.00	Agree
26	Principal supports and encourages teachers to improvise by developing and using instructional materials that are relevant to teaching and learning.	124	120	26	30	3.13	1.01	Agree
Average						3.14	1.01	Agree

Part 7: Provision of feedback to teachers									
27	Principal regularly provides feedback to all teachers.	114	128	20	38	3.06	1.02	Agree	
28	Principal ensures that teachers get their feedback at the proper time.	122	126	24	28	3.14	1.01	Agree	
29	Principal receives response from the feedback sent to the teachers.	136	108	34	22	3.19	1.02	Agree	
30	Principal implements the feedback received from the teachers.	116	110	36	38	3.01	1.01	Agree	
	Average					3.10	1.02	Agree	
Part 8: Regular promotion of teachers									
31	Principal ensures that teachers are promoted on regular basis.	106	137	25	32	3.06	1.02	Agree	
32	Principal recommends teachers for promotion based on appraisal of their performance.	130	128	22	20	3.23	1.00	Agree	
33	Principal is not biased when recommending teachers for promotion.	128	124	18	28	3.16	1.00	Agree	
34	Principal follows up with the authority to ensure that teachers who are promoted receive their due salaries and benefits.	122	130	28	20	3.18	1.02	Agree	
	Average					3.16	1.01	Agree	
Grand Mean					3.15	1.01	Agree		

Note: \bar{X} = Mean, Sd = Standard deviation

Table 1 shows the analysis of the motivational techniques used by principals in FCT junior secondary schools. The average mean scores of the eight motivational techniques used by principals in this study are as follows: Providing job enlargement is 3.14, providing job rotation is 3.24, providing job enrichment is 3.10, leading teachers to set goals in line with the goals of the school is 3.17, recognizing, praising and rewarding teachers with outstanding performance is 3.14, provision of instructional materials is 3.14, provision of feedback to teachers is 3.10, and regular promotion of teachers is 3.18. They are all higher than the 2.50 cut-off point which means that the principals used all the eight motivational techniques in FCT junior secondary schools. However, the study revealed that the grand mean score of the eight motivational techniques used by principals was 3.15, which was higher than the 2.50 cut-off point. This implies that the principals in FCT junior secondary schools used the motivational techniques under this study.

Research Question Two

What is the trend in students' academic performance in FCT junior secondary schools from 2012 to 2017?

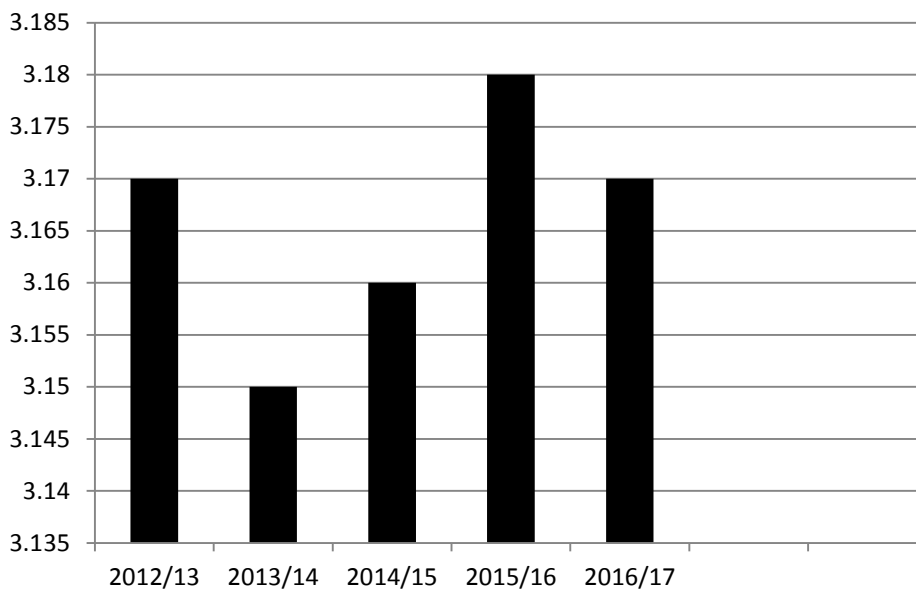
Table 2: Trend in Students' Academic Performance in FCT Junior Secondary Schools from 2012 to 2017

Year	No of Students	4	3	2	1	\bar{X}	Sd
2011/2012	1961	791	843	192	135	3.17	1.01
2013/2014	2010	779	875	234	122	3.15	1.00
2014/2015	1967	788	837	218	124	3.16	1.00
2015/2016	2035	808	903	205	119	3.18	1.01
2016/2017	1990	780	887	198	125	3.17	1.00
Total	9963	3946	4345	1047	625	3.17	1.00
%Trend	100%	40%	44%	11%	6%		

Note: \bar{X} = Mean, Sd = Standard deviation

Key for rating: A = 4 (Distinction); C = 3 (Credit); P = 2 (Pass); F = 1 (Fail)

Table 2 shows the trend in students' academic performance of in Junior Secondary Certificate Examination (JSC) from 2012 to 2017 in both public and private junior secondary schools in FCT. From the table, the overall performance level shows that 40% of the students had distinctions in nine subjects and above, 44% had credit, 11% had pass while 6% failed. This summarizes 94% pass and 6% fail in the entire results of students analyzed. Also, details of the data analysis indicated that the students recorded highest performance in 2015/2016 academic session with mean score of 3.18 and least performance in 2013/2014 with mean score of 3.15. Below is the graphic picture of this analysis.



Fluctuation in students' academic performance in JSCE from 2012 to 2017

Test of Hypothesis

HO₁: There is no significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools.

Table 3: Relationship between Principals' Motivational Techniques and Students' Academic Performance in FCT Junior Secondary Schools

Group	N	\bar{X}	Sd	r	p-value	Decision
Motivational Techniques	300	3.15	1.01	0.41	0.00	HO ₁ Not Accepted
Students' Academic Performance	9963	3.17	1.00			

Note: N= Number, \bar{X} = Mean, Sd = Standard deviation

Table 3 shows the analysis of the relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. The calculated value of Pearson's product-moment correlation (r) was 0.41, which indicates that there is a positive relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. Furthermore, the p-value 0.00 is less than 0.05 (5%) significance level. This means that there is significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. Therefore, the null hypothesis was not accepted.

Discussion of Findings

From the data analysis, the study revealed that the principals in FCT junior secondary schools used the eight motivational techniques under this study such as providing job enlargement, providing job rotation, providing job enrichment, leading teachers to set goals in line with the goals of the school, recognizing, praising and rewarding teachers with outstanding performance, provision of instructional materials, provision of feedback to teachers, and regular promotion of teachers. In relation to this, Alexander and Fred (2008) notes that extrinsic motivators such as those enumerated above are necessary to attract teachers into the school system and to keep them on the job, leading to high academic performance of the students.

Furthermore, from the study the trend in students' academic performance showed that the least performance recorded was 2013/2014 session while the highest performance recorded was in 2015/2016 session, implying that the students in 2015/2016 session had better chance of gaining admission into senior secondary schools. Apart from this, the trend also showed that there was fluctuation in students' academic performance in FCT junior secondary schools between 2012 and 2017. The findings of this study is in line with the study of Adeleye (2018) which indicated that the students recorded least performance in 2013/2014 academic session and highest performance in 2014/2015 in FCT junior secondary schools.

Lastly, the study revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools in Abuja Nigeria. This finding is in agreement with the study of Maimoona and Fauzia (2013) which reveal that motivational techniques by head teachers directly impact on learners' academic achievement. This means that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools, Abuja, Nigeria.

Conclusion

The effective use of motivational techniques by principals could impact positively on overall students' academic performance. This means that quality instructions by the teachers go hand in hand with the effective use of motivational techniques by the principals which invariably lead to better students' academic performance. Effective use of motivational techniques requires a comprehensive approach which could enable the principals in FCT junior secondary schools to use the eight motivational techniques under this study. The findings of this study led to the conclusion that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools, Abuja, Nigeria. This proves that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools.

Recommendations

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

1. There should be a regular training, workshops and seminars for the principals in FCT junior secondary schools on the use of different motivational techniques for the improvement of students' academic performance.
2. Motivational techniques should be administered properly by the principals in FCT junior secondary schools in order to improve the students' academic performance.
3. Government at various levels should endeavour to adequately motivate the principals by supplying instructional materials to schools in due time which could result to better students' academic performance

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