Relationship between Staff Motivation Practices of Principals and Teachers' Job Commitment in Public Secondary Schools in Anambra State.

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Abstract
The study adopted a correlational research design. The study was conducted in Anambra State. The population for the study comprised 12,080 teachers in the 266 public secondary schools in Anambra State. The sample for this study consisted of 1,208 teachers drawn from the population of the study. The sample comprised 10% of the entire population, drawn using proportionate stratified sampling technique. A researchers-developed questionnaires titled ''Staff Motivation Practices Questionnaire (SMPQ)'' and "Teachers Job Commitment Questionnaire (TJCQ) were used for data collection. Both SMPQ and TJCQ were responded to by teachers. The instruments were subjected to face validation by three experts. The data used for computing the reliability indices were obtained from the 50 copies of both questionnaires administered on a sample of 50 teachers in Enugu state. Cronbach alpha was used to compute the collected data. The co-efficient value for SMPQ was 0.88 while for TJCQ was 0.83. The researchers with the help of five research assistants who are secondary school teachers in Anambra state adopted a direct approach for data collection. Pearson's Product Moment Correlation Coefficient was used to answer the research questions. The findings of the study shows that there is a low positive relationship between principals' staff motivation practices and teachers' job commitment in public secondary Schools in Anambra State. Also, there is no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State. It was recommended that in order to create a working environment that encourages teachers to maintain longer tenure especially in private secondary schools, there is need to review existing pay practices, so as to offer fair pay that will not only result in retention of highly skilled and experienced teachers, but also prove useful in the motivation of competent teachers.

Keywords: Staff Motivation Practices, Teachers' Job Commitment.

Introduction

The primary role of a teacher is to impart knowledge, skills and right attitudes and values to the students during the teaching-learning process in order to achieve the school objectives. This can not be achieved without the support and guidance of the administrative head of the school. The administrative head in the Nigeria Secondary Schools is the Principal.

The functions of the Principal as enumerated by Arikewuyo (1999) includes providing instructional leadership, influencing the behavior of members of the school organization and creating an environment that is conducive for realization of human potentials among others. Thus, providing for a safe and thriving environment for students to learn and staff to work is a precursor for attainment of educational and organizational goals (Okorji, Asiegbu & Ibeziakor, 2018). Hence, it is essential for principals to ensure adequate staff personnel administration to boost teachers' morale toward commitment to their instructional roles and duties.

Staff personnel administrative practices are geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery. Ejeh and Okoro (2021) outlined staff personnel management (administrative) practices to include: orientation, motivation and welfare, among others. Similar to this, Alhassan (2024) stated that staff personnel administrative practices (services) include: Orientation, decision making, delegation of duties, supervision, staff professional development and motivation. The staff personnel administrative practices of the above scholars that was adopted in this study is motivation. The adopted practice was of great interest to the researchers in view of its relevance in positioning teachers towards being committed to duties and for greater performance. Principals' provision of opportunities for professional development of staff motivates them in performing their instructional roles.

Motivation involves the use of internal and external factors to stimulate desire and energy in people to be continually interested and committed to job and role or to make effort to attain a goal (Gbollie and Keamu, 2022). According to Asiegbu and Emegwa (2024), it is the process of influencing or stimulating a person to take action that will accomplish desired goals. Principals' motivational practices include: the use of good communication pattern, regular meeting with teachers, praise and reward of excellent performance of teachers as well as ensuring teachers welfare (Aja-Okorie and Usulor, 2021). Principals motivational practices also include: recommending staff for promotion, maintaining good interpersonal relationship with them, creating atmosphere for teamwork, rendering counseling services to staff, among others. However, Nwobi (2021) pointed out that failure of education programme in Anambra State is attributed to inadequate training and poor motivation of staff among others. Poor motivation of staff could adversely affect teachers' job commitment.

Teachers' job commitment, is a situation where teachers willingly and diligently carry out their duties and functions in the school. According to Nazari and Emami (2022) teachers'

job commitment can be referred to as the measure of strength of the employee teachers' identification with the goals and values of the school, having strong faith in it and showing considerable effort to continue in the membership of the school. Teachers' commitment is related to positive behaviours which are useful for school development; and teachers with high levels of professional commitment to work subsequently are less involved in activities that are harmful to the organization (Nazari and Emami, 2022). It further refers to the willingness of teachers to "go the extra mile" to ensure that students can be successful. In this light, a committed teacher is one who is desirable and who identifies with the school, adopts school goals as their own, and is willing to put forth extra effort. Professionally committed teachers assist students in their extra time, cooperate with and are willing to work with parents, and utilize class time profitably. Many indices also determine teacher commitment to their teaching tasks. Aside leadership styles and behaviour adopted by school principals, other indices which determine teachers' work commitment include the extent to which teachers are empowered and motivated to work. This could be achieved through: teachers' participation in decision making in the school, opportunities created for teachers' professional growth and in-service training, teacher autonomy, availability of resources, teacher remunerations and salary, promotion, use of effective rewards systems like fringe benefits, incentives, praises, and awards, among others.

However, there seems to be lapses in staff motivation practices of principals and this seems to affect teachers' commitment to duties and instructional delivery. Staff motivation in Anambra state seems to be given inadequate attention. This seems to have contributed to teachers' lateness to school, absenteeism, missing of their lessons and leaving school before the end of school hours among others in public secondary schools in Anambra State. This is supported by Okoye and Ezejiofor (2023) who observed that the increased rate of truancy, lateness and general poor commitment of teachers coupled with the overt negative attitudes of teachers are issues of major concern in secondary schools in Anambra State. Given this background, it becomes imperative to ascertain the relationship between staff motivation practices of principals' and teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

- Relationship between staff motivation practices of principals' and teachers' job commitment in public secondary schools in Anambra State.

Research Questions

- What is the relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

- There will be no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State.

Methods

The study adopted a correlational research design. The study was conducted in Anambra State. The population for the study comprised 12,080 teachers in the 266 public secondary schools in Anambra State. The sample for this study consisted of 1,208 teachers drawn from the population of the study. The sample comprised 10% of the entire population, drawn using proportionate stratified sampling technique. A researchers-developed questionnaires titled ''Staff Motivation Practices Questionnaire (SMPQ)'' and "Teachers Job Commitment Questionnaire (TJCQ) were used for data collection. Both SMPQ and TJCQ were responded to by teachers. The instruments were subjected to face validation by three experts. The data used for computing the reliability indices were obtained from the 50 copies of both questionnaires administered on a sample of 50 teachers in Enugu state. Cronbach alpha was used to compute the collected data. The co-efficient value for SMPQ was 0.88 while for TJCQ was 0.83. The researchers with the help of five research assistants who are secondary school teachers in Anambra state adopted a direct approach for data collection. Pearson's Product Moment Correlation Coefficient was used to answer the research questions.

Results

Research Question

What is the relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State?

Table 1: Pearson r on the relationship between principals' staff motivation practices and teachers' job commitment in private secondary schools

Source of variance	N	Staff Motivation (r)	Job Commitment (r)	Remark
principals' staff motivation practices	997	1.00	0.163	Low positive relationship
teachers' job commitment	997	0.163	1.00	

Adjusted $r^2 = 0.018$

Data in Table 1 revealed that a low positive relationship of 0.163 exists between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State. The adjusted r^2 explains that 1.8% of the total variability of teachers' job commitment can be explained by their job satisfaction which comes from principals' staff motivation practices.

Hypothesis

There is no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State.

Table 2: t-Test of significant of Pearson r of principals' staff motivation practices and teachers' job commitment in public secondary schools

Pearson r	N	Df	Cal. t	p-value	α	Decision
.114	997	995	.497	0.119	.05	Not significant

Data presented in Table 2 revealed that at 0.05 level of significance and 995df, the calculated t of 0.497 with p-value of 0.119 which is greater than alpha level of 0.05 ($r = .114$, $p > 0.05$), the null hypothesis is not rejected. This means that there is no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State.

Summary of Findings

There is a low positive relationship between principals' staff motivation practices and teachers' job commitment in public secondary Schools in Anambra State. Also, there is no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State

Discussions of Findings

Relationship between Principals' Staff Motivation Practices and Teachers' Job Commitment in Public Secondary Schools in Anambra State

The findings in research question one revealed that there is a low positive relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State. This means that principals' staff motivation practices is a major influence on teachers' job commitment. This is supported by the finding of Lynet, Kasandi and Wamocha (2008) which revealed among others that the motivational strategies used by principals include: rewards, guidance and counseling, verbal praise, letters of appreciation among others. The possible explanation for the agreement in the findings could be due to the fact that the two studies utilized principals and teachers as the participants and questionnaire for data collection.

Motivated teachers are likely to prepare their lesson notes and plans when due, teach the students using appropriate instructional methods, give assignments, conduct tests, exams as well as mark and appropriately record it. These principals' staff motivation practices may account for the dedication and commitment of secondary school teachers in Anambra State

and this seems to be evident in excellent academic of students in external examinations in recent years.

The findings revealed that there is no significant relationship between principals' staff motivation practices and teachers' job commitment in public secondary schools in Anambra State. The test of hypotheses was not significant probably because of the fact that both principals and teachers have high regard for need of motivation in the workplace and thus may have similar view on the motivational practices. This finding agreed with the finding of Onaolopo (2019) that there was a significant relationship between motivation and job performance. The agreement in both findings could be as a result of principals and teachers used in the study.

Conclusion

From the results obtained from the analysed data, the researcher concluded that secondary school principals in Anambra State have performed optimally in staff orientation, decision making and motivation practices for enhancing teachers' job performance. On the other hand, there are negligence in the area of staff professional development and supervision practices on the part of secondary school principals in Anambra State. Furthermore, the correlation between principals' staff personnel administrative practices and teachers' job commitment in secondary schools in Anambra State was not significant.

Recommendations

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

1. In order to create a working environment that encourages teachers to maintain longer tenure especially in private secondary schools, there is need to review existing pay practices, so as to offer fair pay that will not only result in retention of highly skilled and experienced teachers, but also prove useful in the motivation of competent teachers.
2. Anambra State ministry of education should give special attention to teachers' job satisfaction and their commitment in the job. The attention area should focus on motivation, fair benefits and incentives, equitable promotion. This will help teachers to increase the level of job satisfaction.
3. To increase teachers' job commitment, schools should allocate sufficient budget to supply necessary materials and equipment that is vital for practical use in the laboratory, library, ICT centers.

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