

**PRINCIPALS' SELF-MOTIVATION AND COMMUNICATION SUPERVISORY
SKILLS ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS
IN OWERRI MUNICIPAL IMO STATE**

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Abstract

The study adopted a survey design with focus on principals' self-motivation and communication supervisory skills on teachers' job performance in public secondary schools in Owerri Municipal Imo State. The population of the study consist of 964 teachers and the sample used was 164 respondents. Two research questions guided the study with a researcher-developed instrument entitled, "principals' self-motivation and communication supervisory skills on teachers' job performance" (PSMCSSTJP) was used to generate data. Mean, Standard deviation was used to answer the research questions. The result revealed that principals' self-motivation and communication supervisory skills influence teachers' job performance in public secondary schools in Owerri Municipal Imo State. Based on these findings, the researchers recommended among others that principals should be liberal in teacher motivation and employ effective communication style for better teacher output.

Keywords: Principals Self-Motivation, Communication, Supervisory Skills and Teachers' Job Performance.

Introduction

Education is the back bone of an individual's growth. For this reason, education of every citizen should be taken seriously. Effectual teaching and learning should be encouraged to improve the student's performance in external and internal examinations. Teachers' self-motivation is a factor to quality output in education. According to Hascher & Waber (2021), a motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and doing so, motivate their students in their learning too. Motivation helps to energise, direct and sustain positive behaviour over a long period of time. Self-motivation leads to success. Self-motivation is the inspiration behind your behaviour and actions. it is an important mechanism that will help you to reach your goal, without external influence. Self-motivation improves teachers' confidence and self-esteem as well as gives strength to achievement of goal. A teacher motivating styles toward students revolves around what teachers say and do during instruction to motivate students to engage in learning activities, and it manifests itself in terms of autonomy. According to Obizue, Chukwuemeka & Iwezu (2025), the following ways can help teachers to stay motivated:

- (1) Bring in enjoyable activities,
- (2) Read always,
- (3) Write always,
- (4) Attend workshops regularly,
- (5) Give a assignments always,
- (6) Teach your students something important.

According to Obizue, Chuu-Uzomah & Jutum (2025), motivational skills are those that enable a person to become motivated and work toward achieving goals, whatever they might be. In the classroom, motivation drives many behaviours and it is important to understand the importance of motivation in an educational environment. Motivation is described as a state that energizes direct and sustains behaviour. Motivation involves goals and requires activity. The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and to facilitate learning activity. Learning is an active process that needs to be motivated and guided towards desirable ends.

Self-motivation has a direct impact on how an individual learns. The effects of motivation is normally far reaching because it increases an individual's energy level determines the persistence

on reaching a specific goal-affects the type of learning techniques used and an individual's thinking processor. According to Obizue, Enomah & Onyebu (2025), teacher motivation entails:

- (1) Give teacher a voice,
- (2) Empower each teacher's strength,
- (3) Provide opportunities to take breaks,
- (4) Encourage teacher to reward each other,
- (5) Publicity praise teachers, and
- (6) Make yourself quality.

And concluded that one of the most difficult aspects of becoming an administrator is learning how to motivate teachers to perform.

Performance refers to the act of executing a given task. Teachers' job performance can be defined as the actions teachers perform in schools in order to achieve educational goals. According to Obizue, Abu, Agba & Babatunde (2025), teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. Óskarsdóttir, Donnelly, Turner-Cmuchal & Florian (2020), asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Teachers' job performance is measured by the frequency at which they carry out their daily functions towards the attainment of educational set goals. The more diligently, teachers undertake their tasks, the higher their performance and the better the attainment of the set goals of a school. Obizue, Enomah & Onyebu (2025), stressed that teachers who are committed to duties and demonstrate an utmost level of zeal to work are punctual to school, have full knowledge of the content of the subjects they teach and get lesson plan ready before teaching. Again, job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks. Korkmaz, Engen, Knappert & Schalk (2022), opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Viac & Fraser (2020), discovered that workplace environment impacts on teacher's job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected. Therefore, poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of

personal decision-making opportunity also impact on teacher job performance. According Obizue (2022), to job performance can be seen as an individual level variable or something a single person does. Therefore, an employee's performance is determined during job performance interviews.

Viac & Fraser (2020), purposed factor model of performance based on factor analytic research that attempts to capture dimension of job performance existent across all jobs: Teachers' Job Performance on the other hand refers as the duties performed by a teacher at a particular period in the school system in achieving organizational goal. Teacher motivation is very important because it improves the skills and knowledge of teacher because it directly influences their performance (Obizue, Chukwuemeka & Iwezu, 2025). The level of motivation and satisfaction of the teachers has a positive/negative effect on their job. There are activities of a teacher and learning that could be use to quantify the performance of a teacher and can be done through the following as enumerated:

- i. Teachers use of instructional materials
- ii. Teachers competence in classroom communication
- iii. Teachers job performance in student evaluation
- iv. Teachers disciplinary abilities
- v. Teachers job performance on Continuous Assessment (CA)

Theory of Self-Motivation

Self-motivation theory by Douglas McGregor (2008:35) deals with human motivation.

The theorist described two contrasting models of work-place motivation (theory of X and Y models). In these x and y theory, Administration assumes teachers as inherently lazy and will avoid job if they can and that they inherently dislike job performance. As a result of this, principals believe that teachers need to be closely supervised and comprehensive system of controls developed. A Hierarchical structure is needed with narrow span of control at each and every level. According to this theory teachers will show little ambition without an enticing incentive program and will avoid responsibility whenever they can. If the organizational goals are to be met, theory x administrators apply threat and coercion to gain their teachers compliance. Believers of this theory lead to instruct, highly restrictive supervision, and a punitive atmosphere. In theory x administrators tends to believe that everything must end in blaming someone. He or she thinks all prospective teachers are only out for themselves. Theory x also believes that teachers, for instance do not really want to work, that they would rather avoid responsibility and it is the administrator's job to structure the work and energize the teachers. One major flow of this administrators' style is

much more likely to cause diseconomies of scale in large picture. Theory y on the other hand emphasises that administrators assume teachers may be ambitious and self-motivated and exercise self-control. It is believed that teachers enjoy their mental and physical job performance. They possess the ability for creative problem solving, that their talents are under used in most organizations. Given the proper conditions, theory y Administration believes that teachers will learn to seek out and accept responsibility and to exercise self-control and self-direction in accomplishing objectives to which they are committed. A theory y Administrators believes that, given the right condition, most people will want to do well at work. They believe that satisfaction of doing a good job is strong motivation.

Theory of Bonus System

This theory was propounded by Henry Gantt in 1902. The theory is interrelated to this project work. Gantt was a protégé of Frederick Taylor. Like Taylor, the theorist promoted the ideas of:

- (1) A mutual cooperation between labour and management,
- (2) A scientific selection of works,
- (3) Some financial incentives to stimulate productively, and
- (4) A use of detailed work instructions.

It assumes that devising a bonus system would guarantee the worker a given rate for meeting the day's standard and then paid a bonus for exceeding that standard. This was a departure from Taylor's differential piecework plan. Gantt is best known for his development of graphic aids to management of planning, coordination and control of production. The essential element of his thinking was scheduling around time instead of around quantities, which to the period of the world-war I had been the practice. Evaluation and Review Technique (PERT) are founded on the principles of planning and controlling time and cost, which Gantt pioneered. This theory is relevant to this study because of the need for principals to motivate teachers to put in their best in the task of teaching for enhanced learning and effective secondary education system.

Empirical Study on Supervision Skills

iEbirim (2012), conducted a study on the extent of supervision of instruction in Federal Government College (FGC) in Imo State and Enugu State. The study adopted descriptive research design. Five research questions guided the study. The population of the study was 520 and Stratified random sampling technique was used to draw a sample of 184 teachers. Data was collected using a structured questionnaire. Mean and standard deviation and t-test statistic were used to answer and analyse the research questions and the two hypotheses respectively. The study

revealed that to a great extent supervision is carried out in FGCs and the supervision of instruction is perceived by teachers as involving monitoring and assisting teachers to improve their delivery of instruction. It also revealed that imposing personal ideas on teachers by supervisors, teachers refusing to cooperate with supervisors among others are some of the factors that hinder supervision of instruction in FGC. It was recommended that effort should be made in improving in supervision of instruction in the school. This study is related to the present study as both of them utilized the same research design, instrument for data collection, both were carried out in secondary schools. The variation is however in the fact that this study combined research questions with hypotheses in the study. Again mean and standard deviation was used for analysis and five research questions were used.

Empirical Study on Teacher Job Performance.

iAkpan (2013), conducted a research on the influence of teachers' job performances on student's academic performance in biology in Ikot-Ekpene L.G.A. of Akwa Ibom State. The research work was aimed at finding out the influence of motivation on teachers and students academic performance in Ikot-Ekpene. Five research questions guided for the research and the study adopted a descriptive survey research design. The population of the study was 150 respondents while the sample was 30 selected through simple random sampling technique. The instrument was a researcher developed questionnaire validated by three experts- two from Educational Management and Policy and one from Educational Foundations from Education Faculty, Abia state University, Abia. The reliability co-efficient of the instrument was 0.78 and the method of the data analysis was through the use of t-test. The findings revealed that teachers that are motivated teach more effectively than teachers that are not motivated. It was recommended that school authorities should provide teachers with conducive teaching and learning atmosphere for better performances. The study is related to the present study because it is also based on the influencing teacher's job and it used descriptive survey design and questionnaire for data collection but it differs from the present study because it used t-test for data analysis, used different population and sample sizes.

The purpose of the study is to examine the influence of principals' self-motivation and communication supervisory skills on teachers' job performance in public secondary schools Owerri Municipal in Imo State. Specifically, the study seeks to:

1. Determine the influence of principals' self-motivation supervisory skill on teachers' job performance in public secondary schools Owerri Municipal in Imo State.
2. Determine the influence of principals' communication supervisory skill on teachers' job performance in public secondary schools Owerri Municipal in Imo State.

The following research questions were posed to guide the study

1. What is the influence of principals' self-motivation supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State.?
2. What is the influence of principals' communication supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State?

Methodology

The researchers adopted a descriptive survey. Survey according to Obizue (2022), means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview. With descriptive survey research design, the researchers was able to collect information through a questionnaire from a group of people which was analysed and consequently generalized to cover the entire population. The population of the study consist of 964 teachers and the sample used was 164 respondents. The choice of the teachers as the respondents is because they are the people that are in a better position to assess the supervisory skills of their principals in their various schools. The sampling technique employed was the simple random sampling technique. Two research questions guided the study with a researcher-developed instrument entitled, "principals' self-motivation and communication supervisory skills on teachers' job performance" (PSMCSSTJP) was used to generate data. Mean, Standard deviation was used to answer the research questions.

Result

1. What is the influence of principals' self-motivation supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State.?

Table 1: Mean, Standard Deviation of the influence of principals' self-motivation supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State.

S/N	Items	Total						Decision Rule
		Response	SA	A	D	SD	X	
1.	The administrator helping giveteachers hands.	164	90	40	24	10	3.4	Agree

2.	The administrator empowers each teacher's strength.	164	100	30	20	14		Agree
							2.8	
3.	The administrator provides opportunity for teachers to take breaks.	164	110	18	18	18		Agree
							3.5	
4.	The administrator encourages teachers to help one another.	164	80	40				
					20	24	3.2	Agree
5	The administrator publicly praises hard working teachers.	164	84	50	10	20	3.4	Agree
6	The administrator reminds teachers of their importance in the society.	164	74	40	40	10	3.1	Agree
Total							19.4	

Table 1 reveals the response pattern on the influence of principals' self-motivation skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State.

Its how's that the respondents attested to the statements that principals gives teachers helping hands, empowers each teacher's strength, provides opportunity for teachers to take breaks, encourages teachers to help one another, reminds teachers of their importance in the society, and praises hard working teachers in public. The high values of 3.4, 2.8, 3.5, 3.2, 3.4, 3.1 were obtained to and a total score of 19.4 was obtained. This shows that the principals' self-motivation skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State is significant.

Research Question Two

1. What is the influence of principals' communication supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State?

Table 2: Mean, Standard Deviation of the influence of principals' communication supervisory skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State.

S/ N	Item	Total Response	SA	A	D	SD	X	Decision rule
7.	The administrator involves teachers in decision-making process.	164	74	50	25	15	3.0	Agree
8.	The administrator recognises differences in teachers' capacities to adjust.	164	80	34	35	15	3.5	Agree
9.	The administrator counsels teachers promptly	164	100	34	25	5	3.5	Agree
10.	The administrator maintains positive reports with teachers.	164	90	34	15	25	2.8	Agree
11.	The administrator maintains fair representation of school community members.	164	80	30	30	24	3.2	Agree
12.	The administrator calls for staff meetings occasionally.	164	75	35	30	24	3.1	Agree
Total							19.1	

Table 2 reveals the response pattern on the influence of principals' research skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State. It shows that the respondents attested to the statements that principals A involve teachers in decision-making

process, recognises differences in teachers' capacities, counsel's teachers promptly, maintains positive reports with teachers, maintains fair representation of school community members and calls for staff meetings occasionally. The high values of 3.0, 3.5, 3.5, 2.8, 3.2, and 3.1 were obtained and a total score of 19.1 was also obtained.

Discussion of Findings

The result of answering research question one reveals a significant influence of principals' self-motivation skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State. This means that self-motivation skill of principals is a key to teachers' job performance in the teaching/learning activities in public secondary schools. The result obtained that principals' self-motivation skill significantly relates with teachers' job performance in public secondary schools shows that, teachers' job performance is largely determined by the relationship between them and their principals. Motivation is very important in all facets of human endeavour especially in schools for enhanced teaching and learning which cannot be compromised if educational set goals and objectives must be achieved. This finding is supported by the findings made by other researchers as earlier reported in this study, on the relationship between principals' self-motivation and teachers' job performance. The finding agrees with the opinion of (Obizue, Chukwuemeka & Iwezu, (2025), that motivation in the workplace is the willingness to extend high level of effort towards organizational goals conditional by the effort's ability to satisfy some individual needs.

The result of answering research question two reveals a significant influence of principals' communication skill on teachers' job performance in public secondary schools in Owerri Municipal Imo State. This means that communication skill of principals is a key to teachers' job performance in the teaching/learning activities in public secondary schools. The result obtained shows that, teachers' job performance is largely determined by the relationship between them and their principals. Effective communication is very important in all facets of human endeavour especially in schools for enhanced teaching and learning which cannot be compromised if educational set goals and objectives must be achieved. The finding that communication skill relates with teachers' job performance correlates the findings of Viac & Fraser (2020), who found out that there are some criterions that are expected of teachers in their job performance which are to maintain positive rapport with students, recognising differences in students' capacities/interests and adjust instructions accordingly, guide and counsel students appropriately, use a variety of instructional materials and so on among others.

Conclusion

On the basis of these findings, principals should be effective in their task of supervision of instruction by encouraging teachers to be competent and assist students to express themselves in

the society in line with the National Policy on Education guide lines. Again, the results and discussions of the findings showed that skills of supervision such as self-motivation skill and communication skill supervision skills significantly influenced teachers' job performance positively.

Recommendations

From the result of the findings of the study presented and discussed, the following recommendations were made:

- (1) Principals should be liberal in teacher motivation in order to commit them to effective teaching.
- (2) The virtue of good working relationship should be cultivated by principals through the instrumentality of effective communication.
- (3) Administrators should identify teaching challenges and devise options ahead of time to tackle emerging problems encountered by teachers in the course of their duties.

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