

**SCHOOL ADMINISTRATORS' SATISFACTION OF STAFF NEEDS AND INCENTIVE
MOTIVATIONAL STRATEGIES AS A CORRELATE OF TEACHERS SELF-
EFFICACY IN SECONDARY SCHOOLS IN SOUTH EAST, NIGERIA**

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ABSTRACT

This study explored School Administrators Satisfaction of staff needs and Incentives Motivational Strategies (SASIMSQ) and as a Correlate of Teachers' Self-Efficacy in Public Secondary Schools in South East, Nigeria. Two research question and two null hypotheses provided direction for the study. The study adopted a Correlational Research Design. The population of the study comprised all the 18,758 teachers in the 1244 public secondary schools in 24 Education Zones in South-East, Nigeria. A sample of 960 teachers in 79 public secondary schools in South East Nigeria. was used for the study. Multi-stage sampling technique was use to draw the sample. The instrument for data collection were two questionnaires, School Administrators Satisfaction of staff needs and

Incentives Motivational Strategies (SASIMSQ) and Teachers Self-Efficacy Questionnaire (TSEQ) constructed by the researcher. Five experts in the area of Educational Management and Educational Measurement and Evaluation validated the instruments. The reliability of the instrument was determined using the test-retest reliability method and it yielded an overall reliability indices of 0.82 and 0.61. Pearson's r , R^2 (coefficient of determination) was used to analyses the research question while Linear regression analysis was used to test the hypothesis at 0.05 of significance. The result of the analysis revealed that there exists a moderate positive relationship between school administrators' satisfaction of staff needs and teachers' self-efficacy and a weak positive relationship between school administrator incentive motivational strategy and teachers' self-efficacy. Based on the findings the study recommended among other things that use of effective staff motivation should be encouraged by secondary Schools administrators so as to enable teachers develop professionally through learning from one another.

Keyword: School Administrator, Staff Needs, Incentive and Motivational Strategies

Introduction

Education according to Federal Republic of Nigeria - FRN (2013) is described as a means for building a unified, independence, democratic and worthy society which is capable of maintaining its traditions and values and a tool for integration of the individual so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological process. Also Eya and Modebelu(2015) posited that education is the process of inculcation of right knowledge, attitudes, values, skills and best life practices to enable individuals fit into a society effectively and efficiently. In order to achieve this means there is need for quality and functional secondary education programme.

School as an organization can be described as a group of people with common objectives. It is an organization of activities which are carried out by people and are coordinated by a person or persons. Schools as posited by Onyali (2014) as a complex formal organization that, include behaviour of diverse actors, organized and interconnected by structure of authority and a network of relationships for mutual cooperation, resources and products passed from one group to another. The main aim of establishing schools is to produce well educated citizens who will serve effectively in all sectors of the economy where their services are needed. The creation and maintenance of an orderly working school environment is a prerequisite for effective school administration. Thus school administration is necessary in school organization.

School administration entails working with teachers, non- teaching staff and students to get things done effectively. The primary aim of every school administration is the improvement of teaching

and learning, and all the activities of the school. Jaiyeoba (2014) stated that improving quality of schools and the achievements of students is the concern of everybody and society. To monitor quality, maintain standard and checkmate the effectiveness of teachers is strongly a function of effective administration. According to Nwosu and Modebelu (2016) educational administration is the systematic arrangement of programmes, human, material and financial resources that are available for education and their judiciously and maximum utilization within defined guidelines and policies to achieve educational goals. It involves educational leadership through effective implementation of plans, policies and guidelines using available resources for effective day-to-day running of school affairs. School administration is concerned with the execution and implementation of goals, policies and programmes developed by school management. These functions are performed by school administrators known as school head or principals.

In the secondary school system the world over and in Nigeria as well, the school administrator is conceived as the administrative head. School administrator according to Modebelu (2016) is the man at the helm of affairs in an educational organization or institutions. He or she is the administrative head; the chief executive and leader of the institution. An administrator in an educational set up could be described to an overseer of both curricular and extr-curricular activities of the school through planning, coordinating, organizing, controlling, communicating, decision making and implementation. An administrator is described by Okorji and Unachukwu (2014), as an executive head of his organisation. He may be seen as a coordinator who organizes activities and programmes in such a way those tasks or duties assigned to people will be done well, quickly and efficiently. The administrator gives orders and disciplines his staff in order to achieve maximum outcome. For these to be achieved in school setting motivational strategies of school administrators is required. It is in this regard that the motivational strategies of satisfaction of staff needs and incentive used by secondary school administrators are needed to determine the teachers' self-efficiency in order to achieve quality education outcome.

Motivation as one of the factors of personnel policy has been defined in a variety of ways by different scholars. Nwankwo (2014) defined motivation as the drive or energy that propels a person to do specific action. He further added that motivation in management context as the force that enables people to achieve an organizations' objective. Nwachukwu in Asiegbu (2012) sees motivation as that energizing force that induces or compels and maintains behavior. He further avers that motivated behaviour has three basic characteristics: it is sustained- that is, it is maintained for a long time until satisfied. It is goal directed- that is, it seeks to achieve an objective and it results from a felt need. It is an urge directed towards a need. Vroom in Umezio (2015) refers to motivation as a process governing individual choices among different form of voluntary activities. In the context of this study, motivation has to do with those intrinsic and extrinsic forces that propel human behaviour in an organization. It has to do with someone levels of effort and his level of persistence in the face of obstacles. Based on this study focus will be on satisfaction of

staff needs and incentive motivational strategies as a correlates of teachers self efficacy. Motivational strategies according to Nwankwo (2014) are the strategies used to elicit motivation among people. He added that these strategies can be basically categorized under two measures such as incentives or altitudes and fear. Incentives are actions, which encourage one to greater activity. Incentive as the organizational counterpart to individual motivation, is described by Hoy and Miskel in Umezio (2015) as rewards employees receive from the organization. These could be economic or non economic in nature. Also the researcher is of the view that motivational strategy is a plan that is intended to motivate people to achieve a particular purpose.

Incentive as defined by Webster in Dictionary (2015) as stimulant setting the tune for an action to take place. It can be described as rewards, reinforcement or inducement that employees receive from employers in return for their productivity. Its components as motivational strategy includes, rewards, allowances, promotions, enhanced salaries, bounces, staff welfare and benefits. Satisfaction of staff needs motivational strategy on the other hand involves all the beliefs, decisions, strategies, and tactics that the school administrators use to generate instructional effectiveness in classrooms. Satisfaction of staff needs as one the Staff motivational strategies, is no doubt an important tool for a school administrator. At various times, the school administrator should ensure that teachers are adequately motivated. Their salaries and allowances should be paid as at and when due and they should be promoted regularly. The conditions of service of teachers should be compared to their mates in other government employment. Both the school head and his staff are entitled to free medical services, housing loans and car loans. Staff satisfaction by the school administrator according to Okoro(2014) include the school adminsitrators ability to have a clear channel of communication with staff, there should also be staff participation in decision making, accepting and encouraging initiatives and originality, providing opportunities for professional growth, give praise and commendation to teachers, avoidance of hostility and antagonism among staff. It also entails the school administrators dealing tactfully with staff all the time, identify staff collectively and individually and understanding staff's personal and social problems and needs, encouraging staff discussions, organizing in-services training for teachers, encouraging staff discussions and encouraging teachers to attend seminars, conferences and workshops by organizing regular supervision and evaluation techniques (Blase and Blase 2010).

Staff satisfaction is anything done by the school administrator to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in the school, so that both students, parents and the society will greatly benefit from their services. Stoll and Fink (2016) observed that teachers have both intrinsic, and extrinsic needs. Stoll and Frink further stated that a teacher who is intrinsically motivated by the school administrator may be observed to undertake a task for its own sake for the satisfaction it provides or for the feeling of for teachers to teach effectively and at the same time, to supply some accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity in order to obtain some

reward such as salary. Therefore, the aim of the school should be to build on and enhance the intrinsic motivation extrinsic motivation along the way for school improvement. These strategies equally influence the teachers' ability to plan, organize, and carry out their instructional delivery roles. From the above discussion satisfaction of staff needs and incentive motivational strategies of school administrators may relate to teachers' self-efficacy

Teachers' self-efficacy is a construct that was developed within the context of Bandura' social cognitive theory of 1997. Teachers' self-efficacy as defined by Bandura in Ibe (2018) is the extent to which a teacher is confident enough of his or her ability to promote students learning. Ormrod (2013) views teachers' self-efficacy as the teachers personal believe in ability to plan instruction and accomplish instructional objectives. This simply means that teacher self-efficacy is the connection that a teacher has about his or her ability to teach students efficiently and effectively. In the context of this study, teachers' self-efficacy has to do with teachers' ability to plan, organize and carry out instructional delivery and classroom practice that are required to achieve or attain a given educational goal, this connote that the teachers' ability to plan, organize and carryout instructional delivery is paramount in achieving the business of teaching and learning. Teachers' self-efficacy development could differ on the basis of attitudes and behaviours. The need for this study arose as a result of widespread discontent among teachers in Nigeria. Observations show that despite the fact some motivational rewards like housing, transportation, leave allowances and other incentives have been introduced into the school system, the level of teachers' efficacy still appears minimal. This study emerges as a result of the researchers' experience having worked in faith-base secondary school. It also shows that there appears to be poor connection of teachers' ability and teaching effectiveness, lack of self-worth and self-efficacy among teachers. This can be derived from the way they are treated by school administrators, students and every other person around them.

Against, this background the study intends to investigate School administrators satisfaction of staff needs and incentive motivational strategies relation with teachers' self-efficacy in secondary schools. Problem put in question form is " To what extent do school administrators satisfaction of staff needs and incentive motivational strategies correlate teachers' self-efficacy in secondary schools in South-East States, Nigeria?"

This study investigated school administrators satisfaction of staff needs and incentive motivational strategies as correlates of teacher's self-efficacy in public secondary schools in South East, Nigeria. Specifically, the study seeks to:

- 1 determine the extent to which school administrators' satisfaction of staff needs relate to teachers' self-efficacy in public secondary schools;

2 ascertain the extent to which school administrators' incentive motivational strategy relate to teachers' self-efficacy in public secondary schools in south East, Nigeria;

The following research questions guided the investigation of this study.

1. To what extent does school administrators' satisfaction of staff needs relate to teachers' self-efficacy in public secondary schools?
- 2 To what extent does school administrators' incentive motivational strategy relate to teachers' self-efficacy in public secondary schools?

The following null hypotheses were tested at 0.05 level of significant.

H0₁ There is no significant relationship between satisfaction of staff needs and teachers' self-efficacy in public secondary schools.

H0₂ There is no significant relationship between incentive motivational strategy and teachers' self-efficacy in public secondary schools.

Methodology

The study adopted a Correlational Research Design. The population of the study comprised all the 18,758 teachers in the 1244 public secondary schools in 24 Education Zones in South-East, Nigeria. A sample of 960 teachers in 79 public secondary schools in South East Nigeria. was used for the study. Multi-stage sampling technique was use to draw the sample. The instrument for data collection were two questionnaires, School Administrators Satisfaction of staff needs and Incentives Motivational Strategies (SASIMSQ) and Teachers Self-Efficacy Questionnaire (TSEQ) constructed by the researcher. Five experts in the area of Educational Management and Educational Measurement and Evaluation validated the instruments. The reliability of the instrument was determined using the test-retest reliability method and it yielded an overall reliability indices of 0.82 and 0.61. Pearson's r , R^2 (coefficient of determination) was used to analysed research question.

The strength and decision rule of relationship was established using Creswell (2008) correlation coefficient scale shown below.

Correlation coefficient (r)	Extent/strength of relationship
+/- .70 – 1.00	Very Strong Extent relationship
+/- .50 - .69	Strong/High Extent relationship
+/- .30 - .49	Moderate/Medium Extent Relationship
+/- .00 - .29	No correlation/weak/Low Extent relationship

While Linear regression analysis was used to test the hypotheses at 0.05 of significance. More so, null hypotheses will be accepted as the alternative will be rejected if the F-ratio is less than the F-tabulated.

Result Presentation

The results were presented in tables as follows.

Research Question One

To what extent does school administrator satisfaction of staff needs relate to teachers' self-efficacy in public secondary schools.

Table 1 correlation Matrix of Relationship between School Administrator Satisfaction of Staff Needs and Teachers' Self-Efficacy.

Correlations		SSN	SET
SSN	Pearson Correlation	1	.341**
	Sig. (2-tailed)		.000
	N	960	960
SET	Pearson Correlation	.341**	1
	Sig. (2-tailed)	.000	
	R ²	.116	
	N	960	960

**. Correlation is significant at the 0.01 level (2-tailed); SSN = school administrator satisfaction of staff needs. SET = Self Efficacy of Teachers; N = Number of Respondents

The result in table 1 shows that the correlation coefficient obtained between school administrators' satisfaction of staff needs and teachers' self-efficacy was 0.34 and is within $\pm 0.30-0.49$ indicating moderate/medium Extent relationship. This means that, there exists a moderate positive relationship between school administrators' satisfaction of staff needs and teachers' self-efficacy. Table 1 also shows that, the coefficient of determination (R^2) associated with the correlation coefficient of 0.34 was 0.12. This coefficient of determination (R^2) indicates that 12% Teachers' Self-efficacy correlate with administrators' satisfaction of staff needs.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrator' satisfaction of staff needs and teachers' self-efficacy is;

Hypothesis One

There is no significant relationship between satisfaction of staff needs and teachers' self-efficacy in public secondary schools.

Table 2 Regression analysis of relationship between satisfaction of staff needs and teachers' self-efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.705	1	48.705	126.166	.000 ^b
	Residual	369.825	958	.386		
	Total	418.530	959			

a. Dependent Variable: SSN

b. Predictors: (Constant), SET

In order to test hypothesis 1 (H_{01}), linear regression analysis was used. The result in Table 2 shows that an F-ratio of 126.166 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship between satisfaction of staff needs and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there

was a significant relationship between satisfaction of staff needs and teachers' self-efficacy in public secondary schools.

Research Question Two

To what extent does school administrator incentive motivational strategy relate to teachers' self-efficacy in public secondary schools?

Table 3 correlation matrix of relationship between school administrator incentive motivational strategy and teachers' self-efficacy

Correlations		
	IMS	SET
IMS	Pearson Correlation	1
	Sig. (2-tailed)	.311**
	N	.000
SET	Pearson Correlation	960
	Sig. (2-tailed)	960
	R ²	.311**
	N	1
		.000
		0.96
		960

** . Correlation is significant at the 0.01 level (2-tailed).

The result in table 3 shows that correlation coefficient obtained between school administrator incentive motivational strategy and teachers' self-efficacy was 0.31 and is within +/-0.00-0.39 indicating no correlation/weak/low Extent relationship. This means that, there exists a weak positive relationship between school administrator incentive motivational strategy and teachers' self-efficacy. Table shows that, the coefficient of determination (R²) associated with the correlation coefficient of 0.31 was 0.96. This coefficient of determination (R²) indicates that 96% Teachers' Self-efficacy correlate with school administrator incentive motivational strategy.

A corresponding hypothesis formulated to test whether there exist a significant relationship between school administrator incentive motivational strategy and teachers' self-efficacy is;

Hypothesis Two

There is no significant relationship between incentive motivational strategy and teachers' self-efficacy in public secondary schools.

Table 4 Regression analysis of relationship between incentive motivational strategy and teachers' self-efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.325	1	21.325	102.283	.000 ^b
	Residual	199.731	958	.208		
	Total	221.056	959			

a. Dependent Variable: IMS

b. Predictors: (Constant), SET

In order to test hypothesis 2 (H_{02}), linear regression analysis was used. The result in Table 4 shows that an F-ratio of 21.325 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significant for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis, which stated that; there is no significant relationship between incentive motivational strategy and teachers' self-efficacy in public secondary schools, is therefore rejected. This implies that, there was a significant relationship between school administrators' incentive motivational strategies and teachers' self-efficacy in public secondary schools.

Discussion of Findings

The extent of school administrator satisfaction of staff needs relate to teachers' self-efficacy in public secondary schools in South East Nigeria.

Research question one indicates that, there exist a moderate positive relationship between school administrators' satisfaction of staff needs and teachers' self-efficacy in public secondary schools in South East, Nigeria. This result also implies that 12% of the teachers' efficacy to a moderate

extent is determined by administrators' satisfaction of staff needs in public secondary school in South East, Nigeria.

In line with findings of this study Ugwu (2007) conducted a research on motivational strategies as instruments for optimization of service delivery for personnel management in secondary schools. The purpose was to find out the extent motivational strategies enhanced teachers' performance in secondary school in Nsukka Local Government Area. The findings revealed that the motivational practices of satisfaction of staff needs used by the school heads do not ginger teachers into proper performance of their duties hence teachers do not attend classes regularly, do not mark and return assignment books to students in time, do not use teaching aids in teaching, and do not take students to excursion trips. Similarly Iheukwumere and Afianmagbon (2010) who worked on administrative competencies displayed by principals in some occupational task areas in Abia State. The result revealed that Principals displayed moderate competence in determination of staff needs and student personnel administration. The study is related to the present study because school administration demands motivation of teachers for effective service and to be more efficacious in instructional delivery. The result of this study also revealed that, school administrators' determination of staff needs significantly relate with teachers self-efficacy in public secondary schools in South East, Nigeria.

The extent of school administrator incentive motivational strategy relate to teachers' self-efficacy in public secondary schools?

The search question two indicates a weak positive relationship between school administrator incentive motivational strategy and teachers' self-efficacy. The result also implies that 96% Teachers' Self-efficacy to a weak extent is determined by school administrator incentive motivational strategy. Hence, motivational there was a significant relationship between school administrators' incentive strategies and teachers' self-efficacy in public secondary schools. In her study Okoli (2009) investigated the effectiveness of administrators, motivational strategies of incentive and fear as factors in teachers' performance in secondary schools in Abia and Anambra States of Nigeria. The paper concluded that incentive motivational strategy to moderate extent enhances. In agreement Bacharah, Lipsky teachers' performance and shed in Umezue (2015) based on their study, concluded that extrinsic reward such as money will improve the performance of uninteresting or others unattractive tasks, but that intrinsic motivation is sufficient for the problem solving tasks. The researchers are of the view that in motivation of employee in an organization both intrinsic and extrinsic incentives are essential. In regards to this, there is need to provide a wide range of incentives in organization especially in educational organization, because of the purpose of incentives offered is to motivate workers to improve their work efficacy.

Conclusion

Education could be seen as a process by which members of a society acquire the knowledge and skills that will enable them to fit in as useful members of the society. For to be achieved there is need for effective use of good motivational strategies and instructional supervisory techniques by school administrators in order to enhanced teachers self-efficacy. The results of this study concludes among other variable that there exists a moderate positive relationship between school administrators' satisfaction of staff needs and teachers' self-efficacy. While the corresponding hypothesis revealed that, there was a significant relationship between satisfaction of staff needs and teachers' self-efficacy in public secondary schools It has been noted that there exists a weak positive relationship between school administrator incentive motivational strategy and teachers' self-efficacy. Hence, there was a significant relationship between school administrators' incentive motivational strategies and teachers' self-efficacy in public secondary schools.

Recommendations

Based on the findings and educational implications of this study, the following recommendations were made.

The two motivational strategies examined namely satisfaction of staff need and incentive motivational strategies revealed a moderate positive relationship and a weak positive relationship.

1. Therefore school administrators should apply the principle of satisfaction of staff needs and incentive in order to enhance teachers self-efficacy for achievement of educational goals and objectives.
2. Concerted effort should be made by both Federal and State Governments as major stakeholders in secondary education to adequately finance these schools by making available enough funds to school administrators to enable them provide the much needed motivational strategies that will enhance teachers self-efficacy. The Ministry of Education should endeavour to pay teachers salaries as and when due and intensify effort in paying other benefits promptly. Teachers' Salary Scale (TSS) should be implemented to attract the best brains to the teaching profession.

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