

Principal Motivational Strategies and Teachers' Job Performances

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ABSTRACT

This study examined relationship between principal motivational strategies and teachers' job performances in junior secondary school in the FCT, Abuja. The study was guided by four research questions and four hypotheses. The correlational survey design was employed for the study. Population of the study comprised of five thousand, five hundred and ninety-six (5,596) teachers in the one hundred and sixty-one (161) public junior secondary schools in the six Area Councils that made up the FCT, Abuja. Sample size for the study was three hundred and sixty (360) teachers. Data of the study were collected using principal motivation strategies scale and teachers' job performance scale. Data obtained were analyzed using the descriptive statistics, analysis of variance (ANOVA) and Pearson product-moment correlation coefficient (r) through the MS Excel and the SPSS. It was revealed that principals' motivational strategies and teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja are impressive; and there is significant relationship principals' motivational strategies and teachers' job performance in junior secondary schools, among others. Based on the findings, it was recommended that leadership training programmes dedicated to effective motivational strategies should be organized for principals, teachers' development programmes should be given priority, curriculum planners should work with policymakers to reduce bureaucratic constraints that hinder teachers' effectiveness, and supportive school climate should be fostered through encouragement of teachers to collaborate with one another.

Keywords: Motivation, Strategy, Job Performance.

INTRODUCTION

Globally, an essential place for social and economic as well as growth and development of the society is the school. The school is the society's miniature, and a social centre established towards building the personality and character of the citizenry which assist them develop their natural abilities toward sustainable growth and development of the immediate society, and the world at large (Apochi & Awoyeye, 2022). Also, the school is the centre for coordination and utilization of educational resources to bring about desirable changes in the learners, and it incorporates such experiences which are intimately connected with actual living and enable the individual to lead a successful life in society (Gu & Johansson, 2013). Obviously, the status of every society is determined by the status of its education which counts of schools. However, the school cannot achieve the stated objectives without the personnel.

Schools are led by educational leaders including principals, teachers, and other stakeholders who provide direction, support, and accountability for the school's mission and goals. Educational leadership encompasses aspects such as instructional leadership, organizational management, strategic planning, and community engagement, all aimed at promoting student success and school improvement (Gardner, 2011). A leading figure among educational leaders especially in the secondary school level is the principal (Darling-Hammond & Rothman, 2011).

Principals are the administrative heads and chief custodian of academic and non-academic as well as extracurricular activities in schools (Uzokife & Mbonu, 2023). As aptly opined by Odumodu cited in Egwuonwu, Ode and Idoko (2023), principals occupy a central position in the management of secondary education as far as the education of the child is concerned. By virtue of their positions, principals are the managers and their quality

of managerial functions determines to a large extent their success or failure. Principals provide teachers and other personnel in the school with the needed management supports to effectively function on their jobs (Egwuonwu, Ode & Idoko, 2023).

Therefore, for schools to be effective, principals are expected to employ various motivational strategies to inspire and engage both teachers and other non-teaching personnel as well as students. The expected strategies should aim to create a positive and supportive school culture, foster professional growth and development, and enhance overall performance (Darling-Hammond & Rothman, 2011).

In this regard, principals are to recognize and appreciate the efforts and achievements of teachers and students. They celebrate accomplishments, acknowledge hard work, and highlight exemplary performance through verbal praise, written commendations, awards, and public recognition ceremonies. Hence, this recognition reinforces positive behavior and encourages continued effort and excellence (NAESP, 2020). Also, principals are expected to provide professional development opportunities that support teachers' growth and effectiveness. This could be in form of workshops, seminars, conferences, and training sessions on topics such as instructional strategies, curriculum development, assessment techniques, technology integration, and classroom management (Hallinger & Murphy, 2005; Marzano, Waters & McNulty, 2005).

Recognizing this, educational leaders are increasingly focusing on strategies that can bolster teacher motivation and, consequently, enhance their performance (Darling-Hammond, 2017). Hence, teachers' effectiveness in a school system speaks of their job performance.

Teachers' job performances could be measured using numerous components including instructional performance, classroom management, communication, professional development, student assessment and evaluation, lesson planning and preparation, student guidance and support, parent and community engagement, curriculum development, colleague collaboration, student progress monitoring, classroom organization, technology integration, differentiation and, reflection and self-assessment (Hargreaves & Fullan, 2012; Darling-Hammond, 2017; NEA, 2018; Kusumaningrum, Sumarsono & Gunawan, 2019; Apochi & Awoyeye, 2022). Indubitably, these components collectively contribute to the overall effectiveness of a teacher and their ability to foster students' learning and academic performance (NEA, 2018).

It is neither exaggeration nor understatement to say that teachers are the most important personnel in the school system due to the fact that they are the "societal surgeons" who interact directly with students in the classroom, the societal theater, for translation of curriculum contents to actions as well as correcting and adjusting students' behaviours to be able to contribute meaningfully to the society (Apochi & Awoyeye, 2022).

Despite the crucial role of teachers in shaping the future of Nigeria, widespread challenges exist in the education sector, particularly in the area of teacher motivation. Junior secondary schools in Abuja, the capital city, are not immune to these issues. While various factors contribute to teacher dissatisfaction and low performance, the influence of principals' motivational strategies remains largely unexplored in this specific context (Ali & Ntu, 2023). Also, teachers often experience low morale due to factors such as inadequate pay, limited professional development opportunities, and challenging working conditions; and many junior secondary schools in Nigeria are under-resourced, lacking basic infrastructure, technology, and teaching materials, which further dampens teacher motivation. In addition, complex and inflexible bureaucratic systems can hinder teachers' ability to innovate and make decisions in their classrooms (Chiemeka-Unogu, 2022).

While several studies have explored teacher motivation in Nigeria, research specifically focused on the impact of principals' motivational strategies on teachers' job performance in junior secondary schools in Abuja is limited. This gap in the literature calls for a focused study that examines the connection between principals' strategies and teachers' job performance in this specific context.

Purpose of the Study

The following are the specific objectives of the study:

- i. Identify the motivational strategies employed by junior secondary schools' principals across the Area

Councils in the FCT, Abuja.

- ii. Assess teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja.
- iii. Examine factors influencing teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja.
- iv. Establish the relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja.

Research Questions

The following research questions were raised to guide the study:

1. What are the motivational strategies employed by junior secondary schools' principals across the Area Councils in the FCT, Abuja?
2. How are teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja?
3. What are the factors influencing teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja?
4. Is there relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja?

Hypothesis

Based on the above research questions, the following hypotheses were formulated:

- H₀₁: The motivational strategies employed by junior secondary schools' principals in the FCT, Abuja are not significantly difference across the Area Councils.
- H₀₂: Teachers' job performance in junior secondary schools in the FCT, Abuja are not significantly difference across the Area Councils.
- H₀₃: The factors influencing teachers' job performance in junior secondary schools in the FCT, Abuja not significantly difference across the Area Councils.
- H₀₄: There is no significant relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja.

Theoretical Framework

The theory that underscored this study is the transformational leadership theory. According to the theory, transformational leadership is a leadership style characterized by its ability to inspire and motivate followers to exceed their expectations. Originating from James MacGregor Burns and further developed by Bernard M. Bass, this theory has been widely applied across various organizational contexts. Key components of transformational leadership include:

1. Idealized Influence. Leaders serve as role models, earning trust and respect through their integrity, charisma, and ethical conduct.
2. Inspirational Motivation. Leaders articulate a compelling vision, inspiring and motivating followers to contribute to achieving that vision.

3. Intellectual Stimulation. Leaders encourage innovation and creativity by challenging assumptions and promoting critical thinking.
4. Individualized Consideration. Leaders demonstrate genuine concern for followers' needs, providing support and mentorship for their development.

Applying transformational leadership to junior secondary schools in the Federal Capital Territory, Abuja, Nigeria, principals can model exemplary ethical conduct and lead by example, communicate a clear and inspiring vision for the school's future, promote professional development and encourage innovative teaching practices, and provide personalized support and mentorship to teachers. Therefore, transformational leadership theory offers principals in junior secondary schools in Abuja a solid guide for creating a positive work environment that motivates teachers to perform better. By focusing on inspiring teachers, encouraging intellectual growth, and providing individual support, principals can foster a supportive atmosphere that leads to improved teaching and student achievement.

Conceptual Framework

A conceptual framework provides a structure for organizing and understanding complex ideas, or phenomena within a particular field of study. It serves as a conceptual foundation that guides research, analysis, and interpretation. The diagram below represents the conceptual framework for the study.



This diagram represents the conceptual framework for this study. It indicates that principal motivational strategies has relationship and influence on teacher's job performances. However, it is important to note that the relationship between these two variables can be complex and multifaceted involving various motivational techniques employed by principals and the resulting effects on teachers' effectiveness. Therefore, the study looked into factors influencing teachers' job performance in addition.

Review of Previous Studies

This section concerns with empirical review for the study which afford the researcher to review related empirical studies with the aim to establish direction of studies within the scope of the variables under investigation as well as gaps to be bridged. Hence, the studies reviewed were presented orderly as follows:

Nwabueze, Edikpa and Chukwuma (2018) investigated principals' motivational strategies and teachers' commitment to work for enhanced national cohesion and global competitiveness in secondary schools in Enugu State. The descriptive survey design was adopted. The population of the study was 6,590 personnel comprised of 292 principals and 6,298 teachers in public senior secondary schools in the State. A sample size of 617 principals and teachers was drawn using stratified random sampling technique. The instrument used was questionnaire tagged "principals' motivational strategies and teachers' commitment to work questionnaire" (PMSTCWQ). Descriptive and z-test statistics were used for data analysis. Findings of the study revealed that the ways principal's administrative strategies enhance teachers' commitment to work for national cohesion and global competitiveness, and motivation of teachers helps to control their classrooms instructions for improved students' academic performance.

Hiolin and Billones (2019) assessed the influence of the principals' motivational strategies on teachers' performance in secondary schools in Philippine. The descriptive survey design was adopted. 12 school heads

and 88 teachers in Pigcawayan West District participated in the study. Questionnaire was the instrument for data collection. Data obtained were analyzed using the descriptive and Pearson correlation statistics. The results revealed that motivational strategies utilized by principal has significant relationship on teachers' performance; and guided counseling and rewards are highly significant with teachers' performance.

Awodiji, Etejere, Oluwalola, Eniola-arigbe, Fawale, and Ololo (2019) investigated principals' human relation strategies and level of secondary schools teachers' job performance in Patigi Local Government Area of Kwara State. A descriptive design of a correctional type was adopted. 180 respondents comprising school principal, vice-principals, HODs and teachers participated in the study. Two questionnaires were used for data collection. Descriptive statistics and Pearson product moment correlation were used for data analysis. The study revealed that there is a positive relationship between human relations strategies of principals and teachers' job performance in secondary schools.

Egboka and Olisah (2020) examined the relationship between principals' administrative strategies and teachers' job performance in secondary schools in Anambra State. Correlation research design was adopted for the study. Population of the study comprised of 6,396 teachers. Sample size of the study was 959 teachers. Instrument of the study was a questionnaire. Data collected were analyzed using Pearson's Product Moment Correlation Coefficient and t-test. The results revealed that there was high positive relationship between principals' motivational strategies and teachers' job performance in secondary schools in Anambra State.

Ekweogu, Chime and Obineme (2020) investigated strategies which principals of public secondary schools in Ideato LGA of Imo State. Descriptive survey design was employed. The population of the study comprised of 222 teachers in public secondary schools. A sample of 114 teachers was drawn from the population by proportionate stratified random sampling technique. The instrument for data collection was titled principals motivational strategies questionnaire (PMSQ). Data collected were analyzed using simple mean ratings. Results indicated that school principals in Ideato North L.G.A should adopt motivational strategies that could offer their teachers job satisfaction.

Ezema and Ogunshola (2020) investigated the impact of principals' motivational techniques on students' academic performance in FCT junior secondary schools, Abuja. Descriptive survey and ex-post facto research designs were adopted. Population of the study comprised teachers and students in Kuje Area Council. The data for the study were gathered through questionnaire from 300 teachers, and the results of 9963 students in Junior Secondary Certificate Examination (JSCE) in nine subjects including English Language and Mathematics from 2012 to 2017. The descriptive statistics and the Pearson's product moment correlation coefficient were employed for data analysis. The findings revealed that there was a significant relationship between principals' motivational techniques and students' academic performance in FCT junior secondary schools. It was concluded that principals' motivational techniques could enhance students' academic performance in FCT junior secondary schools.

Echikpu (2021) assesses the relationship between principals' motivational strategies and teachers' job satisfaction in public senior secondary schools in Rivers State. The correlational design was used in the study. The population of the study comprised 267 principals and 7425 teachers of public senior secondary schools in the State. A sample of 107 principals and 372 teachers was used in the study. Principals' motivational strategies questionnaire (PMSQ) and teachers' job satisfaction questionnaire (TJSQ) were used for data collection. Data collected was analyzed using the descriptive and the Product Movement correlation coefficient statistics. The result revealed that teachers' involvement in decision making; school management support and positive reinforcement constitute motivational techniques utilized by principals in the administration of public senior secondary schools in Rivers State. Also, it was found out that teachers' involvement in decision making correlates positively with job satisfaction of teachers in public senior secondary schools in Rivers State whereas school management support, positive reinforcement and job design showed no significant relationship with teachers' job satisfaction.

Marietta (2021) investigated the influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County, Kenya. The correlation descriptive survey design

was adopted. Population of the study encompassed all the 42 principals and all the 314 teachers. A samples size of 109 respondents was used for the study. Questionnaires and interview guide were utilized as data collection tools. Quantitative data were analyzed using the descriptive statistics while content and thematic analysis were employed in analyzing qualitative data. Findings revealed that the principals' motivational strategies such as recognition, staff professional development, incentives and interpersonal relationships that constituted the main variables were crucial in influencing teachers' job satisfaction.

Okwatsa (2021) assessed the implications of principals' motivation strategies on teachers' job performance in public secondary schools in Mombasa County, Kenya. A cross sectional survey research design was used in the study. The study targeted principals and teachers of public secondary schools in Mombasa County of which a sample size of 228 respondents was used. Instrument of the study was a questionnaire. Pearson Correlation Coefficient and descriptive statistics were employed for data analysis. Findings showed the principals and teachers believed rewarding teacher encouraged their job performance positively and extensively; and that regular recognition of teachers' effort had a positive impact on teachers' job performance.

Agu, Oputa and Umeh (2021) examined the principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South LGA of Anambra State. The descriptive survey research design was adopted for the study. The population comprised of all the 640 teachers in all the public secondary schools in LGA. The sample size of the study was 250 respondents. The instrument for data collection was a questionnaire. The data were analyzed using the descriptive statistics. The study found out among other things that principals use provision of welfare packages, conducive environment, adequate teaching materials and leadership behaviours as motivational techniques to influence teacher job performances in Awka South LGA.

Uzokife and Mbonu (2023) investigated principals' management strategies for effective teachers' performance in public senior secondary schools in Anambra State. A descriptive research design was adopted. Population of the study comprised 3,395 teachers in public senior secondary schools in the six education zones of the State. A sample size of 263 teachers from Onitsha and Awka education zones were used for the study. The instrument for data collection was a researcher-designed questionnaire. Descriptive and z-test statistics were used data analysis. Findings revealed that principals' motivational, supervisory, staff training and development strategies influenced teachers' performance in public senior secondary schools; and that the principals' management strategies are significantly contributed to teachers' job performance in the administration of public secondary schools in Anambra State.

Studies reviewed were conducted widely within and outside Nigeria covering the variables in the present study. Nevertheless, none of the revealed studies focused on the relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja. Therefore, the need for the present study.

METHODOLOGY

The correlational survey design was employed for this study. A correlational survey design, according to Creswell and Creswell (2017), is a research methodology used to examine the relationship or association between two or more variables. It affords researchers to collect data through surveys, questionnaires, or interviews, and then analyze the data to identify patterns, correlations, or relationships between the variables under investigation.

Population of the study comprised of five thousand, five hundred and ninety-six (5,596) teachers in the one hundred and sixty-one (161) public junior secondary schools in the six Area Councils that made up the Federal Capital Territory (FCT), Abuja. Sample size for the study was three hundred and sixty (360) teachers. This was based on the Research Advisor's sample size technique at 0.05 level of significance.

Two instruments, Principal Motivation Strategies Scale (PMSS) and Teachers' Job Performance Scale (TJPS), were used for data collection. Contents of the instruments were adapted from previous empirical studies. Both instruments were constructed in a four-point modified Likert scale format with options Strongly Agree - 4 points, Agree - 3 points, Disagree - 2 points, and Strongly Disagree - 1 point. Each has two sections – A and B. Section A focused on the bio-data of the respondents, while Section B contained questionnaire items raised in line with

the objectives of the study. PMSS was design for teachers while principals and their deputies are to attend to the TJPS.

Reliability of the instruments was established a pilot test. Analysis of data obtained through the pilot test was carried out using the Cronbach Alpha (α) reliability test method. Reliable indexes of 0.83 and 0.82 were obtained for PMSS and TJPS respectively. The descriptive statistics, analysis of variance (ANOVA) and Pearson product-moment correlation coefficient (r) were employed through the SPSS for analysis of the data.

RESULTS

Research Question One: What are the motivational strategies employed by junior secondary schools' principals across the Area Councils in the FCT, Abuja?

Table 1: Principals' Motivational Strategies

S/N	Item	Rating Mean across Area Councils					
		Abaji	AMAC	Bwari	G/Lada	Kuje	Kwali
1	Principal acknowledges and appreciates teachers' efforts and achievements	3.18	3.41	3.46	3.35	3.26	3.29
2	Principal provides opportunities for professional development and growth	3.00	3.15	3.29	3.23	3.53	3.47
3	Principal communicates a clear vision and goals for the school	3.12	3.17	2.83	3.18	3.24	3.29
4	Principal fosters a positive and supportive school culture	3.29	3.14	3.21	3.25	3.26	2.88
5	Principal encourages collaboration and teamwork among staff members	2.88	3.19	3.06	3.15	3.06	3.12
6	Principal offers incentives or rewards for outstanding performance	3.12	2.85	3.04	3.08	3.24	3.18
7	Principal provides regular feedback and constructive criticism	3.06	3.18	3.08	3.30	2.97	3.12
8	Principal advocates for resources and support to meet teachers' needs	3.35	3.28	3.27	3.50	3.53	3.12
9	Principal promotes a sense of belonging and ownership among staff	3.18	2.99	3.06	2.95	2.65	2.65
10	Principal leads by example and demonstrates commitment to the school's mission	3.06	3.24	3.31	3.23	3.24	3.06
General Mean		3.12	3.16	3.16	3.22	3.20	3.12

Data related to research question one were presented to Table 1 which showed that the entire items were agreed upon as no rating mean is less than 2.50 across the six Area Councils. General means for the items ranged from 3.12 to 3.22. Therefore, principals' motivational strategies in junior secondary schools across the Area Councils in the FCT, Abuja are remarkable.

Research Question Two: How effective are teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja?

Table 2: Teachers' Job Performance

S/N	Item	Rating Mean across Area Councils					
		Abaji	AMAC	Bwari	G/Lada	Kuje	Kwali
	Lesson Planning and Delivery						
1	Teachers' lesson plans are well-structured and organized	2.80	3.25	3.47	3.30	3.75	3.67
2	Teachers effectively communicates learning objectives to students	3.00	2.92	3.27	3.50	3.50	2.67
3	Teachers engage students actively during lessons	3.20	3.33	3.73	3.40	3.38	3.67
4	teachers effectively utilize different teaching strategies to cater to students' needs	2.40	3.21	3.13	3.30	3.63	3.33
	Classroom Management						
5	Teachers establish and enforce clear classroom rules and expectations	3.20	2.63	3.20	3.40	2.63	3.50
6	Teachers effectively manage student behavior	3.00	3.46	2.67	2.70	3.38	3.50
7	Teachers ensure safe and supportive learning environment	3.20	2.92	3.27	3.20	3.25	3.00
8	Transitions between activities are smooth and minimize disruptions	3.00	3.63	3.33	3.10	3.50	2.83
	Instructional Performance						
9	Teachers demonstrate deep knowledge of the subject matter	2.60	3.29	2.80	3.40	2.50	3.67
10	Teachers effectively communicate complex concepts to students	2.80	3.08	3.20	3.60	3.75	3.17
11	Teachers provide clear and constructive feedback to students	3.00	3.13	2.93	3.10	3.38	3.33
12	Teachers effectively use instructional technology to enhance learning	3.00	3.00	3.00	3.10	3.50	3.83
	Students' Assessment and Evaluation						
13	Assessments administered by teachers align with learning objectives	3.80	3.50	2.87	3.80	3.50	3.00
14	Teachers provide timely and meaningful feedback on student assessments	3.00	3.54	3.53	3.40	3.50	3.67
15	Teachers use assessment results to adjust instructional strategies	3.20	3.50	3.13	3.60	2.88	2.50

16	Assessments administered by teachers are fair and unbiased	2.60	3.21	3.20	3.30	3.25	3.00
General Mean		3.15	3.44	3.18	3.53	3.28	3.04

Table 2 showed the data obtained for research question two which revolved around teachers' job performance. All the questionnaire items raised were agreed upon as none of the items has less than 2.50 rating mean across the Area Councils. The least general rating mean for the items was 3.04 while the highest general rating mean was 3.53. Hence, teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja is effective.

Research Question Three: What are the factors influencing teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja?

Table 3: Factors Influencing Teachers' Job Performance

S/N	Item	Rating Mean across Area Councils					
		Abaji	AMAC	Bwari	G/Lada	Kuje	Kwali
1	Inadequate of teaching resources (textbooks, materials) posed threats to teachers' job performance	3.24	3.42	3.33	3.50	3.41	3.59
2	Poor support from school administration (encouragement, feedback) can impacts teachers' job performance	3.47	3.32	3.19	3.53	3.18	3.47
3	Lack of opportunities for professional development (workshops, training sessions) hinders teachers job performance	3.53	3.49	3.56	3.28	3.24	3.35
4	Lack of collaborative work environment (teamwork, sharing ideas) hampered teachers' job performance	3.24	3.27	3.21	3.10	3.21	3.41
5	Inadequate facilities and infrastructure (classrooms, laboratories) affects teachers' job performance	3.24	3.06	3.21	2.95	3.03	3.06
6	Work-life imbalance (unmanageable workload, inflexible schedule) impacts teachers' job performance	2.88	3.19	3.17	3.50	3.53	3.35
7	Unsupportive attitude from parents and guardians (non-involvement in students' education) influences teachers' job performance	3.12	3.45	3.38	2.93	2.85	2.82
8	None recognition and appreciation of efforts by school management impact teachers' job performance	3.47	3.47	3.31	3.50	3.44	3.41
9	Poor school climate including poor relationship among staff and students influence teachers' job performance	3.29	3.32	3.10	2.95	2.85	3.24
10	Teachers' personal well-being and circumstances impact their job performance	2.71	3.34	3.29	3.20	3.09	3.00
General Mean		3.22	3.33	3.28	3.24	3.18	3.27

Data related to research question three were presented to Table 3 which showed that the entire items were agreed upon as no rating mean is less than 2.50 across the six Area Councils. General rating means for the items ranged from 3.18 to 3.33. Therefore, factors influencing teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja are pronounced.

Research Question Four: Is there relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja?

Table 4: Principals' Motivational Strategies (General Responses)

S/N	Item	SA	A	D	SD	Mean
1	Principal acknowledges and appreciates teachers' efforts and achievements	153	73	23	16	3.37
2	Principal provides opportunities for professional development and growth	122	99	31	13	3.25
3	Principal communicates a clear vision and goals for the school	112	95	36	22	3.12
4	Principal fosters a positive and supportive school culture	102	122	27	14	3.18
5	Principal encourages collaboration and teamwork among staff members	112	95	36	22	3.12
6	Principal offers incentives or rewards for outstanding performance	100	97	38	30	3.01
7	Principal provides regular feedback and constructive criticism	124	69	58	14	3.14
8	Principal advocates for resources and support to meet teachers' needs	133	96	28	8	3.34
9	Principal promotes a sense of belonging and ownership among staff	99	96	26	44	2.94
10	Principal leads by example and demonstrates commitment to the school's mission	127	89	31	18	3.23
General Mean						3.17

Table 5: Factors Influencing Teachers' Job Performance (General Responses)

S/N	Item	SA	A	D	SD	Mean
Lesson Planning and Delivery						
1	Teachers' lesson plans are well-structured and organized	36	25	3	4	3.37
2	Teachers effectively communicates learning objectives to students	27	27	10	4	3.13
3	Teachers engage students actively during lessons	37	25	6	0	3.46
4	teachers effectively utilize different teaching strategies to cater to students' needs	27	32	5	4	3.21
Classroom Management						
5	Teachers establish and enforce clear classroom rules and expectations	19	36	6	7	2.99
6	Teachers effectively manage student behaviour	28	28	5	7	3.13

7	Teachers ensure safe and supportive learning environment	28	26	7	7	3.10
8	Transitions between activities are smooth and minimize disruptions	32	29	6	1	3.35
Instructional Performance						
9	Teachers demonstrate deep knowledge of the subject matter	30	23	6	9	3.09
10	Teachers effectively communicate complex concepts to students	33	23	8	4	3.25
11	Teachers provide clear and constructive feedback to students	29	25	7	7	3.12
12	Teachers effectively use instructional technology to enhance learning	32	20	10	6	3.14
Students' Assessment and Evaluation						
13	Assessments administered by teachers align with learning objectives	45	12	3	8	3.38
14	Teachers provide timely and meaningful feedback on student assessments	42	19	5	2	3.49
15	Teachers use assessment results to adjust instructional strategies	31	23	14	0	3.25
16	Assessments administered by teachers are fair and unbiased	30	24	9	5	3.16
General Mean						3.23

Data on Tables 4 and 5 for principals' motivational strategies, and teachers' job performances respectively were presented to answer research question four on the relationship between the two factors. General rating means of 3.17 and 3.23 were recorded for principals' motivational strategies, and teachers' job performances respectively. The two rating means are within the range of 3.00 and 3.50, therefore, there relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja.

Test of Hypotheses

This section captured the summary of test of hypotheses formulated for the study. These are presented along each hypothesis.

Hypothesis One: The motivational strategies employed by junior secondary schools' principals in the FCT, Abuja are not significantly difference across the Area Councils.

Table 6: ANOVA Results for Hypothesis One

Group	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	22.238	5	4.448	0.47	0.80	Accepted
Within Groups	2466.389	259	9.523			
Total	2488.626	264				

The F-test for the ANOVA analysis for hypothesis one was not statistically significant $F(5, 259) = 0.47$, $p = 0.80$, indicating that the null hypothesis one was accepted. Hence, the motivational strategies employed by junior secondary schools' principals in the FCT, Abuja are not significantly difference across the Area Councils.

Hypothesis Two

Teachers' job performance in junior secondary schools in the FCT, Abuja are not significantly difference across

the Area Councils.

Table 7: ANOVA Results for Hypothesis Two

Group	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	134.06	5	26.812	1.44	0.22	Accepted
Within Groups	1154.00	62	18.613			
Total	1288.06	67				

The F-test for the ANOVA analysis for hypothesis two was not statistically significant $F(2, 62) = 1.44, p = 0.22$, indicating that the null hypothesis two was accepted. Hence, teachers' job performance in junior secondary schools in the FCT, Abuja are not significant difference across the Area Councils.

Hypothesis Three: The factors influencing teachers' job performance in junior secondary schools in the FCT, Abuja not significantly difference across the Area Councils.

Table 8: ANOVA Results for Hypothesis Three

Group	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	75.479	5	15.096	1.45	0.20	Accepted
Within Groups	2681.826	259	10.355			
Total	2757.306	264				

The F-test for the ANOVA analysis for hypothesis three was not statistically significant $F(5, 259) = 1.45, p = 0.20$, indicating that the null hypothesis three was accepted. Therefore, the factors influencing teachers' job performance in junior secondary schools in the FCT, Abuja not significantly difference across the Area Councils.

Hypothesis Four: There is no significant relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja.

Table 9: Pearson Correlation Results for Hypothesis Four

	Principal Motivational Strategies	Teachers' Job Performance	Decision
Principal Motivational Strategies	1	0.53	Rejected
Teachers' Job Performance	0.53	1	

* $p < 0.01$

Pearson correlation coefficients were calculated for hypothesis four showing that principal motivational strategies was found to have positive correlation with teachers' job performance ($r = 0.53, p < 0.05$) indicating the hypothesis four was rejected. This implies there is significant relationship between principals' motivational strategies and teachers' job performance in junior secondary schools in the FCT, Abuja.

DISCUSSION OF FINDINGS

This section is crucial as it provides a deeper understanding of the research findings and compare them with existing literature. Outcomes from research question one and hypothesis one revealed that principals acknowledged and appreciated teachers' efforts and achievements, provide opportunities for professional development and growth, communicate a clear vision and goals for the schools, foster a positive and supportive

school culture, and encourage collaboration and teamwork among staff members. Also, principals across public junior secondary schools in the FCT, Abuja offer incentives or rewards for outstanding performance, excellence in providing regular feedback and constructive criticism, advocate for resources and support to meet teachers' needs, promote a sense of belonging and ownership among staff, and lead by example and demonstrate commitment to the schools' mission. There is no significant difference in these factors across the Area Councils that made up the FCT, Abuja.

These implied that principals' motivational strategies are in conformity with the theories adopted for this study. Therefore, this finding supports the findings of Hiolin and Billones (2019) who disclosed that the principals' motivational strategies in secondary schools in Philippine are excellence. Also, Ekweogu, Chime and Obineme (2020) made known that motivation strategies adopted by principals of public secondary schools in Ideato LGA of Imo State are functional. Likewise, Ezema and Ogunshola (2020) revealed the impact of principals' motivational techniques on students' academic performance in junior secondary schools in the FCT, Abuja. In the same way, Echikpu (2021) disclosed excellence principals' motivational strategies in public senior secondary schools in Rivers State. In addition, Marietta (2021) revealed that principals' motivational strategies in Migwani Sub-County public secondary schools in Kenya is satisfactory.

Regarding effectiveness of teachers' job performance which is the focus of research question two and hypothesis two, results of the study revealed that lesson planning and delivery of teachers are excellence, classroom management impressive, instructional performance inspiring, and students' assessment and evaluation are remarkable. Therefore, teachers' job performances in JSS across the Area Councils in the FCT, Abuja are imposing.

This finding agrees with the findings of Nwabueze, Edikpa and Chukwuma (2018) who revealed impressive teachers' commitment to work for enhanced national cohesion and global competitiveness in secondary schools in Enugu State. Likewise, Hiolin and Billones (2019) disclosed impressive teachers' performance in secondary schools in Philippine. In the same vein, Awodiji, Etejere, Oluwalola, Eniola-arigbe, Fawale, and Ololo (2019) revealed that teachers' job performance in Patigi Local Government Area of Kwara State are remarkable. Furthermore, Egboka and Olisah (2020) revealed that teachers' job performance in secondary schools in Anambra State are impressive. Similarly, Okwatsa (2021) revealed that teachers' job performance in public secondary schools in Mombasa County, Kenya are satisfactory.

Despite the above revelation about teachers' job performances, the study discovered that some factors are still confronting teachers in discharging their professional responsibilities. These include inadequate of teaching resources, support from school administrations, opportunities for professional development, collaborative work environment, and schools' facilities and infrastructure. Others include work-life imbalance, attitude from parents and guardians, school climate, and personal well-being of teachers. There is not significance difference in these factors across Area Councils in the FCT, Abuja.

This finding corroborates the findings of Maqsood, Ishtiaq, Maqsood, Sarfraz and Qamar (2012) who revealed that the factors affecting the performance of teachers at higher level in Pakistan could related to school, students, and teachers' personal factors. Likewise, Mark (2015) that that motivation of teachers in Kibaha District, Tanzania was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delays in promotions and community's negative perception towards teaching. In addition, Korir (2017) revealed that poor remuneration and working environment affected teachers' job performance in public secondary schools in Bomet County, Kenya.

Finally, the study disclosed significant relationship between principals' motivational strategies and teachers' job performances in public JSS across the Area Councils in the FCT, Abuja. This informs the imperative of motivation on teachers' performances.

This finding concurs with the findings of Andriani, Kesumawati and Kristiawan (2018) that revealed that transformational leadership and work within schools have positive effects on teachers' performance in Malaysia. Furthermore, Agu and Manafa (2018) revealed that principals' motivational strategies improved teachers' job performance in public secondary schools in Enugu East LGA of Enugu State.

Other studies in this regard include Osegbue, Ohamobi and Manafa (2018) who disclosed improvement in

teachers' productivity as result of motivation in secondary schools in in Onitsha education zone of Anambra State. Also, Nwabueze, Edikpa and Chukwuma (2018) disclosed that principals' motivational strategies positively influenced teachers' commitment to work in secondary schools in Enugu State. Additional, Hiolin and Billones (2019) made known that principals' motivational strategies have influence on teachers' performance in secondary schools in Philippine. Furthermore, Awodiji, Etejere, Oluwalola, Eniola-arigbe, Fawale, and Ololo (2019) related significant relationship between principals' human relation strategies and level of secondary schools teachers' job performance in Patigi Local Government Area of Kwara State. Similarly, Egboka and Olisah (2020) disclosed significant relationship between principals' administrative strategies and teachers' job performance in secondary schools in Anambra State. Moreover, Marietta (2021) disclosed significance influence of principals' motivational strategies on teachers' job satisfaction in Migwani Sub-County public secondary schools, Kitui County, Kenya. Similarly, Okwatsa (2021) revealed the implications of principals' motivation strategies on teachers' job performance in public secondary schools in Mombasa County, Kenya.

CONCLUSION

In line with the findings of the study, the following conclusions were reached:

- i. Principals in junior secondary schools in the FCT, Abuja employed commendable motivational strategies which appear consistent across different Area Councils.
- ii. Teachers demonstrate effective job performance in junior secondary schools across various Area Councils in the FCT, Abuja indicating a consistent standard.
- iii. The factors influencing teachers' job performance in junior secondary schools are not significantly difference across the Area Councils in the FCT, Abuja, suggesting a uniform set of challenges.
- iv. There is a significant correlation between principals' motivational strategies and teachers' job performance in junior secondary schools across the Area Councils in the FCT, Abuja, underscoring the importance of leadership in enhancing teaching effectiveness

RECOMMENDATIONS

Based on the findings of this study and the existing literature, the following recommendations are offered to improve principals' motivational strategies and enhance teacher performance in public junior secondary schools in the FCT, Abuja:

- i. Leadership training programmes explicitly dedicated to effective motivational strategies should be organized for principals drawing upon evidence-based practices and theories to equip principals with practical skills for implementing motivational strategies to foster supportive school environment.
- ii. Teachers' development programmes should be given priority to enhance teachers' self-efficacy, provide opportunities for professional growth, skill development, and collaboration. Also, such programmes should be designed to empower teachers to make decisions about their teaching practices, fostering a sense of autonomy and ownership over their work.
- iii. Curriculum planners should work with policymakers to reduce bureaucratic constraints that hinder teachers' effectiveness and increase their workload. Also, teacher well-being should be prioritized by providing opportunities for stress management, work-life balance, and access to support services.
- iv. Supportive school climate should be fostered through encouragement of teachers to collaborate with one another, creating a culture of mutual support and shared learning.

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