

**Principals' Motivation Technique and Teachers' Workload as Determinants of Job
Performance in Public Secondary Schools in Oyo Zone**

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Certification

This is to certify that Oluwatobi J. Akintobi with matriculation number LCU/PG/002465 carried out this research work titled “Principals' Motivation Technique and Teachers' Workload as Determinants of Job Performance in Public Secondary Schools in Oyo Zone” in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State, for the award of Master Degree (M.Ed) in Educational Management and that this has not been previously submitted.

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Dedication

This research work is dedicated to God Almighty and my darling mother.

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Acknowledgement

I give special thanks to the Lead City University, Ibadan for the enabling environment accorded me during this research work. Appreciation also to the Federal College of Education (Special), Oyo library that afforded me the opportunity to have necessary materials needed for this research work.

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Lastly, this work would not have been successful without the support of my beautiful family – my darling wife and blessed children (Miracle and Melody). Thanks so much dearies, I love you so much.

Even though the above mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Abstract

The study examined Principals' Motivational Technique and Teachers' Workload as Determinants of Job Performance in Public Secondary Schools in Oyo Zone. The descriptive research design was used for the study. The population of the study comprises of all the principals and teachers in the public secondary schools in Oyo Zone which is 88 principals and 2080 teachers. Multistage sampling procedure involving several sampling methods was used to select the sample size for the study, while the proportionate stratified sampling technique was applied to the population of the teachers in Oyo Education Zone and eighty percent (80%) of the population of the teachers was taken which gives 677 teachers (352 males and 325 females) and all 37 principals was used for the study. The instrument for data collection was questionnaire titled Principal's Motivation Technique and Teachers' Workload as Determinants of Job Performance Questionnaire (PMTTWDJPO) for both principals and teachers of schools sampled. Data collected from questionnaire were analyzed using descriptive statistics of frequency counts, percentage score, mean and standard deviation including inferential statistics of Pearson Products Moment Correlation and multiple regression analysis at 0.05 level of significance. The results obtained from the hypotheses showed that the reward system is the prevalent motivational technique among the principals selected for the study. Also, recommendation for promotion, nature of job and time management, in that order, was the factors that could predict teachers' job performance. Conclusively, workers place great value on their motivation and job performance and the influence of reward, training and development and time management in relation to teachers' motivation cannot be over-emphasised. Finally, it was recommended that the growth and advancement of the employees on the job through rewards, promotions training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction.

Table of Contents

Title page	
Certification	i
Dedication	ii
Acknowledgement	iii
Abstract	iv
Table of content	vi - vii
List of Tables	viii
List of Figures	ix
List of Acronyms	x - xi
CHAPTER ONE	
1.0. Introduction	1
1.1. Background to the Study	1 – 13
1.2. Statement of the Problem	13
1.3. Aims and Objects of the Study	13 – 14
1.4. Research Questions	14
1.5. Research Hypotheses	14 – 15
1.6. Significance of the Study	15 – 16
1.7. Scope of the Study	16
1.8. Limitations of the Study	16 – 17
1.9. Operational Definition of Terms	17 – 18
CHAPTER TWO – REVIEW OF LITERATURE	
2.0. Introduction	29 - 30
2.1. Conceptual Studies	
2.1.1. Job Performance	30 - 31
2.1.2 Teachers' Job Performance	31 - 32

2.1.3. Motivational Technique	32 - 34
2.1.4. Training and Retraining	34 - 41
2.1.5. Promotion System	41 - 43
2.1.6. Rewarding System	43 - 45
2.1.7. Attending Seminars and Conferences	45 - 46
2.1.8. Teachers' Workload	47 - 49
2.1.9. Time Management	49 - 51
2.1.10. Nature of Work	51 - 56
2.2. Theoretical Framework	
2.2.1. Expectancy Theory	57 - 58
2.2.2. To Factory Theory (Hygiene Theory)	58 - 60
2.2.3. Motivational Intensity Theory	60 - 62
2.3. Review of Empirical Studies	62 - 78
2.4. Conceptual Framework	79 - 80
2.5. Summary of Literature Reviewed	80 - 81
CHPATER THREE	
3.0. Introduction	102
3.1. Research Design	102
3.2. Population of the Study	102 - 103
3.3. Sample and Sampling Techniques	103 - 105
3.4. Description of the Research Instrument	105
3.5. Validity of Research Instrument	105 - 106
3.6. Reliability of Research Instrument	106

3.7.	Method of Data Collection	106
3.8.	Method of Data Analysis	106

CHAPTER FOUR

4.1.	Results of Findings	108 - 119
4.2.	Discussion of Results	119 – 120

CHAPTER FIVE

5.1.	Summary of findings	121 - 122
5.2.	Conclusion	122
5.3.	Recommendations	123 - 124
5.4.	Contribution to Knowledge	124 - 125
5.5.	Suggested Area of Further Research	125

Bibliography

Appendix I

Appendix II

Bio Data

University Compliance Form

List of Tables

Table	Name	Page
3.1.	Principals and Teachers Population in Public Secondary Schools in Oyo Educational Zone	103
3.2.	Sampled Population of Principals and Teachers Population in Public Secondary Schools Oyo Zone	104
4.1.	Demographic Information of the Principals	108-109
4.2.	Demographic Information of the Teachers	109-110
4.3.	The Level of Job Performance of Teachers in Public Secondary Schools in Oyo Zone	111
4.4.	Status of Workload of Teachers in Public Secondary Schools in Oyo Zone	112-113
4.5.	Prevalent Adopted Motivational Techniques of Principals in Public Secondary Schools in Oyo Zone	113-116
4.6.	Joint influence of principals' motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone	117
4.7.	Relative influence of principals' motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone	118

List of Figures

Figure	Name	Page
2.1.	Conceptual Framework	79

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List of Acronyms

Abbreviation	Meaning
BEC	Basic Education Certificate
WASSCE	West Africa Senior Secondary Certificate Examination
PTA	Parents Teachers Association
ICT	Information Communication Technology
TRCN	Teachers Registration Council of Nigeria
NPE	National Policy on Education
HR	Human Relation
SSCE	Senior Secondary Certificate Examination
FCT	Federal Capital Territory
NCE	Nigeria Certificate in Education
PGDE	Post Graduate Diploma in Education
B. Ed.	Bachelor of Education
B. Sc. Ed.	Bachelor of Science in Education
MIT	Motivational Intensity Theory
PPMC	Pearson Product Moment Correlation
LGA	Local Government Area
MBO	Management by Objective
NUT	Nigeria Union of Teachers
TTP	Teacher Task Performance
EZs	Educational Zones
TPQ	Teacher Professionalism Questionnaire

TTPQ	Teachers Task Professionalism Questionnaire
TESCOM	Teaching Service Commission

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Chapter One

Introduction

1.1 Background to the Study

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 job¹. This shows that performance of any job must be according to the pattern set for someone performing such tasks. A scholar opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting². A researcher discovered that workplace environment impacts on teachers job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected³. Therefore poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making opportunity also impact on teacher job performance. According to a school of thought, 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 interviews⁴. The same school of thought purposed factor model of performance based on factor analytic research that attempts to capture dimension of job performance existent across all jobs⁴.

Job performance could therefore be described as how effective a teacher discharges the assigned duties and responsibilities in the school system⁵. On the other hand, job performance as an outcome after a job is completed. It represents the levels of achievement of each job and the fulfillment of school regulations, expectations and requirements for educational goals and objectives⁶. The job performance of a teacher manifests in his/her effectiveness in teaching, classroom management, and students' discipline, motivating and creating leadership roles in the

school system, among others⁶. Parameters such as lesson preparation, level of job commitment, supervision, and evaluation among others can inform or influence teachers' job performance⁷.

Teachers are indispensable factors in the realization of educational objectives of any level of education, their roles in ensuring efficiency and effectiveness of the educational system, especially the secondary education which is the focus of this study cannot be over emphasized because of its roles in providing technical, entrepreneurial vocational job specific skills for self-reliance for students and provision of holders of the Basic Education Certification (BEC) with chance for higher education among others⁵. The achievement of the goals and objectives of education could not be totally divorced from the effective job performance on the parts of teachers in the system.

Over the years, educational stakeholders have expressed deep concern over the apparent or obvious ineffective job performance of teachers in Oyo State secondary schools. The exhibition of poor attitude to work by secondary school teachers was one of the major factors leading to the decline in the attainment of the nation's educational development⁸. This is because secondary school teachers seem to exhibit some actions such as lack of commitment to work, poor subject mastery, poor classroom organization, lack of good teaching pedagogy and poor lesson preparation among others which, many at times are detrimental to their performance⁹. The indices of teachers' job performance such as lesson note preparation, good subject mastery, choosing appropriate teaching pedagogy, classroom arrangement and management among others as very key to effective performance of teachers' job^{10,11}. However, the indices of teachers' job performance to be considered in this study include; subject mastery, lesson preparation and teaching pedagogy.

Teachers' job performance is a major function of his time management skill. An association of head teachers highlighted the following as the significance of successful time management: it enables the teacher gain a better perspective of pending activities and priorities, ensure more opportunities to be creative (that is, being proactive rather than reactive), helps deal with reduce and often avoid stress, helps gain more leisure time, and enables the teacher attain his objectives consistently and systematically¹².

Workload is the sum of all activities that take the time of an employee. Workload can at times be heavy (overload) or light (under load)¹³. Role overload as a situation in which employees feel they are being asked to do more than time or ability permits¹⁴. He further stated that working under time pressure can be stressful because people are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases. Role under load is a condition in which employees have too little work to do or too little variety in their work. Role under load he further emphasized can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack of interest in social activity and work performance output¹⁵. A research aimed at determining the relationship between workload and leadership effectiveness was conducted. The result however, showed that workload has a significant influence on leadership effectiveness¹⁶. In another study to assess the influence of workload on leadership effectiveness of head of department in a paper mill found out that executives with excess workload gave in so much of their time to meet up with deadline at the expense of their leisure¹⁷ and this attract psychosomatic debilities¹⁸. Once a worker has over indulged in occupational pursuit, he suffers from occupational stress which can lead to decline in his job performance.

Teachers' effectiveness is positively influenced by having too much to do or having to tackle too difficult work. Overload whether quantitative or qualitative may lead to stress and concomitant gross ineffectiveness^{18,19}. Work overload and under load of job are factors that can generate feeling of hopelessness and also may contribute towards lack of motivation, depression and inefficiency²⁰. In separate studies conducted by researchers, it was discovered that role overload and role under load do significantly influence workers' job performance^{21,22,23}. An executive who does not want to delegate powers and responsibilities to subordinates for mere fear that mistakes might be made and decides to do almost everything may get himself overloaded with work and this may lead to the exhibition of inertia, inefficiency, incompetence and a high level of stress²⁴. When an executive is stressed up as a result of work overload, becomes moody, emotionally unstable, experiences lowered self esteem, resentment of supervision, indecision, job dissatisfaction and non-productivity²⁵.

In the research on secondary school teachers' workload in New Zealand, the managers were mainly clearly the group most affected by workload, largely related to their responsibilities²⁶. Prioritizing tasks of teachers using support staff for non professional duties, minimizing the number of meetings and using the meeting time for effectively time tabling blocking of time for teachers to meet, filtering the demands of outside agencies, capacity-building, providing teachers with knowledge and skill they needed to work as competent professionals, lighten workload and increases job satisfaction and work effectiveness²⁶.

Teaching is not new as it was about 20 years ago because of ever changing adoption of technology. The lecture delivery has now upgraded from traditional chalk and duster to power point slides. Also, the assessment method has been changed to different alternatives. Previously, it was limited to only written test and interview, whereas many university teachers now adopting

power point presentation, practical assignments, case based assignments, industrial tour, and so on. However, a scholar points out that the dominant affordances of teaching in higher education continue to be restricted to i) lecturing and delivering or presenting information²⁷ and to ii) teaching taking place predominantly within the classroom²⁸. A technology of education approach therefore advocates that university teachers as educators think deeply and carefully about what and how they want their students to learn²⁹, placing emphasis on active participation and the social aspects of learning yet guided by the discipline they teach in serving as the framework for the design of learning experiences which will "... ensure that students develop the understanding and abilities they need in order to respond to and shape the world in which they live²⁷.

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors etc. According to some researchers, instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his or her time to have time for everything he or she plans to do³⁰. A researcher opined that the most important asset a teacher should possess is the skill in managing his time³¹. Such skill will enable the teacher to devote a balanced attention to interpersonal relations and production³⁰. In a previous assertion, it was stated that a maximization of the use of time for academic activities is required to enhance effective and efficient job performance³².

Time is one of the most crucial resources to be considered in the performance of any activity. Time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals³³. It is an essential resource every manager needs to achieve the goals and objectives of an organisation³⁴. According to a scholar, time is the interval

between the beginning and the end of an operation³⁵. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. It can also be defined as a period either long or short, during which a task is performed or when an event happens while management is defined as the act or skill of dealing with people or situations in a successful way. Therefore, time management can be defined as a period, either short or long, which involves how people use their time judiciously to produce result.

Time management starts with the commitment to change³⁵. A researcher stated that, better time management can be achieved if goals have been set and then all future work is prioritised based on how it moves the individual or organisation towards meeting the goals³⁶. The value of time management lies in the fact that people have too many tasks they need to do but not enough time to do what they want. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources³⁷. It also brings about orderliness and enables one to be more productive and fulfilled³⁵. Without time management the efficient and effective use of all resources will be impossible. Therefore, time management stands as an effective tool necessary for organizational effectiveness in realization of set out objectives and goals³⁴.

Effective time management potentially increases productivity, promotes advancement, limits burnout and improves both professional and personal satisfaction^{38,39,40}. The discussions on time management behaviour have focused on three types of behaviours which are; time assessment behaviour, planning behaviour and monitoring behavior⁴¹. Time assessment behaviour aims at awareness of here and now, or past, present and future and self-awareness of one's time use and they help to accept tasks and responsibilities that fit within one's capabilities.

Monitoring behaviours focus on observing one's use of time while performing activities, generating a feedback loop that allows a limit to the influence of interruptions by others⁴¹.

Time management has been identified as an aspect of high stress for teachers, many of whom may not be adequately prepared to deal with the commitment and time involved in teaching. Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet challenges presented by the teaching profession. An organization as important as school needs to be well structured, and teachers who are important to achievement of educational goals have to be efficient in order to be able to discharge their duties effectively. The school system needs efficient teachers in order to achieve the stated goals of the school, higher students' academic performance inclusive⁴². The declining quality of academic performance of students in Nigeria in general has been a major concern to all stakeholders. A scholar observed that the academic performance of students manifests in the consistent poor results in senior secondary examination over the years⁴³. For instance, the performance of students with five credits including English and Mathematics in the West African Senior Secondary Certificate Examination (WASSCE) 2008 – 2017 is as follows: 2008 (13.76%), 2009 (25.94%), 2010 (24.94%), 2011 (30.92%), 2012 (38.81%), 2013 (36.57%), 2014 (31.28%), 2015 (36.68%), 2016 (52.97%), 2017 (59.22%)⁴⁴. The performance has been attributed partly to the performance of the teachers. Some of the characteristics of successful teachers include: ability to manage time very well; have positive time management behaviour; and able to impact positively on students. Elements of time management include incorporating co-curricular activities into teaching amid tight academic schedule, covering and completing the syllabus at the appropriate time, time planning to correlate with what is on the time table. This efficiency can bring about

higher job performance in teachers. However, many schools face challenges of inefficiencies in time management by teachers. Some of these challenges include, poor commitment, inability to develop self-discipline by teachers, involvement in time wasting activities among others. These may probably impact on the learning outcome of the students.

Motivational techniques are various techniques that can be used to induce, encourage and stir employees in any organization to put in their very best in the discharge of their duties⁴⁵. Observation has shown that teachers tend to perform well when provided with conducive working environment. She noted that the working environment, not necessarily high pay, if properly improved to satisfaction of a worker, will get motivated and enable them to improve on their performance. Motivation of teachers can be in the form of provision of good work environment, maintaining high degree of relation and improving teacher's general well-being which in turn influences their performances in their schools. If teachers' hard work is being considered when providing teaching materials, facilities and conducive environments in the educational system, it will make them to be working very hard in the school in order to give in their best effectively and efficiently⁴⁵. It has also been observed that teaching materials aid learning and teaching. Teaching materials can be described as the system component that may be used to disseminate information or message or ideas which make communication possible in teaching. In spite of the government huge financial investment, there is still acute shortage of teaching materials. Motivation is very crucial in our school system, when teachers are given their due benefit, both material benefit like salaries, traveling allowances, bonuses, and retirement allowance and non-material benefits which are health care, material and annual leave, study leave, insurance policy against accident, and death, job security and protection against dismissal, unprepared retirement as well as adequate teaching materials they will be highly motivated and

will bring out the best in them⁴⁶. This refers to the positive quality of producing good products and in this case, it is good and efficient teachers that will perform well in the classroom.

Motivational techniques are energizers to staff performance⁴⁷. That is, motivational techniques direct and control the behaviour of teachers to achieve maximum output. Motivated teachers are resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development⁴⁸. School principals should use various incentives to motivate teachers because human behaviour is very difficult to understand. However, there are many factors that motivate people to work⁴⁹. These factors are divided into two types called extrinsic motivation and intrinsic motivation⁵⁰. Intrinsic motivators influence individuals from inside while extrinsic motivators influence individuals from outside. Researchers have found that both intrinsic and extrinsic motivation can have different effects on behaviour and how people pursue goals. Both intrinsic and extrinsic motivations are very important in teaching and learning process⁵¹. Teachers' motivation can be in form of allowances, bonuses, on-the-job training programmes, promotion of teachers, and provision of good working environment, maintaining high degree of relationship with teachers and improving the teachers' general wellbeing⁵².

A scholar argued that the basic motive of man at work is economic, as money is the principal motivation instrument⁵³. Thus, for teachers to be motivated, their economic situation must be well catered for by providing them objective pay and incentives. They posit that, school principals should create special financial incentive measures if they are not directly involved with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process.

A scholar argued that while the power of money and material rewards as motivating instruments could not be ignored, emphasis should however be shifted from economic man to social man, which is concerned with the effects of group membership and interaction on production, attitudes and job satisfaction⁵⁴. It is the above views that gave rise to the human relation movement which maintained that man does not only work for money, but for other personal and interpersonal considerations, such as personal worth, recognition, friendship, social pressures from group members and level of job satisfaction. This was supported by a researcher that, beyond economic needs, man has some social-psychological needs that should be satisfied in order to stimulate behavior toward work thereby increasing productivity⁵⁵.

According to a study, rewarding as a motivational strategy is made up of tangible incentives such as promotions, increases in pay, increased discretion, superior work assignments and provision of additional responsibility⁵⁶. To him, a reward does not necessarily have to be a financial one. Some schools of thought are of the view that, the first task of a manager is to find out what motivates his/her employees and make a balance between employee's needs and the offered reward⁵⁷. Reward therefore is identified as one of the indices for motivational techniques in this research work.

A study continues that, recognition is a motivational strategy which is very important; it is an intangible incentive that shows gratitude and offer praise⁵⁶. But yet, it has been underutilized by most managers in organization. He further said that, recognition has an optimistic meaning and it acknowledges good behavior or actions. Therefore, managers in organizations can provide this strategy in their organization while managing by walking around their organization and can also do it by giving a warm hand shake, through celebration, a good word and a short written comment on a piece of paper just to name a few⁵⁶. Recognition serves

as another index for motivational technique in this study. Another study also said that, managers always use feedback to shape employee performance⁵⁸. But his point here is, how do managers uses this feedback? To him, feedback motivates employees and improves their actions. But, if it is poorly carried out, it can demotivate employees. His view here is that, managers should structure feedback in a way that, the victims will accepts the comments for future improvement rather than using criticism for negative performance⁵⁸.

He further stressed that, training and seminars plays an important role when it comes to employees' motivation in the organization because it prevents them from failing, due to a lack of skills⁵⁹. A scholar posited that training are special skills, abilities and knowledge that are required to perform a specific job well⁶⁰. After the training, performance when measured indicates that training helps in proper utilization of resources; that further helps employees to achieve organizational as well as personal goals. Trainings ensure the productivity of the employees. Continuous learning is one of the best ways of motivation to the employees of an organization⁶¹.

Organizational performance is measured through different means by different organizations. Employers undertake and provide training for a variety of reasons⁶². Possible objectives include: raising workforce skills; increasing labour productivity; facilitating the introduction of new products or working processes; enhancing worker commitment to the enterprise; rewarding employees; reducing labor turnover; and, complying with legal requirements. Ultimately, it can be argued that the primary rationale for employers to provide training is to improve business performance, as defined by employers, although the assumed positive relationship between training and business performance has been questioned⁶².

Therefore, managers should offer employees with so much training and encourage attendance at seminars in order to increase their chances of doing a successful and competent job.

Therefore, based on the above background this study seeks to investigate principals' motivational technique and teachers' workload as determinants of job performance in public secondary schools in Oyo Zone.

1.2 Statement of the Problem

It is pertinent that teacher's activities must be recognized and rewarded by principals so as to spur them to put in even greater effort or in order to achieve the objective(s) that was/were set out to be achieved by the school. Therefore poor application of motivational techniques has a great negative effect on the morale of teachers in particular and on standard of education in general. Hence in public secondary schools in Oyo State, it has been found out that teachers have not been performing effectively due to poor implementation of motivational techniques. Also found to be a problem is the inefficient and ineffective use of teachers in the classroom setup due to heavy workload. The result of this is that teachers avoid their duties, are not committed to doing their teaching assignments, are over-worked or under-worked and students perform poorly as a result of the teacher's inefficiency and poor attitude to teaching. This study is therefore to find out how these problems can be solved in public secondary schools in Oyo State.

1.3. Aim and Objectives of the Study

The general aim of the study is to investigate principals' motivation technique and teachers' workload as determinants of job performance in public secondary schools in Oyo Zone.

The objectives of the study were to:

1. examine the level of job performance of teachers in secondary schools in Oyo State.

2. identify the best adopted motivational techniques by principal in secondary schools in Oyo State.
3. examine the status of workload of teachers in secondary schools in Oyo State.
4. determine the joint influence of principal motivational technique (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in secondary schools in Oyo State.
5. identify the relative influence of principal motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in secondary schools in Oyo State.

1.4 Research Questions

1. What is the level of job performance of teachers in secondary schools in Oyo State?
2. What is the status of workload of teachers in secondary schools in Oyo State?
3. What is the prevalent adopted motivational technique of principals in secondary schools in Oyo State?

1.5. Research Hypotheses

Ho1: There will be no significant joint influence of principals' motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in secondary schools in Oyo State.

Ho2: There will be no significant relative influence of principals' motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in secondary schools in Oyo State.

1.6 Significance of the Study

The findings of the study if implemented will be beneficial to principals, teachers, parents, students, and government and future researchers in the following ways:

The findings of this study will be beneficial to principals because it will hopefully expose them in finding possible ways motivation can influence productivity/performance in teaching and also how they can use their leadership styles and welfare packages to motivate their teachers in their various schools.

Teachers on the other hand through the findings of this study will know the facilities needed to make their environments conducive for teaching and teaching materials that will enable them to put in their best in their teaching activities.

The study will also enable the teachers realize that no individual can fulfill all role expectations simultaneously and that trying to do that may lead to overload of work and subsequent low performance.

The result will enable educational planners, policymakers to formulate educational policies that will enhance job effectiveness. It will also create awareness in the students of the problems faced by their teachers in all the dimensions of teaching effectiveness. This could create a desire in the students to be part of the solution not part of the problem.

Parents will also benefit when teachers are being motivated in the sense that the students they sent to the school will be doing well and also the money spent on them will not be in vain.

Moreover parents will also know the areas to channel their resources in the case of Parents Teachers Association (PTA) contributions to motivate the teachers teaching their children.

Students also will benefit from the findings of this study as they will discover the motivational strategies that could make their teachers to teach them well in their various schools. This will help them to make demands from their parents in assisting their schools in providing those facilities even as they too will be benefiting from the use of the conducive environments and facilities provided.

The government also stands to benefit from the study as the findings will provide them with vital information that will help them in improving the terms and the working conditions of teachers in their various schools in Oyo State.

Future researchers who intend to undertake related study on effects of motivation on teacher job performance will hopefully find the study useful. Literature reviewed as well as findings from the study will present them with vital information that will adequately guide their research.

1.7 Scope of the Study

This study is delimited to finding out the principals' motivation technique and teachers' workload as determinants of job performance in secondary schools in Oyo State. The study will cover all the public secondary schools in Oyo East Local Government Area of Oyo State.

1.8 Limitation of the Study

In the course of the study, the researcher encountered a series of challenges which can be said to have affected the findings of the study in one way or the study. Though some of these challenges really hindered the efforts of the researcher, they were not enough to completely alter

the cause of the study. It is however, important to state these challenges so that future researchers in related areas and in a similar setting should be aware of them when embarking on such a study.

- i. Financial constraints were the major problem faced by the researcher in the cause of carrying out this research work.
- ii. Also, there was not much time available to the researcher as he had to devote time for work, family, religious and other matters too.
- iii. Some respondents, especially principals, demanded for money for stamp and before the researcher could be allowed to distribute the research instruments to teachers. This the researcher found to be a corrupt practice.
- iv. Researcher had to travel long distances to administer the research instruments, this posed lots of dangers and risks to the researcher bearing in mind the security challenges being faced in the country.
- v. Most of the respondents tried to refuse to fill the questionnaires, it took the researcher much pleading before they could agree to help fill them up.

1.9 Operational Definition of Terms

Job Performance: This includes teacher performance, preparation of lesson notes, regular and early reporting, attending school functions and meetings and supervision of school activities.

Principal's Motivation Techniques: This involves attendance at seminar and conferences, training and retraining of teachers, good reward system and recommendation for promotion.

Attending Seminars and Conferences: Face-to-face meetings organized outside the work domains of participants and are grouped as off the job training methods that are very significant and vital in enhancing quality instructional delivery by teachers of public secondary schools in Oyo State.

Training and Retraining Technique: This is a technique used to update, develop and broaden the knowledge that teachers of public secondary schools in Oyo State had acquired during the initial teacher education and/or provide them with new skills and professional understanding.

Rewarding System: Refers to all the monetary, non-monetary and psychological payments that a school owner (i.e. the government) provides for its teachers in public secondary schools in Oyo State in exchange for the work they perform.

Recommendation for Promotion: This refers to as the permanent movement of an ongoing teacher in public secondary schools in Oyo State from one position to another position in the teaching service with a higher attainable maximum salary than the teacher's substantive position.

Teachers' Workload: This has to do with the nature of work and time management of teachers in public secondary schools in Oyo Zone.

Nature of Work: This refers to as what and how teachers in public secondary schools in Oyo State want their students to learn.

Time Management: An effective tool necessary for organisational effectiveness in realisation of set out objectives and goals.

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Chapter Two

Review of Literature

This chapter presents the review of literature by various researchers on specific concepts that enhance better understanding of this particular study. The chapter was discussed under the following sub-headings:

2.1. Conceptual Studies

- Job Performance
- Teachers' Job Performance
- Motivational Technique
- Training and Retraining
- Promotion System
- Rewarding System
- Attending Seminars and Conferences
- Teachers' Workload
- Time Management
- Nature of Work

2.2. Theoretical Framework

- Expectancy Theory
- To Factory Theory (Hygiene Theory)
- Motivational Intensity Theory

2.3. Review of Empirical Studies

- Overall Effectiveness of Motivation on Job Performance of the Staff of Shaki East Local Government Area of Oyo State.

- Teachers' Instructional Workload Management and Students' Academic Performance in Public and Private Secondary Schools in Akoko North-East Local Government, Ondo State, Nigeria.

2.4. Conceptual Framework

2.5. Summary of Literature Reviewed

2.1. Conceptual Studies

2.1.1. Concept of Job Performance

Performance is not only related to results but it also relates with activities and behaviours of employees that adopted to achieve their given goals. Performance is behavior-the way which organization's teams and individuals get work done. Performance appraisal is therefore comparing the employees' present and past performance to his/her performance standards¹. A study says performance appraisal is a procedure to evaluate how they can improve their performance and contribute to overall organizational performance². According to the study performance appraisal is the system evaluation of employees according to their job and potential development. Thus employee performance is the major issue in an organization.³ In addition, some schools of thought wrote that performance management system is the process that strongly involves the assurance and participation of employees within the organization and that determines the organizational results³. This gap is the problem that occurs when performance does not meet the standard that is set by the organization. The feedback system tells the employee about the quality of his or her work performance. To the researcher performance can be seen as the act of carrying out or performing a given task or job.

Job performance covers a person's contribution to organizational performance, refers to actions that are part of the formal reward system (i.e., technical core), and addresses the

requirements as specified in job descriptions⁴. At a general level, job performance consists of activities that transform materials into the goods and services produced by the organization or to allow for efficient functioning of the organization⁵. Thus, job performance covers the fulfillment of the requirements that are part of the contract between the employer and employee.

Moreover, job performance in itself can be described as a multi-dimensional construct. A scholar proposed a hierarchical model of eight performance factors⁶. Among these eight factors, five refer to job performance:

1. job-specific proficiency;
2. non-job-specific proficiency;
3. written and oral communication proficiency;
4. supervision, in case of leadership position; and partly
5. management/administration

Each of these five factors itself consists of sub-factors which are differently important for various jobs. For example, the supervision factor includes (1) guiding, directing, and motivating subordinates and providing feedback, (2) maintaining good working relationships, and (3) coordinating subordinates and others resources to get the job done⁷.

2.1.2. Concept of Teachers' Job Performance

Teachers' job performance is the performance of teaching tasks and rendering of expected teaching services by teachers⁸. It has to do with the abilities of the teacher to fulfill his/her duties as a teacher. As these definitions suggest; job performance among teachers are actions used in carrying out job requirement that often progresses the aims and objectives of any educational system. Thus effective teacher job performance connotes the ability of the teacher to do his or her work very well so that the objective of teaching and learning is achieved and this is

not an easy task. Therefore for teachers to perform very well in their schools there must be effort to motivate them by the principals using different strategies.

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 job⁹. This shows that performance of any job must be according to the pattern set performing such tasks. Teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting¹⁰. Workplace environment impacts on teachers job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected¹¹. Therefore poorly designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making opportunity also impact on teacher job performance. Job performance can be seen as an individual level variable or something a single person does¹². Therefore an employee's performance is determined during job performance interviews.

2.1.3. Concept of Motivational Technique

Motivational technique according to a scholar, are various techniques that can be used to induce, encourage and stir employees in any organization to put in their very best in the discharge of their duties¹³. And to motivate such employees, the organization must find out what the employees need. This informed the statement of researchers that performance is a role of individual motivation, organizational strategy and structure and resistance to change¹⁴. However, principals' motivational technique encompasses so many things like the use of fringe benefits, incentives, and style of leadership, working condition and others to influence worker's productivity. This may be seen as various techniques that can be employed in improving the morale and performance of the employees in any organization.

Studies on motivational techniques on teachers have shown that using some kind of incentives on teachers has been recognized as being more effective than others. Incentives are often given in form of money. Money can therefore be seen as a part of reward system designed to reinforce behavior and can motivate people to work towards their goals and that of the organization. A scholar is of the opinion that there can no greater motivational technique than prompt payment of workers' wages and salaries¹⁵. Apart from the monetary reward as a motivational factor, according to Herzberg, recognition, achievement, responsibility and the challenge of the work itself are all areas people should focus on when planning the strategies for motivating their personnel while Maslow is of the opinion that motivation should be strategized along the different hierarchy of needs of the employees¹⁶. At times principals can motivate their teachers just by showing appreciation for a teacher's good performance and by saying to him or her 'you are doing a very good job', 'thank you' and this can cost them nothing.

Motivational techniques are energizers to staff performance. They further stressed that motivational strategies direct and control the behaviour of teachers to achieve maximum output¹⁷. A researcher opined that motivated teachers are resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development¹⁸. In the view of another researcher, school principals should use various incentives to motivate teachers because human behaviour is very difficult to understand¹⁹. However, there are many factors that motivate people to work. These factors are divided into two types called extrinsic motivation and intrinsic motivation²⁰. Intrinsic motivators influence individuals from inside while extrinsic motivators influence individuals from outside. Researchers have found that both intrinsic and extrinsic motivation can have different effects on behaviour and how people pursue goals. Both intrinsic and extrinsic

motivations are very important in teaching and learning process²¹. In support of this assertion, a researcher pointed out that teachers' motivation can be in form of allowances, bonuses, on-the-job training programmes, promotion of teachers, provision of good working environment, maintaining high degree of relationship with teachers and improving the teachers' general wellbeing²².

There has been much outcry about the ineffectiveness of teachers in the discharge of their duties. In some cases, teachers have been seen carrying out one form of business activity or another during school hours. Reports revealed that most teachers are lukewarm and unserious in the discharge of their duties. Some of the complaints of the teachers include delayed promotion, unpaid arrears, denial of staff development programmes and poor salary.

2.1.4. Concept of Training and Retraining

To ensure efficient and effective teaching in Oyo State, there is need to train and retrain our teachers. In this era of knowledge explosion as a result of modern technologies particularly computer and Information Communication Technology (ICT) it becomes pertinent that teachers be provided with opportunities to update and improve their knowledge and skills through teacher development programmes. In this line of thought, a study reported that teacher's retraining programmes apart from developing the teachers' self-confidence it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter as well as the use of instructional materials²³. These enhance teaching effectiveness and quality outcomes.

In the same vein, the study further noted that teachers' development programmes improve them both academically and professionally and apart from helping them to update their knowledge, it serves as a motivating factor for teacher efficiency. A scholar cited that training of

a teacher is positively associated with productivity in middle and high school mathematics²⁴. In the modern world, in-service training plays a crucial and pivotal role in improvement of education. Contextually, this work was delimited in to workshop and conference programmes as components of teacher professional development programme.

Furthermore, a study stated teachers are the most important inputs in the education system²⁵. They shape the direction and influence to a great extent other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by the teachers since the quality of educational outcomes depends to a great extent on the quality of teachers. Another study asserted that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the most important part of the education process²⁶. A study pointed out that teachers quality is a nagging issue in education. Their low performance could be attributed to many factors and could also have adverse effects on students' performance which is one of the determinants of teacher quality. The authors averred that training and retraining programmes are a very important aspect of teacher development.

Training is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency²⁷. Also, training is defined as continuous assistance or coaching, given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organization²⁷. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively²⁸. Training has specific goals of improving teachers' capability, capacity,

productivity and performance. It forms the core of apprenticeships and provides the backbone of content at the tertiary institution.

Re-training on the other hand, according to some studies, is an on-the-job training used by institutions to bring about development and improved competency in the teachers²⁹. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology-based society. Retraining business education lecturers can help to reduce mistakes and improve quality and innovations in the teaching profession. A scholar stated that training and retraining of business education lecturers can be done in the following ways: in-service training, conferences, workshops, seminars and demonstrations²⁵. The purpose of training and retraining is to update, develop and broaden the knowledge that lecturers had acquired during the initial teacher education and/or provide them with Retraining, on the other hand, is an on-the-job training used by organizations to bring about development and improved competency in workers³⁰. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology-based society.

Training and re-training of business education lecturers can be done in different ways such as on-the-job-training and off-the-job-training. The purpose of training and retraining of business educators is to update, develop and broaden their knowledge they had acquired during the initial teacher education and/or provide them with new skills and professional understanding³⁰. It improves the effectiveness and quality of business educators. Training and retraining were seen as a vehicle to improve on teachers teaching effectiveness and quality³¹. It is further noted that teachers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

Teachers' Registration Council of Nigeria (TRCN) lays emphasis on training and retraining of teachers for improving their quality³². A study submitted that the quality of teacher at all levels of education cannot be compromised³³. A scholar stated that it is not just enough to recruit teachers in all tertiary institutions but to provide continuous in-service programme or development programmes for them to update their knowledge, skills and competence so as to function effectively and efficiently³⁴. It focuses on improving the conceptual skill –intellectual and abilities needed to do a better job.

Teachers' training and retraining programmes are associated with the general improvement of teachers' quality in terms of behaviour, attitudes, skills, knowledge, and perception and in the performance of their duties³⁵. The immediate aim of teacher training and retraining programmes in tertiary institutions is to improve the quality of teachers in terms of teaching and learning processes³⁶. Teachers in tertiary institutions should be encouraged to attend training and retraining programmes for capacity building and development. These can be achieved by exposing them to in-service training, such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses.

Training and retraining are seen as a strategy to improve teachers' quality and teaching effectiveness³¹. It is further noted that lecturers getting involved in staff development programmes, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously. At times it appears the training received in degree programmes has little or no relevance with the practice in schools. There is, therefore, the need to address this mismatch that appears to exist between training received in colleges, polytechnics and universities and actual workplace performance. This will help lecturers to be abreast with the changes in the field of education orchestrated by modern technology. In-service training enables

lecturers to upgrade their qualifications to enable them to cope with challenges imposed upon them by curriculum or examination changes³⁷.

Training and re-training has a direct effect on quality and productivity of lecturers, because it serves as an incentive to self-esteem of lecturers and its ripple effects spread across family life activities, health and productivity in schools in terms of students improved performance²⁹. A study perceived training and retraining programmes as an important strategy for improving teachers' motivation, quality and performance which in turn influences the educational outcomes³⁸. The works of a scholar identified the functions of training and retraining programmes to include: increased productivity, improvement of quality of teachers, improved skills, knowledge, understanding and attitudes³⁹.

In addition, training and re-training of teachers in the view of provides the teacher with the knowledge, skill and ability that are relevant to the professional life of a teacher⁴⁰. Going further, they posited that it moulds the personality of the teachers such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted. However, despite the benefits associated with training and retraining programmes as a strategy for improving the quality of teachers in tertiary institutions, it is to a large extent neglected²⁵. Even as in tertiary education teachers have expressed a strong desire for continuous professional development²⁵.

Training and re-training programme stand to increase business education lecturers' intellectual and professional background; produce knowledgeable, competent and effective business educators capable of inspiring students to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to the teaching profession. Insufficient provision for training and

re-training of reasonable teachers to acceptable standards constitutes one of the major sources of poor attitude of teachers and poor quality teachers and a falling standard of education³⁸.

Training and re-training programme contribute to teachers' professional improvement on the job⁴⁰. Lack of properly trained teachers can impose serious constraints both on education quality, educational development and expansion especially in developing countries and results in lack of motivation by teachers in instructional delivering. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in education. As a way of motivation, teachers should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. This will enhance their quality to the teaching profession⁴⁰.

Though teachers' effectiveness and efficiency have been mentioned severally in meetings and discussions, its importance requires that more detailed discussion should be carried out on it⁴¹. A teacher cannot teach what he /she do not know. Therefore, in the discourse of quality assurance, it should start with the quality of the educator who is supposed to implement the school programme. Much as the teacher is discussed, the quality of the students who are supposed to undergo the training will be affected. The current advancement in technology requires that teachers be given the opportunities to be trained and re-trained regularly to make them be abreast of the advancement in technology. A study listed conferences, seminars, workshops, summit, train-the-trainer programme, demonstration lesson part-time/sandwich courses, intellectual debates, and academic events (inaugural lecture) as strategies for that can be used to improve the quality of teachers⁴¹. The authors found out in their study that there was no significant difference among the mean response of teachers with varying qualifications on the

provision of in-service training as strategies for improving the quality of business education programme⁴¹.

While new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to acclimatize new teachers, impart new skills, and improve existing instructional skills. They include on-the-job training, off-the-job training, role-playing, self-instruction, team building games, computer-based training, and job rotation⁴².

a. **On-the-job-training:** one of the most common and least expensive methods of training. It refers to the process of learning skills while working. It is training at the actual work site using the actual work equipment⁴³.

b. **Off-the-job-training:** off-the-job training involves taking business educators away from their usual work environments and therefore all concentration is left out to the training. Examples of off-the-job training include conferences and role-playing²⁸.

c. **Role-playing:** in role-playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing a better understanding of their own behaviour.

d. **Self-instruction training:** self-instruction refers to an instructional method that emphasizes individual training. In self-instruction training programmes, business educators take primary responsibility for their own training. Business educators have a greater degree of control over topics, the sequence of training, and place of training.

e. **Team-building training:** team building is the active creation and maintenance of an effective workgroup with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal and methodological process of building work teams with objectives and goals. The benefits of training in team-building include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.

f. **Games and simulation:** games and simulations are structured competitions and operational models used as training situations to emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the problems, and the power to capture the trainees' interest.

g. **Computer-based training:** Computer-based training is a teaching method that takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction.

2.1.5. Concept of Promotion System

There is no single or one way definition for the term promotion. Definitions may vary with societies and situations. Promotion means a motivational instrument for effective work force performance and retention. The upward movement is based on years of experience, qualification and achievement. Teachers' promotion is growth and advancement in a cadre or rank and with it is financial benefits and recognition⁴⁴. It is a major role of personnel policies to ensure that secondary school teachers are promoted as and when due.

Regular promotion is likely to motivate teachers to be more productive and effective. A promotion may be within a department, between department and division of an organization and may result in a little change. Promotion deals with upward reassignment given to an employee in

the organization to occupy higher position which command better status and/or pay keeping in view the human resources of the employees and job requirements⁴⁵. This function covers:

1. Overseeing the implementation of demotion policies and procedures.
2. Formulating equitable, fair and consistent promotion policies and procedures⁴⁵.

A synthesis of these definitions posits that promotion is an approval of change of an existing position to a higher position along with an increased pay of an employee as result of significant change in the duties and responsibilities of that position. Promotion often results in a pay grade increase and a little change and higher productivity. The National Policy on Education (NPE) stretched the idea further that “promotion opportunities will be created at every educational level to allow for professional growth at each level⁴⁶. Action on the harmonization of teacher’s conditions of service will be sped up “consequently, school administrators and the public should be properly informed on the position of the teachers in the society so that their image will be taken on esteem and thus raise their status through an improved condition of service.

In similar view, a researcher investigated issues in incentive administration for effective workforce retention: a study of some primary school teachers in Aguata Council Area and findings revealed that: “It is unfortunate that 80% of the total personnel during promotion exercise in the country today, protest and even take extreme measures like strikes to get the authority respond. Eight percent of teachers who attended sandwich courses for position upgraded after course. About 56.7% of the teachers could be on one level for over seven years⁴⁷. They explained that even when unions executively do bargaining, upgrading is still a personal issue, and hence it is not easy. Well over 94% of teachers’ salary grade at level 12 to be inimical to productivity”.

From the findings of this study, it can be perceived that the educational authorities do not do much with the professional upliftment of teachers who get-re-trained by any means. Rather they, at worst, become apathetic to their profession just as they could constitute logs in the system's wheel of development.

Regardless of what the procedure for promotion entails, the incentives and reward system operating in higher educational institutions has often been associated with staff motivation and performance on the job. A study asserted that the most attractive reward perceived by the staff is still promotion and that promotion will improve the staff objective and performance⁴⁸. Another study found that promotion has a positive and significant effect on job satisfaction⁴⁹. In line with this view, a study had earlier asserted that promotion brings along with it not just more money, but also a mark of recognition of an individual's performance and that the motivating effect of promotion is high⁵⁰. Similarly, a scholar upholds that a good and well functioning performance appraisal system would help the educators to make their mark in the organizational setting of their faculty⁵¹.

2.1.6. Concept of Rewarding System

Reward system consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth⁵². The reward system is developed within the framework of the organization's reward philosophy, strategies and policies and contains arrangements in the form of processes, practices, structures and procedures which will provide and maintain appropriate types and levels of pay, benefits and other forms of reward. Reward system is a prize given to employees as an inducement towards their performance⁵³. A scholar also defined reward system as the process of developing and implementing strategies, policies and systems which help the organization to

achieve its objectives by obtaining and keeping the people it needs and increasing their motivation and commitment⁵⁴.

A study outlines the aims of reward system to include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well motivated work force it needs, to meet the expectations of employees that they will be treated equitably, fairly and consistently in relation to the work they do and their contribution⁵⁵. A scholar draws a distinction between two basic types of rewards namely: Intrinsic rewards and extrinsic rewards⁵⁶.

Intrinsic Rewards: Intrinsic rewards often called non-financial rewards are inherent of an activity and their administration is not dependent upon the presence or actions of any other person or thing. Intrinsic is concerned about the feeling of being recognized, praised for a job well done and participation in whatever we do. Extrinsic rewards do not follow naturally or inherently from the performance of an activity but are administered to a person by some external agents. Extrinsic reward concerns such motivations like money, retirement benefits, health insurance scheme, compensation, salary, bonus, etc.

A good reward system must have the following features:

Competitiveness: The reward system must be attractive and competitive for the high caliber of people that are generally in short supply. These employees will know their worth, the actual or potential value of their contribution and expect to be rewarded accordingly⁵⁷.

Rewards must satisfy employee needs: Reward is an important ingredient in an organization and it is not motivational unless the rewards satisfy their basic needs such as food, shelter, safety and security. Not all employees need the same thing and one employee may need different things

at different times⁵⁸. Money for example, is a powerful motivator for those who seek security through material wealth.

Equity: The distribution of rewards within the organization must be perceived to be done fairly and equitably. Rewards are equitable if employees perceive it as fair and just.

Flexibility: A good reward system should be capable of dealing with members of the organization as individuals. The reward system must take cognizance of difference in people's needs, desires, expectations, goals, and aspirations⁵⁹.

2.1.7. Concept of Attending Seminars and Conferences

The important of teachers' professional development is very relevant to effective school administration⁶⁰. It is not just enough to recruit teachers for the programme, but to provide continuous in-service programme or development service programmes for the teachers to function effectively and efficiently²³. Thus, the teachers should be encouraged to attend training programmes for capacity building and development. This can be achieved by exposing them to in – service training, such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses, particularly for non – professional teachers employed to teach in secondary schools in Oyo States²³.

Workshop is defined as assembled group of ten to twenty five persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, practice and discussion. A workshop is a type of interactive training section enriched with training packages and functions. Workshop is used for practical activities in which the barest of instructional guidelines, demonstrations and directives are given, while the largest amount of the time is devoted to the participants' actual practice of the art or skill in question⁶¹. The experts inspect and correct participants' performance and output

primarily at the individual level, while short plenary or sub – group sessions are used for showing exceptional merit in participants output and for discussing common errors and problems and seeking solutions to them⁶¹. The workshop aims at drawing conclusions from the experiences of the participants⁶¹. Apart from workshop, teachers also have the opportunity to participate in academic conferences.

An academic conference is an event for researchers to present and discuss their works⁶¹. Conferences usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually, a conference will include keynote speakers (often scholars of some standing but sometimes individuals from outside academic). The key note lecture is often longer, lasting sometimes up to an hour and half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions round tables on various issues, poster session and workshops. Some conferences take more interactive formats. Conference ideally suggests discussion among persons of similar experiential exposure to the topic of discussion for the purpose of reaching agreements in controversial issues²³. In practice, however, lead papers are often presented by persons of acknowledgeable profound exposure to a subject and discussions follow the presentation. Teachers tend to suffer from instructional planning and delivery as a result of poor attendance to workshops and conferences⁶¹. It is found that proper conference and workshop organization can bring about quality in the education industry²³.

2.1.8. Concept of Teachers' Workload

Workload is the sum of all activities that take the time of an employee⁶². Workload can at times be heavy (overload or light (under load). Overload is a situation in which employees feel they are being asked to do more than time or ability permits⁶³. He further stated that working under time pressure can be stressful because people are anxious when they have a lot to do before some deadline, as time runs out a feeling of impending disaster increases.

A researcher while working on workload of teachers stated that work under-load is a condition in which employees have too little work to do or too little variety in their work⁶⁴. Work under-load he further emphasized can lead to passivity, low self-esteem, increased frequency of nervous symptoms and complaint, lack of interest in social activity and work performance output. A research was conducted at determining the relationship between workload and leadership effectiveness⁶⁵. The result however, showed that workload has a significant influence on leadership effectiveness. In another study conducted by another researcher to assess the influence of workload on leadership effectiveness of head of department in a paper mill found out that executives with excess workload gave in so much of their time to meet up with deadline at the expense of their leisure⁶⁶ and this according to a school of thought⁶⁷ attract psychosomatic debilities. Once a worker has over indulged in occupational pursuit, he suffers from occupational stress which can lead to decline in his job performance.

Workload refers to 'the number of tasks an individual must carry out and thus acts as one of the important stressor'⁶⁸. It can be further divided into two types; firstly, when too many tasks are assigned to the employees; secondly, when employees feel incapable to manage that certain task due to perceived lack of abilities, knowledge and skills to accomplish that task. However, work is not harmful in itself, but workload may lead to massive issues. In addition, effects of

workload may also occur in the form of higher propensity to quit, lower commitment, psychological health, exhaustion and higher tension. Some scholars suggest work environment as one of the job stressors⁶⁹. For instance, it may occur as role ambiguity, or work load, which are capable of affecting the well-being of individuals at their job place. The above assertion was supported by another scholar and described the term workload as “a confusion, or difficulty in completing tasks, cognitive overload and rapid decision-making which serve as the contributory factors in causing job stress”⁷⁰.

Time Pressure: Meanwhile, time pressure is also assumed to have a direct relationship with amount of time within which employees are required to complete a certain task⁶⁸, which is likely to increase the perceived level of stress. In this regard, several psychology and stress and auditing related studies have reported that time pressure significantly affects the task performance.

In a study, the top management healthcare workers were found to be more susceptible to higher stress levels than the general workforce⁷¹. Thus, time pressure acts as one of the important factors which cause health care workers to face higher stress levels. Scholars have argued that time pressure often occurs when there is insufficient time available for the employees to complete certain tasks⁷². Another study suggested time pressure as a factor responsible for long working hours and increasingly competitive work environment. In addition, time pressure may directly influence the strain producing factor and in turn it will trigger several other workplace factors. Thus, time pressure determines the level to which employees are exposed to workplace stressors. Moreover, long working hours also expose workers to other job stressors⁷³.

Interruptions: Interruptions are the interferences which usually arise while performing certain tasks⁷⁴. In most professions, workflow interruptions arise every now and then⁷⁵. Interruptions

refer as “the secondary tasks which appear during the primary tasks, such as, requests for assistance”. Previous research findings suggest that negative relationship exists between satisfaction and occurrence of interruptions. Moreover, positive relationship was reported between performance and experience of irritation and forgetting of intentions. A study asserts interruption as “common workplace phenomena⁷⁶ and an unwanted intrusion that cause disruptions in employees work”, since it require workers to relocate the total time needed to accomplish the required tasks. From the Human Relation (HR) perspective, there exists an association between interruptions and stress, which causes relocation of employees’ time by using cognitive and self-regulatory resources.

Interruption effects occur in the form of physical complaints, anxiety and emotional exhaustion. In their study, they found organizational factors and interruptions as the main job stress factors⁷⁶. For instance, phone calls, jokes from peers, social networking, emails, and phone calls, etc. Thus, if employees perceive them negatively then they would likely to cause stress among them. Some researchers supported this and stated that phone calls, colleagues at workplace and e-mails are the common cases of interruption and commonly occur when it is essential for the employees to continuously and quickly share the required information and improve employee performance^{76,77}.

2.1.9. Concept of Time Management

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors etc. A study is of the opinion that instances now abound where teachers complain of lack of time to do certain things which they would have done⁷⁸. A good teacher must make effective use of his time to have time for everything he plans to do. The most important asset a teacher should possess is the skill in managing his time⁷⁹. Such

skill will enable the teacher to devote a balanced attention to interpersonal relations and production⁷⁸. In a previous assertion, a scholar stated that a maximization of the use of time for academic activities is required to enhance students' academic performances and attitudes⁸⁰.

Some of the resources that affect students' academic performance were grossly inadequate and thus constituted severe challenges to educational goal of the school system⁸¹. One of these resources is time management especially by teachers. Teachers' time management has significant impacts on students' academic performance though little or no investigation has been carried out on this in the country. In Nigeria, students in both primary and secondary schools are guided by teachers and by their parents (home) to use time by providing guidelines for time management. While teachers provided major guidance in instructional time management, the home provides major guidance in the non-instructional time management⁸². Thus while a large number of studies previously conducted in Nigeria have concentrated on the impacts of the factors enumerated above, the impacts of teachers' time management have been neglected.

Studies revealed that factors that cause low academic performance by students at secondary school certificate examination (SSCE) in Nigeria were mostly connected with supply and utilization of human and material resources⁸³. Some studies asserted that the quality of an educational system depends on the quality of the teachers⁸⁴. A researcher described teachers as the main determinant of quality in education⁸⁴. They constitute a major drive in the production process and in the determination of the output⁸⁵. A nation where teachers are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, antisocial, such nation is doomed. A study reported positive effects of student-teacher ratio, educational materials, library size and teacher education on learning outputs⁸⁶. Other studies revealed that class size⁸⁷, teachers' qualification⁸⁸,

teachers' length of service⁸⁹ and teachers' attitude⁹⁰ affects students' academic performance. Effective utilization of teachers impacts students' academic performance⁹¹.

2.1.10 Concept of Nature of Work

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society⁹². The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and guides students in their social relationships. Teachers employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between teacher and student is the single most important element in teaching.

Teaching task of teachers which is reflected in good subject mastery, good lesson notes preparation and using the appropriate teaching pedagogy appear to be poor in many secondary schools in Oyo State, Nigeria⁹². Ineffective teaching appears to be associated with task performance of many secondary school teachers in the state. For instance, lesson note preparation is a very crucial part of teaching task of teachers, however, writing of up-to date lesson notes appears to always being an issue of disagreement between the teachers and their principals, many of the teachers are grossly unwilling to write their lesson plans, and whenever they do, it is usually not up-to-date or haphazardly done, thereby jeopardizing the realization of classroom teaching objectives. Some of the teachers seem to have shallow subject mastery, resulting to poor teaching in the class. Using appropriate teaching pedagogy seems to be poorly

done in many secondary schools in Oyo State. Monotony of teaching methodology which indicates a lack of dynamism among some of the teachers is the order of the day in many of the State secondary schools⁹². All these observations seem to promote poor task performance among secondary schools teachers in the state and the outbreak of COVID 19 pandemic seems to have likewise worsened the situation of teachers' task performance in Oyo State secondary schools. If these problems are not properly addressed, obviously it would jeopardize the achievement of goals and objectives which secondary schools are set to achieve in line with National Policy on Education⁹³.

All these poor attributes as regard teachers' performance seem to have contributed in no small measure to students' poor academic performance in Oyo State secondary schools especially in public examination such as West African School Certificate Examination (WASCE). This was evidently shown in the 2017 WASCE, where Oyo state took the 29th position out of the 36 states in the country, including the Federal Capital Territory (FCT). Likewise, the 2018 released WAEC results showed that the situation was not really different from that of 2017, as Oyo State took 26th position out of the 36 States of the federation. Even in 2019, the state still took 26th position like the previous year which is an indication that the students' academic performance leaves much to be desired. There may therefore be a link between this low students' achievement and the task performance of their teachers.

In any education system, teachers' role in the teaching-learning process has been identified as a specialized body of cognitive-based group of people whose actions and inactions affect the attainment of the set educational goals. Teachers' professionalism can hence, be seen to include the technical knowledge which encompasses professional judgment that requires strong cognitive-based knowledge or mental ability. Teachers' professionalism, according to a

study, builds into the teaching career some control devices to ensure that the practitioners are worthy members of the profession⁹⁴. Although several calls had been made from different stakeholders in the education industry all over the world, especially in Nigeria, that teaching should be professionalised, it is of great concern that teaching in Nigeria has not really assumed full professional status like other professions such as the legal and medical professions⁹⁵. In relation to this study, indicators such as the code of ethics, teachers' qualification, and teachers' autonomy will be used to measure teachers' professionalism. This is because these variables are very germane to the professionalism of teachers which in turn may influence their task performance.

Code of ethics is one of the factors that could likely influence teacher's performance. Teacher's code of ethics, therefore, is the mission statement or the standards of professional conduct and integrity expected of teachers in schools for the purpose of upholding the values and principles guiding the teaching profession in Nigeria⁹⁶. Its aim is to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, learners/students, and all other stakeholders in the education industry. Professional ethics tend to have positive relationship with employees' performance⁹⁷. In recent times, it appears that some behavioural discontent are being exhibited by some teachers in Oyo State secondary schools, such as lack of dedication to duty, lateness to school, absenteeism, aiding and abetting examination malpractices, and indulgence in other anti-social activities that can be referred to as unethical behaviour, which are against the ethics of the teaching profession and which may hence, jeopardize or lead to low task performance among secondary school teachers if not curtailed.

However, it has been observed that many teachers in Oyo state secondary schools do not comply with the code of ethics when performing their tasks. In reality, many of them seem not to be aware of the existence of any code of ethics within their profession. Studies laid credence to this fact, that, although, there exist code of ethics for secondary school teachers in Oyo State, it is unfortunate to note that, most of them are not aware of what it entails because they have no copies of it⁹⁸. However, there is a likelihood that this scenario has changed over time. With this situation, one could imagine a lot of unprofessional acts that many of the teachers would have committed ignorantly or engaged in. In their study on challenges of implementing code of conduct within the public sector, a study revealed that most administrators show no seriousness about the implementation of code of ethics in their organizations, thereby, making the practice of code of conducts among workers (teachers inclusive) to be ineffective⁹⁹. Corroborating this position, another study noted that, the problem of code of ethics is more rampant among secondary school teachers and its usually caused by institutional related factors such as weak leadership, weak supervision and monitoring, syndrome of leniency, ignorance about the code and personal factor¹⁰⁰. He then concluded that the more conflicting schools' code of ethics is, the poorer the implementation of proper classroom organization, adequate lesson preparation, and commitment, which may lead to low teachers' task performance.

Also, teachers' professionalism is largely determined by the qualification acquired or recommended as criteria to be a member of a professional body. An individual teacher is, therefore, accepted as a member into a professional body based on the qualification or certification recommended by the body for all its members at a point of entry into the profession. In the teaching profession, members are recognized as professional teachers if and when they acquire the relevant academic certificate(s) that qualifies them as teachers. Such certificates in

Nigeria are, Nigeria Certificate in Education (NCE), Postgraduate Certificate Diploma in Education (PGDE), Bachelor of Education (B. Ed.), and Bachelor of Science in Education (B.Sc Ed.). Studies further affirmed that “a teaching qualification is an academic or professional achievement that qualifies a person as a registered teacher and enables him/her to teach in school”¹⁰¹. He remarked further that, such qualifications include, but are not limited to, the PGDE, B. Ed., B.Sc (Ed.) and the NCE. As many other professions such as Medicine, law, engineering, and others cannot be practiced without the requisite knowledge and academic qualification/certificates from the field, also should be teaching.

Meanwhile, in the teaching profession in Nigeria, it seems qualifications for teachers have not been adhered to. This explains why so many people who are not trained as teachers and have no teaching qualifications are found teaching in most Nigerian secondary schools⁹⁶. In recent times, it has been observed that many people who do not have the basic requirements are recruited and posted to many secondary schools, thereby, making secondary schools full of unqualified teacher who can hardly impart knowledge to students. It appears that teaching in Nigeria has been seen by most job seekers as a profession that provides them with a temporary job while they seek for their desired employment in other areas of discipline. The incompetence of these unqualified teaching personnel may result in poor subject mastery, poor lesson preparation and ineffective teaching pedagogy, and ultimately poor students’ academic performance which is a reflection of teachers’ low task performance. Studies also revealed that trained teachers’ are more effective at work and are significantly better than untrained ones¹⁰². They then, concluded that trained teachers’ are likely to perform better on their jobs than the untrained ones.

Also, teacher's job autonomy is another important factor of professionalism that determines how secondary school teachers perform their task. Teacher's job autonomy can be defined as the ability to take a free decision, and responsibility to take control of teaching and learning in school¹⁰³. Teachers' job autonomy is viewed as the ability of teachers to use their initiatives and discretion in the day-to-day activities that revolves around their duties. It allows teachers' to be totally in charge of their work and make free decisions about the method of teaching. In a school environment where teachers are subjected to several controls and strict supervision, their performance could be low. This is because they may not be able to use their initiative to achieve better results. Since teachers are the key players in the education system, the government should realize that, teacher task performance can only be enhanced if they are allowed some levels of professional autonomy as regards their work. In a study on the relationship between professional autonomy and work performance of teachers, it was revealed that the overall professional autonomy and teachers' job performance in secondary schools are positively and significantly related¹⁰⁴. The study then concluded that, educational institutions needed to design strategies and operate a school culture which would encourage the professional autonomy of teachers so as to achieve better task performance¹⁰⁴.

However, despite the call by educational stakeholders for reasonable teacher's job autonomy in secondary schools, the government seems to be indifferent to this call. Secondary school teachers tend to operate based on orders from the above. A researcher noted that even when there is job autonomy; teachers may not feel confident that they could exercise it without being challenged by the administrator for doing things differently¹⁰⁵. Therefore, where a teacher's job autonomy is not allowed to operate, the task performance may be low.

2.2. Theoretical Framework

Theories are analytical tools for understanding, explaining, and making predictions in particular areas of study.¹⁰⁶ Many theories exist in varied fields of study, including the arts and sciences. A formal theory is syntactic in nature and only makes meaning when given a semantic component by applying it to some content (i.e. facts and relationships of the actual historical world as it is unfolding). Theories of motivation are therefore a set of tools for understanding, explaining, and making predictions on the forces that push people to behave in a particular way or take a particular action (motivation)¹⁰⁷. Researchers have been able to develop a number of different theories to explain motivation. Each individual theory tends to be rather limited in scope. However, by looking at the key ideas behind each theory, one can gain a better understanding of motivation as a whole. Below are some of the different theories of motivation as postulated by their authors and the implications of these theories on educational practices.

Again, the theories below were chosen for this study by the researcher because the theories are related to the topic under investigation. The theories talked on how employers should motivate their employees at work and the present study is also looking at what motivational techniques are being used by principals in some selected secondary schools in Oyo State.

1. Expectancy theory and;
2. Two factor theory of motivation (Hygiene Theory)

Job Performance Theory – Expectancy Theory

With reference to specific incentives, Vroom's (1964) "expectancy theory" is relevant to developing countries because of its recognition that the links between effort and reward may be

very tenuous. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts.

The valence instrumental expectancy theory that why people or teachers work hard according to efforts and abilities to reach the desired goals in academic performance¹⁰⁸. The increased efforts in teaching and learning process lead to better performance, this means that job performance from the effort must be well organized and feedback. The theory help to understand that people in organization can work hard in order to reach the desired goals, the presence of efforts and abilities of teachers in both public and private secondary schools can lead to better job performance when they motivated.

Advantage of this theory to teachers

1. It is based on self-interest individual who wants to achieve maximum satisfaction and who wants to minimize dissatisfaction.
2. This theory stress upon the expectation and perception.
3. It emphasize on reward or pay offs.

Hence this theory build the expectation of job performance to teachers since it facilitate reward in working place, for instance, in schools.

Frederick Herzberg's Two Factor Theory of Motivation (Hygiene Theory)

The theory of need was proposed by Fredrick Herzberg and his collaborations in 1959. He put up what is termed a two factor or dual factors of motivation. The two factor theory is sometimes also called motivation-hygiene theory or satisfaction-dissatisfaction theory. Herzberg and his colleagues used Maslow's need theory as a base for carrying out research among middle managers in engineering and accounting and presented their two factor need theory. He identified two sets of needs or rather two major set of factors at work that affect employee

performance. The first of these sets of need factor relates to man's need as animals to avoid physical pain and deprivation otherwise called maintenance or hygiene factors (dissatisfies) while the second relates to man's need as human beings who have to grow psychologically, otherwise termed motivators or satisfies.

The maintenance of hygiene factors corresponds to the lower level needs in Maslow's theory, and when absent will give dissatisfaction of work but when present will not necessarily motivate workers. They are the extrinsic aspects of job and include such things as salary, fringe benefits, company policies and administration, technical supervision, working conditions, job security and interpersonal relations. Herzberg's other need factor, the motivators or satisfier are the intrinsic rewards derived from the work itself, that provides continuous stimulation to strive for the best possible performance-level. This includes such things as achievement, recognition, the work itself (Challenging work), responsibility, advancement and opportunities for growth. Their presence in a work situation would give workers motivation¹⁰⁹. Those also would feature in Maslow's higher needs of esteem and self-actualization. Thus, one cluster of factors relates to what a person does and the other to the situation in which he does it (hygiene factors).

It should be noted that Herzberg tended to support Maslow's concept of hierarchy of needs and what he did was to reduce Maslow's hierarchy to a two dimensional need structure. One need system or avoidance of unpleasantness (the hygiene factors) which relates to the lower level needs (basic safety and social needs) and a parallel need system for personal growth (the motivators) which relate to the two highest level of that hierarchy (esteem and self-actualization).

Herzberg's findings would seem natural in view of the composition of the population on whom he based his study. They were managers in engineering and accounting, who would not hold very clear the physiological, security and social needs because they already had a good

amount of these. A study was of the view that Herzberg's model relates to the advanced/developed countries where many would seem to have satisfied their lower order needs¹⁰⁹. The lower-order needs many no longer produce strong, driving forces to the employees or teachers. So, Herzberg's model is not generally relevant to Nigeria and developing countries. Two-factor theory distinguishes between Motivational factors: Examples; challenging work, recognition, responsibility that gives positive satisfaction, cursing from intrinsic conditions of the job itself, such as recognition, achievement or personal growth and Hygiene factors: Examples; status, job security, salary, fringe benefits, work conditions (that do not give positive satisfaction, though dissatisfaction results from their absence. They are extrinsic to the work itself and include aspects such as company policies, supervisory practices or wages) salary.

Essentially, hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are needed to motivate an employee to higher performance. Herzberg also further classified our actions and how and why we do them, for instance, if you perform a work related action because you have to then that is classed as movement, but if you perform a work related action because you want to, that is classed as motivation. Herzberg's theory is related to this study because he tried to look into two factors that could influence the workers level of performance depending on the level of satisfaction he or she derives from those factors.

Workload Theory - Motivational Intensity Theory (MIT)

The MIT is based on an expectancy-value model, where the value and need of the outcome and the perceived probability that proper behavior will lead to the outcome are the determinants of *potential* motivation. This potential motivation determines the effort invested in outcome-oriented behavior, which is referred to as the *actual* motivation. High effort investment occurs when the task demands are high but within the individual's capabilities and also justified

by the value of the outcome. When the demands exceed the individual's capabilities or outweigh the value of the outcome, the individual may not mobilize effortful behavior¹¹⁰. Physiological indices of effort have been shown to increase with the difficulty of a task up until the task is perceived as impossible, at which point they instead show no effect or approach the levels exhibited by low difficulty control groups¹¹¹. Studies have also found that subjective reports of effort, including the DSSQ dimension of task engagement, follow this pattern¹¹².

In light of this theory, it is possible that the high task demands used in the current experiment exceeded what most participants considered possible, resulting in the observed decline in task engagement and effort. Further support for this explanation comes from the participants' rating of their goal level. Previous research based on MIT has shown that subjective goal attractiveness ratings increase with task demands up to a point where the task demands are deemed impossible, at which point the goal attractiveness ratings drop¹¹³. In the current experiment, those who were transitioned to higher task demands reported on the post-task questionnaire that they lowered their goals in response. The lower goal level in the current experiment may be a reflection of a decrease in goal attractiveness in response to perceived impossible demands.

The MIT may also explain the physiological results in the current experiment. It is possible that no physiological effects were found due to a withdrawal of effort and task engagement in response to excessively high task demands. The MIT predicts that there should be an increasing physiological response given higher task demands up until a point when the participant instead withdraws effort resulting in a lack of physiological effects. This relationship has been found using multiple physiological measures, including cardiovascular metrics such as heart rate, blood pressure, and heart rate variability¹¹¹. The subjective and physiological indices

in the current experiment support the explanation that the high task demands were so excessively high that the participants withdrew their effort.

2.3. Review of Empirical Studies

This section of the study seeks to summarily review related empirical studies and show their relationships with the present study. It was discovered that not much studies has been conducted on principals' motivational techniques and teachers' workload especially in Oyo State, but a few researches that have near semblance with the present study were reviewed. Based on the above, the following studies are considered.

A researcher carried out a research on the overall effectiveness of motivation on job performance of the staff of Shaki- East local government area of Oyo state, Nigeria¹⁴. The sample for the study was arrived at through a random sampling technique. The study employed the use of self-administered questionnaire to collect the required data from the respondents. 110 questionnaires were administered and analysed to seek the opinion of the staff as regards the effectiveness of motivation on job performance. The Kendal's co-efficient of concordance (Kendal's W) was adopted to test the hypothesis for the relationship between motivation and job performance. The findings revealed that there is no significant relationship between motivation and job performance. The study concluded that, organisations should know that motivation is a managerial function that is used to bring out the best of the employees and should be used for the optimum benefit of both the employers and employee because they are partners in progress. It was recommended that, there is the need for the management to have a more robust and comprehensive motivation package in all aspects of the organization because this is directly proportional to the output of their workforce. The study is relates to the present study in that the study sought to also find out the overall effectiveness of motivation on job performance of the

Staff of Shaki-East Local Government area of Oyo State, but differs in the sense that the study did not look into the principal's motivational techniques and teachers' workload in Oyo State public secondary schools as a whole which has created a gap that the present study is seeking to fill.

Another researcher carried out a research on motivation and job satisfaction in Oyo State civil service¹¹⁵. The research work appraised the existing motivating packages for workers in the State and investigates the effect of staff motivation on job performance in the State. The research made use of questionnaire and simple random sampling method was adopted. It revealed that Oyo civil servants have low job satisfaction, social relationship with co-workers, career opportunities for promotion and salaries and wages etc. the research concluded that employees be well motivated by provision of amenities like salaries, bonuses and other entitlement which should be promptly paid to enhance their standard of living. The study also relates to the present study as it is based on employees' motivation in an organization but the difference is that the study was not carried out between principals and their teachers in an educational setting like the present study and also it did not look into teachers' workload.

Furthermore, a research was carried out on the relationship between stress management strategies and lecturers' job effectiveness in college of education Oyo, State, Nigeria¹¹⁶. It adopted a descriptive survey of correlation type. The population of the study consisted of all lecturers in the one of College of Education, owned by Oyo state. Sample size was 120 lecturers were drawn using proportional sampling technique from five schools (school arts and social sciences, sciences, languages, and business and vocational studies). A researcher- designed questionnaire tagged "Stress management strategies and lecturers job effectiveness Questionnaire (SMSLJEQ) was used to elicit relevant information from the respondents drawn

from the sampled institution. Descriptive statistics of frequency counts and percentage was used to analyze the personal data of respondents, mean and standard deviation was used to answer research question 2 while Pearson Product Moment Correlation (PPMC) was used to test research hypotheses at 0.05 alpha level of significance. The finding revealed that there was significant relationship between exercise activities and lecturers job effectiveness in colleges of education Oyo, State. There was significant relationship between lecturer time schedules and lecturers job effectiveness in college of education Oyo, State. There was significant relationship between lecturer interaction and lecturers job effectiveness in college of education Oyo, State. There was significant relationship between reduction on workload and lecturers job effectiveness in college of education Oyo, State. It was recommended that steps should be taken to reduce the workload of the lecturers. Lecturers should learn to prioritize the various works such as lecturing, paper writing, students' assessment and other related activities. The above study relates to the present study but it differs in the sense that it focused on stress management and also made use of lecturers in higher institution. However, the present study focuses on principals' motivational techniques and teachers' workload as determinants of job performance in public secondary schools in Oyo State.

A research study titled "motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State"¹¹⁷. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a self-developed questionnaire tagged "Teachers' motivation and performance in secondary schools". The questionnaire was validated and the Cronbach's alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. Research questionnaires were administered to two hundred (200)

teachers that were randomly selected from four major (4) administrative zones in LGA but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of this study reveal a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ($r = .567$; $p > .05$). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended that for higher performance as well as for employees to have sense of belonging, Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization.

Another research study titled "Principals' motivational techniques for effective teacher job performance in public secondary schools in Awka South L.G.A. of Anambra State"¹¹⁸ was carried out in Anambra State. A total of 2 research questions were formulated to guide the study. The population comprised of all the 640 teachers in all the public secondary schools in Awka South Local Government Area of Anambra State. The sample size was 250 respondents. The instrument for data collection was a questionnaire that was validated by 3 experts from Nnamdi Azikiwe University Awka. The reliability coefficient was 0.82 and the data was analyzed through mean rating. 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 L.G.A. Based on the findings it was recommended that principals should provide adequate teaching materials, conducive environment and welfare packages as good leadership behaviours for effective teacher job performances in Awka South.

Furthermore, a researcher examined “the influence of principals’ management practices on teachers’ job performance in secondary schools in Kaduna State”¹¹⁹. Two (2) research questions and two (2) null hypotheses were raised. Descriptive research design was used for the study with the total population of 15,135. Purposive sampling technique was used to select three hundred and seventy-eight (378) respondents. Based on the theoretical and empirical constructs of the study variables, the researcher designed a close-ended questionnaire on five point Likert scale which was administered to the 378 selected respondents randomly. Analysis of Variance (ANOVA) was used to test the two (2) hypotheses postulated for the study at 0.5 level of significance. The findings of the study revealed that Principals used record keeping as a viable tool for monitoring teachers’ job performance, decision-making process provided guidelines on how teachers perform their duties in secondary schools in Kaduna State. It was also revealed that Principals used record keeping as a viable tool for monitoring teachers’ job performance. The study therefore recommends that, Participatory decision-making process should be used by principals in order to have cross fertilization of ideas for efficient service delivery in secondary schools in Kaduna *State*.

Another similar research was recently carried out, it was aimed at investigating “principals’ instructional supervision of teachers’ instructional strategies and assessment methods correlate of students’ academic performance in Business Studies in junior secondary schools in Taraba State”¹²⁰. Two research questions and two hypotheses guided the study. The

study adopted correlational survey research design using a questionnaire to collect its data. The population of this study consisted of 97 Business Studies teachers. As a result of the relative small size of the population (97), census sampling technique was adopted that allowed all the population to be used. A self-developed questionnaire titled “Principal’s Instructional Supervision of Business Studies Teachers’ Questionnaire (PISBSTQ)” was used for data collection. The instrument was validated by 3 experts from the department of Physical Sciences Education of Modibbo Adama University, Yola and trial tested using Cronbach Alpha to get reliability co-efficient of 0.76. The data obtained were analysed using mean and standard deviation to answer the research questions; while Pearson’s Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The results of the study revealed that; there is a significant high positive relationship between principal’s supervision of teachers’ instructional strategies and students’ academic performance in business studies in junior secondary schools in Taraba state ($r = 0.977, p < 0.05$); and also that there was a significant high positive relationship between principal’s supervision of business studies teachers’ assessment method and students’ academic performance in junior secondary schools in Taraba State ($r = 0.980, p < 0.05$). The study concluded that principal’s instructional supervision of teachers’ instructional strategies and assessment method correlates of students’ academic performance in Business Studies. The study however recommended among others that respective stakeholders such as principals, school board, Nigerian Union of Teachers (NUT) should organise more often various professional development like seminars, symposium, workshops etc. for the improvement of business studies teachers’ instructional strategies.

A research study titled “The influence of secondary school infrastructural facilities on teachers’ job satisfaction and performance in Ibadan metropolis, Oyo State of Nigeria”¹²¹ was

investigated. The school infrastructural facilities include: library, laboratory, furniture, conveniences for staff and students, instructional materials among others. Descriptive survey research design was used and it was questionnaire based the population of the study comprised of public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, purposive, cluster and simple random sampling techniques were used to select a total of one thousand, three hundred and twenty (1,320) teachers (male and female) from the selected public and private secondary schools for the study. Three research questions were raised and seven hypotheses were formulated. The data collected for the study were analysed using descriptive analysis, MANOVA, multiple progression analysis and t-test. All the hypothesis were tested at 5% level of significance. Among others, the study revealed that infrastructural facilities have significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan Metropolis of Oyo State, Nigeria. As a result of the finding, it was recommended that there should be adequate and prompt supply of infrastructural facilities into all secondary schools in Ibadan Metropolis with proper and timely maintenance of these facilities.

A research study titled "Teachers' Instructional Workload Management and Students' Academic Performance in Public and Private Secondary Schools in Akoko North-East Local Government, Ondo State, Nigeria"¹²² was conducted. The study examined teachers' workload and determined its implication on students' academic performance in secondary schools in Akoko North East Local Government Area of Ondo State. Descriptive design of the survey type was adopted and a stratified random sampling was used to select 12 schools, which were 6 public and 6 private secondary schools, involving 132 participants who included 120 teachers and 12 principals. A self-constructed questionnaire titled "Teachers' Workload and Student's Academic

Performance Questionnaire” (TWSAPQ), was administered. Five (5) hypotheses were tested using Pearson’s product moment correlation (PPMCC) and T-test at $p < 0.05$ level of significance. The results showed that there was a negative correlation between teachers’ workload and students’ academic performance ($r_{\text{cal}} = -0.420$), and a disparity between teachers’ actual workload and workload policy standard ($t_{\text{cal}} = 27.219$), also there was significant difference in teachers’ workload between public and private secondary schools ($t_{\text{cal}} = 2.364$). The findings indicated that teachers’ workload is high in teaching activities (75.8%), data imputation (62.5%), and marking of students’ scripts (76.7%), .and impacted negatively on teachers’ instructional tasks performance and students’ academic performance. It is hereby recommended that the State Government and proprietors of private secondary schools should employ adequate number of qualified teachers to meet the workload standard for effective teaching, while learning facilities should be upgraded to enhance workload implementation and improve students’ academic performance in secondary schools.

In another study titled “Teacher Professionalism and Task Performance in Oyo State Public Secondary Schools, Nigeria”¹²³, the study investigated professionalism and Teachers’ Task Performance (TTP) in Secondary Schools (SSs) in Oyo State, Nigeria. Descriptive survey research design was adopted while multi-stage sampling procedure was used to select the samples. Simple random sampling technique was used to select 3 out of the 6 Educational Zones (EZs) in the State. The same sampling technique was used to select 10 out of 20 Local Government Areas across the sampled zones. 30% of schools in each of the selected 10 Local Government Areas were equally randomly selected, giving a total of 78 schools. The proportionate to size sampling technique was further adopted to select 20% teachers (1,189) in all the 3 sampled EZs of the State. The total enumeration technique was used to select principals

within the sampled schools, which gave 78 respondents. The instruments titled: Teacher Professionalism Questionnaire (TPQ) and Teacher Task Performance Questionnaire (TTPQ) were developed and used to collect data for the study. Reliability coefficients of: $r = 0.73$, $r = 0.84$ and $r = 0.81$ were obtained for the compliance with Code of Ethics, Teachers' Job Autonomy (indicators of Teachers' Professionalism) and Teachers' Task Performance(TTP), through Cronbach alpha method. The result among others shows professionalism variables ($F(3,1550) = 11.404$; $R^2 = 0.082$) jointly influenced TTP among Oyo State Secondary Schools Teachers and contributed 8.2% to its variance. The study recommended that government should allow teachers' some level of autonomy that will enable them carry out their duties in such a manner that will enhance their productivity and make them perform creditably well on their jobs.

Furthermore, more studies related to the current study was conducted in Benue State by a postgraduate student of the University of Nigeria. The study titled "Principals' Motivational Strategies and Teacher Job Satisfaction in Benue State"¹²⁴ adopted the descriptive survey design was adopted in this study. A total of 235 out of 2282 teachers were selected using stratified random sampling technique. Six research questions and four null hypotheses guided the study. A structured questionnaire was used for data collection. Three experts in the department of Educational Foundations carried out the face validation. The reliability coefficient of the instrument was 0.78 after the reliability test. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. It was found that teamwork and teacher involvement are motivational strategies that give teachers job satisfaction in secondary schools in Benue state and that there was no significant difference between the opinions of first graduate and postgraduate teachers on the motivating factors. It was recommended that teachers should be encouraged by payment of

allowances for team activities and any other functions that promote teacher-involvement in school administration. Other recommendations included among others, that teachers should be adequately occupied each day with functions that would make them happy. This can be done by allowing teachers to make decisions about their work.

Another study investigated Principals' Motivational Strategies and Teachers' Commitment to Work for Enhanced National Cohesion and Global Competitiveness in Secondary Schools in Enugu State¹²⁵. Three research questions and three hypotheses guided the study. The study adopted a descriptive survey design. The population of this study included all the 292 public senior secondary schools in Enugu 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) developed by the researchers. The instrument was validated by two experts; reliability tested with Cronbac alpha, which yielded a reliability index of 0.79. For data analysis, mean scores and standard deviation were used to answer the research questions. z-test was used to test the hypotheses at 0.05 alpha significant level. The findings of the study revealed among others that, the ways principal's administrative strategies enhance teachers' commitment to work for national cohesion and global competitiveness include: promotion of good condition of service among teachers motivates them to teach effectively for institutional productivity and global competitiveness, teachers making learning so interesting when they are regularly motivated by administrators, praise/non-monetary motivation makes teachers to be active in classroom activities, respect for teachers by administrative staff creates warm relationship among them for effective teaching/learning, discipline through positive reinforcement among teachers creates effective classroom instruction in schools, and motivation of teachers helps to control

their classrooms instructions for improved students' academic performance. Based on the findings, the researchers recommended that teachers should be properly motivated so that they can adequately control their classrooms for effective teachers' commitment to work, productivity, national cohesion and global competitiveness.

A study investigated the extent to which workload factors (such as working hours, class size, teacher-student ratio, committee assignment and nature of work) influence teacher's job performance in public secondary schools in Education District III of Lagos State. The study was carried out using descriptive survey design, the population comprised of the 960 teachers in the 66-public junior secondary school in the District and the Sloven formula of sample size was used to select 280 teachers out of the 960 total population. The stratified and random sampling techniques were used to select and administer the research instrument A self-designed questionnaire was the research instrument used for the study. Descriptive statistics such as frequency count and simple percentage was employed to analyse the demographic characteristics of participants and all the research questions, while the chi-square statistical tool was used to test the research hypotheses. From the study it was discovered that working hours, class size, teacher-student ratio, committee assignment and nature of work has an influence on teacher's job performance. It was recommended that School authorities should be conscious of the health status of their teachers by enhancing work efficiency through health-prone working hours and time management, maintain a sizeable classroom that will enhance academic excellence of students and effective teaching of the teachers , play a significant role in promoting student-teacher interaction and a significant student-teacher ratio in order to enhance an improved academic performance and effective teaching among teachers. Teachers should be involved in decision making of the school and to take active role in the effective administration of the school

to promote an improved job performance among teachers, assigned to the work they find so convenient and appealing doing. It is to promote teachers' satisfaction, and to enhance higher job satisfaction

Another study investigated the motivational strategies of principals in administration of public secondary schools in Rivers State¹²⁶. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of 200 made up of principals, vice principals (academic) and vice principals (administration) drawn out of a population 461 was used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA) was used for data collection. The instrument was validated and its reliability index of 0.82 was established using Cronbach Alpha method. Mean and standard deviation were used to answer the research questions. The research questions were analysed using Statistical Package for Social Science (SPSS). The independent t-test was used to test the hypotheses. It was found out that principals use advancement as a motivational strategy, by assigning jobs that help a teacher expand his skills set in teaching profession. It was found out that principals use responsibility as a motivational strategy by emphasizing on a teacher accepting personal responsibility for performance and exercise of discretion in decision making. Based on the findings, it was recommended that principals should give new responsibilities to teachers to provide opportunities for advancement in their career.

A study was carried out to look into job motivation techniques for enhanced secondary school teacher's job performance in Sagamu local government of Ogun State¹²⁷. Four research questions and two hypotheses were raised. The descriptive survey design was adopted. The

population of the study comprised 489 public secondary school teachers in Sagamu local government area of Ogun State. A total of 120 public secondary school teachers were chosen as the study sample size. This represents 24.53% of the population. A purposive sampling technique was used for the choosing of the sample. Researchers developed questionnaires; titled: Motivation and Teacher Job Performance Questionnaire (MTJPQ) with 0.79 reliability coefficient was used for data collection. Research questions were analyzed using regression analysis. The hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The findings revealed that conditions of service (salary, promotion and fringe benefits) were found to be significant and strongly determine teacher's job performance in Sagamu local government of Ogun State ($\beta = 0.312$, $t = 6.635$, $P < .05$). It was also found out that in-service training strongly determines secondary school teacher's job performance ($\beta = 0.656$, $t = 12.474$, $p < .05$). About 99% of the variance in teacher's job performance was accounted for by the linear combination of the independent variables. There was a significant relationship between the independent variable (condition of service) and the dependent variable (teacher's job performance) ($r = 0.744$, $p < .05$). There was a significant relationship between the independent variable (in-service training) and the dependent variable (teacher's job performance) of ($r = 0.683$, $p < .05$). The study recommended that the condition of employees should be adequately enhanced by management. Incentives such as medical care, housing allowances, promotion, and fringe benefits among others should be adequately provided to bring about high intrinsic motivation. The growth and advancement of employees on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction and low performance.

Another research was conducted to investigate factors influencing teachers' job satisfaction in public secondary schools in Mubi North Local Government and the role of school managers in ensuring teachers' job satisfaction¹²⁸. The study adopted the survey method to collect data from teachers. The population of the study comprised of government secondary school teachers in Mubi North Local Government. By using stratified sampling technique, 200 secondary school teachers were selected. A questionnaire titled 'Teachers' Job Satisfaction Questionnaire' (TJSQ) adapted from Nganzi (2014); Qaisrani, Mughal, & Solangi (2015) was used to collect data. The reliability coefficient of was 0.85 was found using test retest reliability method. Data were analyzed using descriptive and inferential statistics such as simple percentage and t-tests analysis. The findings of the study suggested that: teachers were satisfied with their monthly salary, fringe benefits and administrative support provided to them. The findings of the study also revealed that the roles of school managers in ensuring teachers' job satisfaction were flexible curriculum, interpersonal and intrapersonal relations at school, involvement of teachers in decision making in schools, flexible school timetable, fringe benefits, autonomy to perform own duties with no interference.. The findings of hypothesis one revealed that there was a significant difference between policy and professional development of teachers. The results of the second hypothesis revealed that there was no significant difference between female and male teachers in their perception of salary as a factor affecting job satisfaction. In conclusion, factors influencing teachers' job satisfaction were promotion, salary, fringe benefits and motivation. If these factors are made available to teachers, there shall be effective job performance. However, if all these factors are not made available, the teachers shall develop negative attitude to work and as such can lead to poor academic performance of students in examinations. In order to boost the level of motivation and satisfaction of teachers the study recommended that there should be

regularity in the promotion of teachers and such promotion should be based on merit to encourage hard work and promotion should be promptly effected and arrears paid in block or in reasonable installments to make teachers happy and instill in them more enthusiasm to perform their duties.

Another study investigated the Effect of Work Environment on Teacher Commitment to duty in selected Secondary Schools of South Eastern Nigeria, with emphasis on Nsukka metropolis¹²⁹. Teachers are important components of a work process and have to be given the necessary facilitation for effective and efficient service delivery. The study employed field survey research design. Population of this study was 156 teaching staff of the selected secondary schools in Nsukka metropolis. The sample size of the study was 112 respondents from the selected schools. Primary data were collected through questionnaire from the sampled schools. Correlation Pearson Co-efficient and multiple regression techniques were employed to analyse the collected data. The results revealed that interpersonal relationship, workload and physical working condition determine teacher's commitment level. While communication though has positive effect on commitment level, does not significantly determine the commitment level of the teachers. The study recommends that to ensure high commitment level of teachers, adequate attention must be paid to the work environment like interpersonal relationship, workload and physical work condition as these are important factors that trigger the commitment level of the teachers and by so doing, the overall organizational performance is guaranteed.

A study determined the level of job commitment and organizational commitment dimensions of public secondary school teachers in Oyo State, Nigeria¹³⁰. Descriptive research design was used to guide the study. The population consisted of eleven thousand, seven hundred and thirty-two (11,732) teachers in public secondary schools in Oyo state from

which multi stage sampling procedure was used to obtain two thousand, seven hundred and twenty-six (2,276) respondents while descriptive statistics of simple percentage, mean, and frequency were used to analyze the data obtained for the study. Findings of the study revealed that job commitment of public secondary school teachers was low (weighted mean = 2.31), affective organizational commitment was moderate (weighted mean = 2.62), continuance organizational commitment was high (weighted mean = 3.24) and normative organizational commitment was low (weighted mean = 1.77). Low level of job commitment among public school teachers was not unconnected to turnover intention indices such as workload, promotional prospect and teacher autonomy. The study, therefore, it was recommended that all hands should be on deck in order to devise necessary measures to ensure that teachers are more committed to their jobs which can be accomplished through genuine inspiration, a strong leadership style, and creation of an empowering environment that fosters education and learning, and a strong cultural recognition of the teaching profession. Also, government should ensure adequate educational planning or create a framework to encourage teachers to develop affective organizational commitment. Such policies should also aim at reducing to the barest minimum continuance organizational commitment among public secondary teachers, which was discovered to be high in this study.

A study examined motivation and teachers performance in public senior secondary schools in Rivers State, Nigeria¹³¹. The study adopted descriptive survey design. The population for the study consisted of 7842 teachers in the 237 senior secondary schools in Rivers State From the population; samples of 940 teachers were selected through the use of stratified random sampling technique. To ensure successful conduct of the study, five research questions and five

hypotheses were formulated. A questionnaire instrument with the title “Teacher Motivational Rating Questionnaire (TMRQ) and Teachers Performance Rating Questionnaire (TPRQ) was constructed and used for the study. The reliability of the questionnaires was tested through the use of test-retest method which yielded a correlation coefficient of 0.78 and 0.83 respectively. The face and content validity of the questionnaires were established by the research supervisor and experts in the institution of Education Rivers State University who were given the questionnaire to vet the accuracy in addressing the research question. The data collected through the questionnaire were used to answer the research questions and to test the hypotheses. Each of the research questions was analyzed through the use of mean and standard deviation and each of the hypothesis was tested through the use of Pearson Product Moment Correlation Coefficient. The study found that there is a strong relationship between teachers’ remuneration and teacher job performance. The findings of the study also affirmed that the relationship between working condition and teachers' performance is positive. Also the study has it that there is a strong positive correlation between teachers' promotion and their teaching performances. Based on the findings of the study, the researcher recommended that: government and other secondary school owners should regularly motivate their teachers through bonuses, allowances and increases in their salary, if they want teachers to improve in their performance and that government should regularly promote hard working teachers, this would not only help to improve their performance but also, would motivate others to work very hard.

2.4. Conceptual Framework

This study involves assessment of principal's motivation technique and teachers' workload as determinants of job performance in secondary schools in Oyo State.

Figure.1.1. summarizes the relationship between the dependent variables, which are principal's motivation technique and teachers' workload, and the independent variable that is, job satisfaction.

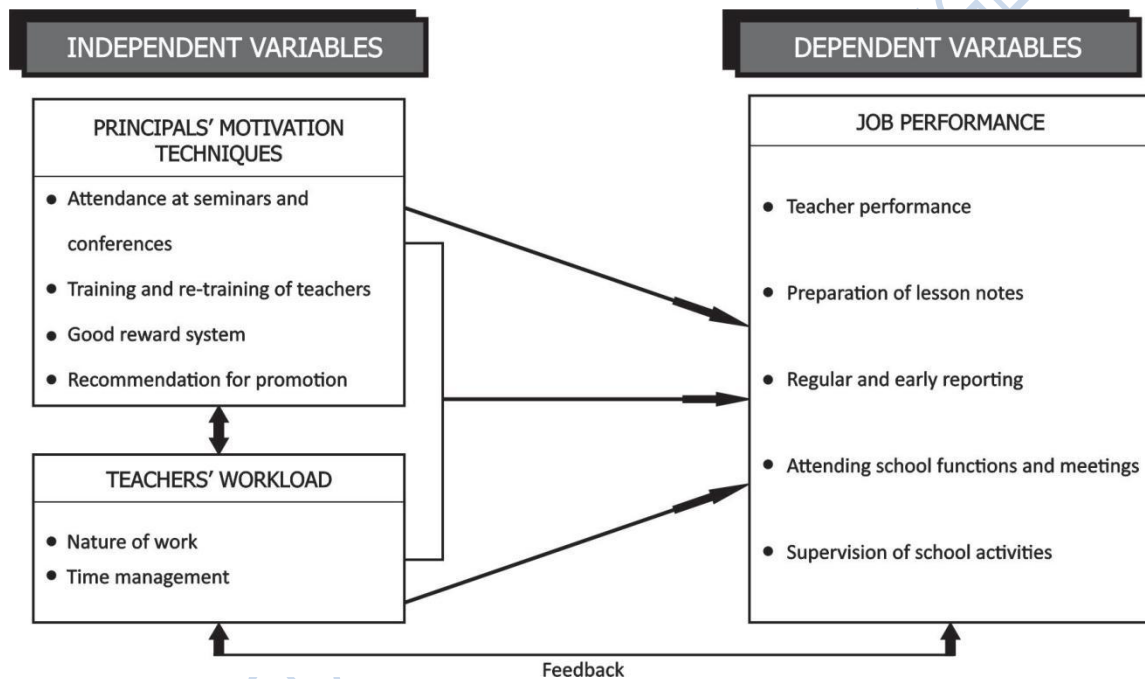


Figure 2.1: Conceptual framework

Source: Based on Herzberg's (1966) Two Factor Theory

Diagrammatically the study concentrated much on determining the dependent variables that is principal's motivation technique and teachers' workload and independent variable that is job performance and how they correlated to improve teaching and learning process in public secondary schools in Oyo State.

Figure 2.1 shows the study found that motivation technique was measured from attendance at seminars and conferences, training and re-training of teachers, good reward system, promotion of teachers as and when due, feedback on teachers work, on the job training, involving teachers in decision making, good working environment, high degree of relationship with teachers, positive feedback and reinforcement, giving of fringe benefits, allowances and bonuses, prompt payment of salaries, promoting punctuality by example, giving soft loans to teachers and effective dissemination of information, that generally form the principal's motivation technique tools.

In addition, Figure 2.1 sees workload as nature of work and time management. Nature of work involves teaching and non-teaching, administrative and co-curricular activities. Time management on the other hand involves time spent on teaching.

The presence of motivation among the public secondary teachers in Oyo State will encourage job performance when there is good administration, presence of teaching material, absent of conflict among teachers and school management to school organization. Actually the job performance were measured when a teacher prepare teaching and learning content, participating in staff meetings, control the school activities, prepare scheme of work, providing tests and examination to learners and time punctuality in teaching.

2.5. Summary of Literature Review

The researcher reviewed different literature pertaining to principal's motivation technique and teachers' workload as determinants to job performance. On the effect of job performance on teacher motivation, it was found that; salary, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job performance among employees. Regarding the effect of reward system on teacher motivation, it was found

that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teacher's motivation. This study is therefore aimed at findings out principal's motivation technique and teachers' workload as determinants of job performance in public secondary schools in Oyo Zone.

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Endnotes

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Chapter Three

Methodology

3.0. Introduction

This chapter intends to present the method that will be used for carrying out the research.

The concept of methodology is to be explained under the following sub-headings:

- i. Research Design
- ii. Population of the Study
- iii. Sample and Sampling Techniques
- iv. Description of Research Instrument
- v. Validity of Research Instrument
- vi. Reliability of Research Instrument
- vii. Method of Data Collection
- viii. Method of Data Analysis

3.1. Research Design

The research design used for the study is descriptive survey. Survey means a method of obtaining information from various groups or persons mainly through questionnaire or personal interview¹. With descriptive survey research design, the researcher was able to collect information through a questionnaire from a group of people which was analyzed and consequently generalized to cover the entire population.

3.2. Population of the Study

The population of the study comprises of all the principals and teachers in the 88 public secondary schools in Oyo Zone which is 88 principals and 2080 teachers. (Oyo State Post

Primary Schools Teaching Services Commission TESCOM, 2019)². This is shown in Table 3.1. below:

Table 3.1: Population of the Study (2080 Teachers and 88 Principals)

	Local Government Areas in Oyo Zone	Number of Schools	Number of Teachers			Number of Principals
			Male	Female	Total	
1.	Afijio	17	194	207	401	17
2.	Atiba	15	218	177	395	15
3.	Iseyin	23	213	144	357	23
4.	Itesiwaju	11	78	20	98	11
5.	Oyo East	11	194	282	476	11
6.	Oyo West	11	144	209	353	11
	Total	88	1041	1039	2080	88

Source: Ministry of Education, 2021

3.3. Sample and Sampling Techniques

Multistage sampling procedure involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used is the systematic sampling technique. Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on local government areas as shown in table 3.1 above) and then selecting elements at regular interval through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k^{th} element from then upwards. In this case,

$$K = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. the number obtained

through this division, say k , is an appropriate interval size to produce a representative sample. For instance, if a population consists of 600 elements and one needs a sample of 60 participants, then interval size will be 10, so he or she needs to select every tenth element starting from a random number. In this study, from the list of the six (6) local government areas (N), the researcher chose a sample size of three (3) local government areas. Therefore, the interval (k) was calculated as:

$$K = \frac{6}{3} = 2$$

So, the researcher systematically chose a sample number three (3) local government areas on the list (table 3.1.) on the interval (k) of every two (s) local government areas starting from a random number of two (2) i.e., the second local government area on the list. The selected number of local government areas (with their number of public schools) based on the systematic random sampling method is shown in table 3.2.

Table 3.2: Sampled Local Government Areas for the Study (n=3)

	Local Government Areas in Oyo Zone	Number of Schools	Number of Teachers			Number of Principals
			Male	Female	Total	
1.	Atiba	15	218	177	395	15
2.	Itesiwaju	11	78	20	98	11
3.	Oyo West	11	144	209	353	11
	Total	37	440	406	846	37

Source: Ministry of Education, 2021

Table 3.2 shows a selected number of three (3) local government areas from a total of six (6) local government areas by systematic random sampling technique. The number of public secondary school teachers and principals are 846 (440 males and 406 females) and 37 respectively.

The second type of sampling method that was used is the proportionate stratified sampling technique applied to the population of the teachers in Oyo Education Zone and eighty percent (80%) of the population of the teachers was taken which gave the 677 teachers (352 males and 325 females) and all 37 principals (9 males and 28 females).

3.4. Description of the Research Instrument

The researcher formulated two questionnaires – Principal’s Motivation Technique and Teachers’ Workload as Determinants of Job Performance Questionnaire (PMTTWDJPQ) for both principals and teachers of schools sampled, which covered various techniques used by principals in motivating their teachers in public secondary schools in Oyo Zone. The questionnaire was arranged in four sections. Section A consists of an introductory letter to the respondents to complete the questionnaire and demographic information of respondents. Section B, C and D of the questionnaire contains thirty-five (35) items carefully arranged in clusters which seek to provide answers to the research questions. The questionnaire is developed on four (4) point rating scale provided for the respondents to choose from, they are: Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1 and Very High (VH), High (H), Low (L) and Very Low (VL).

3.5. Validity of Research Instrument

The instrument was subjected to face and content validation using three experts, two from Educational Management and Policy Department and one from Educational Foundations measuring in measurement and evaluation. Those who validated the questionnaire made lot of corrections to the questionnaire like suggesting the use of provision of and replacement of items. They also suggested the addition of job performance in the topic as well as other items that were

reframed. The researcher effected all the corrections suggested by the experts. And final edition of the instrument was obtained after the researcher effected the necessary corrections required.

3.6. Reliability of the Research Instrument

This was determined by a means of test retest method. In this case the same questionnaire was administered twice after a two weeks interval to 10 teachers from Afijio L.G.A. which was not part of the original respondents. When the first and second results were correlated, it yielded a coefficient of 0.82 which the researcher considered reliable since the coefficient was high.

3.7. Method of Data Collection

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaire to the 221 respondents. The researcher waited and collected the completed questionnaires from the respondents when they were through with it. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot. A total of 446 questionnaires were retrieved from the respondents.

3.8. Method of Data Analysis

Data collected from questionnaire were analyzed using descriptive statistics of frequency counts, percentage score, mean and standard deviation including inferential statistics of Pearson Products Moment Correlation and multiple regression analysis at 0.05 level of significance³.

Endnotes

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CHAPTER FOUR

Results and Discussion of Findings

4.1 Demographic Data Analysis

Table 4.1: Demographic Information of the Principals

Demography	Frequency	Percentage
<i>Gender</i>		
Male	9	24.3
Female	28	75.7
Total	37	100
<i>Age</i>		
41 - 50 years	6	16.2
51 – 60 years	31	83.8
Total	37	100
<i>Marital Status</i>		
Married	34	91.9
Widowed	3	8.1
Total	37	100
<i>Educational Level</i>		
Degree	16	43.2
Master	21	56.8
Total	37	100
<i>Teaching Experience</i>		
6 – 10 years	3	8.1

11 years and above	34	91.9
Total	37	100

Source: Author's Fieldwork 2022

Table 4.1 shows the demographic information of the selected principals according to gender, age, marital status, educational level and teaching experience. The result indicates that the majority of the principals were female (28; 75.7%); aged 51-60 years (31; 83.8%); married (34; 91.9%); and had 11 years and above teaching experience (34; 91.9%). However, 43.2% and 56.8% of the principals had both degree certificate and master certificate respectively.

Table 4.2: Demographic Information of the Teachers

Demography	Frequency	Percentage
<i>Gender</i>		
Male	352	52
Female	325	748
Total	677	100
<i>Age</i>		
21 – 30 years	183	27.1
31 – 40 years	187	27.6
41 - 50 years	204	30.1
51 – 60 years	103	15.2
Total	677	100
<i>Marital Status</i>		
Single	194	28.7
Married	470	69.4

Widowed	13	1.9
Total	677	100

Educational Level

NCE	158	23.3
Diploma	16	2.4
Degree	439	64.8
Master	64	9.3
Total	677	100

Teaching Experience

Less than 2 years	156	23
3 – 5 years	88	13
6 – 10 years	156	23
11 years and above	277	41
Total	677	100

Source: Fieldwork, 2022

Table 4.2 indicates the demographic information of the selected teachers for the study. The result shows that 352 (52%) of the teachers were male while 325 (48%) were female. On age, 204 (30.1%) of the teachers were 41-50 years, 187 (27.6%) were 31-40 years, 183 (27.1%) were 21-30 years, while the remaining 103 (15.2%) were 51-60 years. Majority (470; 69.4%) of the teachers were married; 194 (28.7%) were single, while the remaining 13 (1.9%) were widowed. Majority (439; 64.8%) of the teachers were degree holders, 158 (23.3%) were NCE holders, 64 (9.5%) were master holder while the remaining 16 (2.4%) were diploma holders.

4.2 Presentation of Data

4.2.1 Research Questions

1. What is the level of job performance of teachers in public secondary schools in Oyo Zone?

Table 4.3: The level of job performance of teachers in public secondary schools in Oyo Zone

S/N	Items	VH	H	L	VL	Mean	St. D
1.	Effective preparation of lesson notes	463 68.3%	208 30.7%	3 0.5%	3 0.5%	3.67	.512
2.	Regular and early reporting	392 57.9%	265 39.1%	20 3%	- -	3.55	.555
3.	Attendance at school functions and meetings	352 52%	285 42.1%	34 5%	6 0.9%	3.45	2.91
4.	Supervision of school activities	318 47%	295 43.6%	30 4.4%	34 5%	3.32	2.16
5.	Participation at extracurricular activities	372 55%	271 40%	17 2.5%	17 2.5%	3.47	.670

Weighted Mean = 3.49 Standard Mean = 2.50

Source: Fieldwork, 2022

Table 4.3 shows the level of teachers' job performance in public secondary schools in Oyo zone. The result indicates a weighted mean of 3.49 which is greater than the threshold set at 2.50. This implies that the level of job performance among the selected teachers was high. Out of the five items used, items 1 and 2 contributed more to this high level of job performance because their mean scores are greater than the weighted mean.

2. What is the status of workload of teachers in public secondary schools in Oyo Zone?

Table 4.4: The status of workload of teachers in public secondary schools in Oyo Zone

S/N	Items	Low	Moderate	High	Mean	St. D
Nature of Job						
1.	Lesson presentation	102	374	210	2.15	.663
		15%	55.3%	29.7%		
2.	Use of instructional aids	69	473	135	2.10	.553
		10.2%	69.9%	19.9%		
3.	Classroom management	106	390	181	2.11	.940
		15.6%	57.6%	26.8%		
4.	Evaluation of students	49	423	205	2.23	.569
		7.2%	62.5%	30.3%		
5.	Learning motivation	116	454	107	1.99	1.58
		17.1%	67.1%	15.8%		
Weighted Mean = 2.12 Standard Mean = 1.50						
Time Management						
1.	Poor Commitment	390	201	86	1.85	.729
		57.6%	29.7%	12.7%		
2.	Inability to develop self-discipline by teachers	455	196	26	1.37	.587
		67.2%	29%	3.8%		
3.	Involvement in time wasting	375	268	34	1.50	.592
		55.4%	39.6%	5%		
4.	Incorporating curriculum activities into teaching and tight academic	259	315	103	1.77	.695
		38.3%	46.5%	15.2%		

schedule

5.	Covering and completing the	211	290	175	1.95	.767
	syllabus at the appropriate time	31.2%	42.9%	25.9%		

Weighted Mean = 1.69 Standard Mean = 1.50

Source: Fieldwork, 2022

Table 4.4 shows the status of workload of teachers in public secondary schools in Oyo zone. The result indicates weighted mean of 2.12 and 1.89 which is greater than the threshold set at 1.50. This implies that the status of teachers' workload in the selected schools was high.

3. What is the prevalent adopted motivational technique of principals in public secondary schools in Oyo Zone?

Table 4.5: The prevalent adopted motivational technique of principals in public secondary schools in Oyo Zone

S/N	Items	SA	A	D	SD	Mean	St. D
Attendance at Seminars and Conferences							
Principal:							
1.	allows teachers to attend seminars And conferences in their areas of specialization which leads to quality job performance.	22 59.5%	15 40.5%	- -	- -	3.60	.514
2.	encourages the government on conference sponsorship for teachers in the school.	18 48.6%	19 51.4%	- -	- -	3.49	.522
3.	does not regard seminars and	7	-	15	15	1.97	1.08

	Conferences attendance as a measure of professional growth.	19%	-	40.5%	40.5%		
4.	encourages sharing of knowledge garnered at seminars and conferences among co-teachers.	15	22	-	-	3.41	.514
		40.5%	59.5%	-	-		
5.	sees frequent attendance at seminars and conferences necessary for quality job performance.	28	9	-	-	3.76	.452
		75.5%	24.3%	-	-		

Weighted Mean = 3.25 Standard Mean = 2.50

Training and Retraining

1.	Principal provides adequate fund for teachers' training and retraining programmes.	12	22	3	-	3.24	.621
		32.4%	59.5%	8.1%	-		
2.	Training and retraining programmes Are not regular, adequate and on continuous basis for teachers.	6	25	6	-	3.00	.603
		16.2%	67.6%	16.2	-		
3.	Only a few teachers in my school are exposed to research and retraining programmes.	12	25	-	-	3.32	.492
		32.4%	67.6%	-	-		
4.	Corrupt principal by cutting funds meant for training and retraining teachers' programme.	3	6	25	3	2.24	.753
		8.1%	16.2%	67.6%	8.1%		
5.	Materials are inadequate for retraining of teachers	7	9	9	12	2.30	.113
		19%	24.3%	24.3%	32.4%		

quality job performance.

Weighted Mean = 2.82 Standard Mean = 2.50

Reward System

Principal:

1.	recognises teachers' efforts in Instructional activities.	22 59.5%	15 40.5%	- -	- -	3.59	.522
2.	recommends to the school Management the best performing Teachers for rewards every term.	22 59.6%	12 32.4%	3 8.1%	- -	3.51	.674
3.	praises exceptional teachers during staff meetings and briefings for their performance.	25 67.6%	12 32.4%	- -	- -	3.68	.492
4.	encourages the school management to motivate the teachers through cash rewards, prizes and other gifts based on their improved job performance.	25 67.6%	12 32.4%	- -	- -	3.68	.492
5.	issues letter of commendations to teachers with outstanding job performance.	22 59.5%	15 40.5%	- -	- -	3.59	.514

quality job performance.

Weighted Mean = 3.61 Standard Mean = 2.50

Recommendation for Promotion

Principal:

1.	ensures that teachers are promoted	22	15	-	-	3.59	.514
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	on regular basis.	59.5%	40.5%	-	-		
2.	recommends teachers for promotion based on appraisal of their job performance.	16	21	-	-	3.43	.522
		43.2%	56.8%	-	-		
3.	is not bias when recommending teachers for promotion.	22	15	-	-	3.41	.514
		59.5%	40.5%	-	-		
4.	follows up with the authority to ensure that teachers who are promoted receive their improved salaries and benefits.	15	22	-	-	3.41	.514
		40.5%	59.5%	-	-		
5.	denies teachers promotion opportunity.	3	3	9	22	1.65	.984
		8.1%	8.1%	24.3%	59.5%		

Weighted Mean = 3.139 Standard Mean = 2.50

Source: Author's Fieldwork 2022

Table 4.5 shows the prevalent adopted motivational technique of principals in public secondary schools in Oyo Zone in the categories of the four sub-variables (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers). Based on their weighted mean scores, the result indicates that principals made use of the motivational techniques in the following order of magnitude: reward system (mean=3.61), attending of seminars and conferences (mean= 3.25), promotion system of the teachers (mean=3.13) and training and retraining (mean= 2.82). This implies that the reward system is the prevalent motivational technique among the principals selected for the study.

4.2.2 Research Hypotheses

H01: There will be no significant joint influence of principals’ motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone.

Table 4.6: Joint influence of principals’ motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone

Model = 1; R=.372; R Square=.138; Adj. R Square=.113; Std. Error of the Estimate=5.04542

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	830.482	6	138.414	5.437	.000 ^b
	Residual	5167.613	708	25.456		
	Total	5998.095	714			

Source: Fieldwork, 2022

Table 4.6 shows the joint contribution of the principals’ motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone, using the multiple regression analysis. The result indicates that there was a significant joint influence of the principals’ motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone ($F_{(6; 203)} = 5.437$; $\text{Adj. } R^2 = .113$; $p=.000<.05$). This implies that when all the principals’ motivational techniques and workload indices were pulled together, they have a significant influence on the job performance of teachers. The result

indicates an Adj. R Square of .113, which implies that 11.3% variance in the job performance of teachers, could be account for by the joint influence of the principals’ motivational techniques and workload indices while the remaining variance of 88.7% could be due to factors not included in this model.

Ho2: There will be no significant relative influence of principals’ motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone.

Table 4.7: Relative influence of principals’ motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone

Model	Unstandardised		Standardised	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	8.552	2.623		3.260	.001
Attendance in Conference	-.096	.103	-.072	-.929	.354
Training and Retraining	-.096	.130	-.060	-.737	.462
1 Reward System	-.085	.093	-.073	-.914	.362
Recommendation for Promotion	.508	.137	.318	3.717	.000
Nature of Job	.271	.118	.157	2.306	.022
Time Management	.331	.164	.140	2.019	.045

Source: Fieldwork, 2022

Table 4.7 shows the relative contribution of the principals’ motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system

of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone, using the standardized coefficient beta weight of the multiple regression analysis. The result indicates that only recommendation for promotion (Beta=.318;p=.000<.05), nature of job (Beta=.157;p=.022<.05) and time management (Beta=.140;p=.045<.05) had significant relative influence on teachers' job performance. This implies that recommendation for promotion, nature of job and time management, in that order, were the factors that could predict teachers' job performance.

4.3. Discussion of Findings

The first hypothesis stated "there will be no significant joint influence of principals' motivation techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone. The result of the analysis showed that there was a significant joint influence of the principals' motivational techniques and workload indices on job performance of the teachers in public secondary schools in Oyo Zone. This corroborates the findings of Jalagat (2017) which states that workload has a significant influence on teachers' job performance. It also agrees with the findings of a work carried out by Gilbert (2018) which found that there can be no greater motivational technique than prompt payment of teachers' wages and salaries. Using some kind of incentives on teachers has been recognised as being more effective than others. Rewards in form of incentives are often given in form of money. Money can therefore be seen as a part of reward system designed to reinforce behaviour and can motivate people to work towards their goals and that of the organisation.

The second research hypothesis stated “There will be no significant relative influence of principals’ motivational techniques (attending of seminars, conferences, training and retraining of teachers, reward system and promotion system of the teachers) and workload indices (nature of the work and time management) on job performance of the teachers in public secondary schools in Oyo Zone. The result of the analysis showed that only recommendation for promotion, nature of job and time management had significant relative influence on teachers’ job performance. This implies that recommendation for promotion, nature of job and time management, in that order, were the factors that could predict teachers’ job performance. The finding of this hypothesis is in line with the finding of Vincent dePaul Kanwetuu, Joseph Asomaning Brenyah and Bernard Obeng (2020) which emphasised that the most attractive reward perceived by the staff is still promotion and that promotion has a positive and significant effect on job performance (satisfaction). Similarly, a scholar supports the above findings in his research which asserted that promotion brings along with it not just more money, but also a mark of recognition of individual’s performance and that the motivating effect of promotion is high. Also, the above finding is in line with a study which found that some teachers seem to have shallow subject mastery resulting to poor teaching in the classroom. Using appropriate teaching pedagogy seems to be poorly done in many public secondary schools in Oyo Zone. Another study lends credence to this findings in which it was found that maximisation of the use of time for academic activities is required to enhance students’ academic performances and attitudes.

Chapter Five

Summary, Conclusion and Recommendations

5.1. Summary of Findings

The study was carried out to investigate the Principals' Motivation Technique and Teachers' Workload as Determinants of Job Performance in public Secondary Schools in Oyo Zone.

The study adopted descriptive survey design. The sample size is 714 respondents (37 principals and 677 teachers) representing the entire population of both the principals and teachers in the Zone. A researcher designed questionnaire was used as instrument for data collection.

Three experts face-validated the instrument while test retest method was used to compute the reliability estimate for the study. Three research questions and two null hypotheses tested at 0.05 level of significant guided the study. A 40 item structured questionnaire was subjected to statistical analysis descriptive statistics of frequency counts, percentage score, mean and standard deviation including inferential statistics of Pearson Products Moment Correlation and multiple regression analysis.

The results of the findings showed that effective preparation of lesson notes and regular and early reporting contribute more to high level of job performance in public secondary schools in Oyo Zone. The study also showed that the status of teachers' workload in the selected schools was high.

The study further showed that principals made use of the motivational techniques in the following order of magnitude: reward system, attending of seminars and conferences and recommendation for promotion. However, the reward system is the prevalent motivational technique among the principals selected for the study.

Based on the findings of the study, recommendations were made which include principals of schools must know the type of motivational technique suitable in motivating the teachers in their schools for effective and efficient job performance, principals must ensure that teachers are not under-loaded or over-loaded with classroom and extra—curricular activities in order to ensure effective and efficient job performance and employment of qualified teachers in Oyo Zone must be based on merit in order to give room for the best hands to work in the schools among others.

5.2. Conclusion

The importance of principals' motivation technique in the day-to-day job performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It is a well-known fact that human performance of any sort is improved by increase in motivation. Going by the findings of this study, it can be easily inferred that teachers' motivation and workload matters a lot and should be a concern of both the employers and employees. The results obtained from the hypotheses showed that workers place great value on their motivation and job performance.

Therefore, when this motivation is not achieved and encouraged by the school principal and teachers are overloaded with much work, teachers tends to express their displeasure through poor performance and non-commitment to their job. It is therefore important that the school principal consider the needs and feelings of his or her work force and not just overlook them in order to safe guard school harmony, because —a happy worker they say is a productive worker. Having stressed the importance of motivation on the job performance of teachers in public secondary schools and particularly in Oyo Zone, this study equally established the influence of reward, training and development, time management in relation to teachers' motivation.

5.3. Recommendations

Based on the above findings, the following were recommended:

- i. Employment of qualified teachers in Oyo Zone must be based on merit in order to give room for the best hands to work in the schools.
- ii. Management must encourage equity between efforts put into the job and promotion to encourage hard work.
- iii. There must be frequent supervision of school activities by the government to ensure high level of job performance by both principals and teachers of public secondary schools in Oyo Zone.
- iv. The growth and advancement of the employees on the job through rewards, promotions training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction.
- v. Provide the training and resources employees need to do the work and, recognize employees for good performance, both formally and informally
- vi. The Government of Oyo State should enhance the existing pay package of the teachers; so that they could lead a well-balanced, prosperous and satisfied life with their families and fulfill their family needs, and can attain a respectable status in the community. This incentive will surely enhance their morale, motivation, dedication, and commitment towards their job and organizational goals.
- vii. Principals of schools must recommend teachers who are due for promotion and when promoted, follow up to ensure that promoted teachers receive higher remunerations.
- viii. Teachers should be encouraged to attend seminars and conferences where new and current knowledge on time management, classroom control and teaching and learning

pedagogy can be learnt and applied in the classroom situation which will bring about effective job performance.

- ix. Principals must ensure that teachers are not under-loaded or over-loaded with classroom and extra—curricular activities in order to ensure effective and efficient job performance.
- x. Principals of schools must know the type of motivational technique suitable in motivating the teachers in their schools for effective and efficient job performance.

5.4. Contribution to Knowledge

The results of this study will contribute to the benefits of the society, given that motivational technique and teachers' workload plays an important role in the job performance of teachers. The increased demand for graduates in various social, political, economic, financial fields justifies the need for the application of motivational techniques and proper teachers' workload management which will bring about effective and efficient job performance of teachers and also produce efficient student outputs into the society. Therefore, schools that use the recommendations from the results of this study will better motivate teachers and educate students.

Principals of schools will be exposed to possible ways motivation can influence productivity/performance in teaching and also how they can use their leadership styles and welfare packages to motivate their teachers in their various schools. Teachers on the other hand will know the facilities needed to make their environments conducive for teaching and teaching materials that will enable them to put in their best in their teaching activities. Teachers will realize that no individual can fulfill all role expectations simultaneously and that trying to do that may lead to overload of work and subsequent low performance.

Educational planners, policymakers to formulate educational policies that will enhance job effectiveness. Creation of awareness in the students of the problems faced by their teachers in all the dimensions of teaching effectiveness. This could create a desire in the students to be part of the solution not part of the problem. Parents will also benefit when teachers are being motivated in the sense that the students they sent to the school will be doing well and also the money spent on them will not be in vain. Moreover parents will also know the areas to channel their resources in the case of Parents Teachers Association (PTA) contributions to motivate the teachers teaching their children. Students also will discover the motivational strategies that could make their teachers to teach them well in their various schools. This will help them to make demands from their parents in assisting their schools in providing those facilities even as they too will be benefiting from the use of the conducive environments and facilities provided.

The government will provide the vital information that will help in improving the terms and the working conditions of teachers in their various schools in Oyo State. Future researchers who intend to undertake related study on effects of motivation on teacher job performance will hopefully find the study useful. Literature reviewed as well as findings from the study will present them with vital information that will adequately guide their research.

5.5. Suggested Area of Further Research

- i. Further studies should be conducted with private secondary schools and tertiary institutions in Oyo State as case study.
- ii. The research should be expanded to other States of the country and not limited to Oyo State alone.
- iii. Some other variables should be included to the research topic.

Appendix I

Department of Arts & Social Science
Education,
Faculty of Arts and Education,
Lead City University,
Ibadan.

Dear Respondents,

The researcher is a postgraduate student of the above named Department, currently undertaking a research study on Principals' Motivation Technique and Teachers' Workload as determinants of Job Performance in Public Secondary Schools in Oyo State.

Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality.

Thanks for your co-operation.

Yours faithfully,

Akintobi, Oluwatobi J.

Reg. No: LCU/PG/002465

Appendix II

Lead City University, Ibadan Principals' Motivation Technique and Teachers' Workload as Determinants of Job Performance in Public Secondary Schools in Oyo Zone Questionnaire (PMTTWDJPPSSOZQ)

INSTRUCTION: Put a tick [✓] at the correct answer.

SECTION A – Demographic Information Respondents

1. Sex [] Male [] Female
2. Age 21 – 30 [] 31 – 40 []
 41 – 50 [] 51 – 60 []
 61 – 70 []
3. Marital Status Single [] Married []
 Widowed [] Divorced []
4. Educational Level NCE [] Diploma []
 Degree [] Master []
 PhD []
5. Teaching Experience
 - (a) Less than 2 years [] (b) Between 3 - 5 years []
 - (c) Between 6 - 10 years [] (d) 11 years and above []

SECTION B

INSTRUCTION: Please put a tick [✓] at the correct answer.

Please note the following: Strongly Agree – 4, Agree – 3, Disagree – 2, Strongly Disagree - 1

Prevalent adopted motivational technique of the principals in public secondary schools in Oyo State.

S/N	Items	4	3	2	1
	Attendance at Seminars and Conferences				
	Principal:				
1.	allows teachers to attend seminars and conferences in their areas of specialization which leads to quality job performance.				
2.	encourages the government on conference sponsorship for teachers in the school.				
3.	does not regard seminars and conferences attendance as a measure of professional growth.				
4.	encourages sharing of knowledge garnered at seminars and conferences among co-teachers.				
5.	sees frequent attendance at seminars and conferences necessary for quality job performance.				
	Training and Retraining				
1.	Principal provides adequate fund for teachers’ training and retraining programmes.				
2.	Training and retraining programmes are not regular, adequate and on continuous basis for teachers.				

3.	Only a few teachers in my school are exposed to research and retraining programmes.				
4.	Corrupt principal by cutting funds meant for training and retraining teachers' programme.				
5.	Materials are inadequate for retraining of teachers.				
	Reward System				
	Principal:				
1.	recognizes teachers' efforts in instructional activities.				
2.	recommends to the school management the best performing teachers for rewards every term.				
3.	praises exceptional teachers during staff meetings and briefings for their performance.				
4.	encourages the school management to motivate the teachers through cash rewards, prizes and other gifts based on their improved job performance.				
5.	issues letter of commendations to teachers with outstanding job performance.				
	Recommendation for Promotion				
	Principal:				
1.	ensures that teachers are promoted on regular basis.				
2.	recommends teachers for promotion based on appraisal of their job performance				
3.	is not bias when recommending teachers for promotion.				
4.	follows up with the authority to ensure that teachers who are promoted receive their due salaries and benefits.				

5.	denies teachers promotion opportunities.				
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SECTION C – Status of Workload of Teachers in Secondary Schools in Oyo State

INSTRUCTION: Please note the following: Low – 3, Moderate – 2, High - 1

S/N	Items	3	2	1
	Nature of Job			
1.	Lesson presentation			
2.	Use of instructional aids			
3.	Classroom management			
4.	Evaluation of students			
5.	Learning motivation			
	Time Management			
1.	Poor commitment			
2.	Inability to develop self discipline by teachers			
3.	Involvement in time wasting			
4.	Incorporating curricular activities into teaching and tight academic schedule			
5.	Covering and completing the syllabus at the appropriate time			

SECTION D – Level of Job Performance of Teachers in Secondary Schools in Oyo State

INSTRUCTION: Please note the following: Very High – VH, High – H, Low – L, Very Low -

VL

S/N	Items	VH	H	L	VL
1.	Effective preparation of lesson notes				
2.	Regular and early reporting				
3.	Attendance at school functions and meetings				
4.	Supervision of school activities				
5.	Participation at extracurricular activities				
6.	Timely preparation of scheme of work				
7.	Timely preparation of report of activities				
8.	Encourage students' participation during lessons				
9.	Effective use of instructional materials				
10.	Effective classroom interaction				

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