



Motivation as a Tool for Effective Leadership in Secondary Schools in Rivers State

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Abstract

In secondary schools in Rivers State, effective leadership has been the desire of government, parents, teachers, non-teaching staff, students, other education stake holders and especially the principals who are administrators in that system. In consideration of that, the paper examined motivation as a tool for effective leadership in secondary schools in Rivers State. Motivation as a concept was explained as the complex-force, drives, needs, tension states, or other mechanics that start and maintain voluntary activities directed towards the achievement of goal. Effective leadership was reviewed as a key element in the success of an effective leader which includes, exhibiting a strong character, honesty, integrity, ethics, and trustworthiness. Types, theories, importance of motivation, and concept of secondary school were also explained. The paper concluded that motivation as a factor to satisfy needs of employees should be used frequently to ensure effective leadership as to achieve goals in secondary schools. Suggestions made include: government at all level should realize that motivation is important, encourage the use of it in secondary schools, and administrators should apply the theories of motivation in secondary schools' administration as to ensure effective leadership.

Keywords: Motivation, Tool, Effective, Leadership, Secondary Schools

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INTRODUCTION

In secondary schools, the principal as the leader has to play a significant role in motivating the teachers in order to facilitate the effective functioning of the school as an organization.

Indeed, the key role of the principal is leading the staff and shaping an environment in which teachers can do their work best. The teachers need the full support of the principal to be motivated (Murthy 2013). Motivation is a complex but very important tool of principal efficacy and professionalism. The principal has the responsibility to practice effective leadership as this contributes to high teacher moral. Furthermore, by understanding the roots of motivation, leaders can create positive motivation and elicit effective teaching from all their staff (Chan, 2014). The knowledge about the various theories of motivation and their constructive application assists the principals in their management tasks and thus contributes positively to motivating staff. Steyn (2002) argued that effective principals are able to create an ethos that generate motivated and successful teachers, stimulated and inspired learners in an effective school setting.

There is thus a relationship between teacher motivation and execution of the principal's instructional leadership responsibilities. The principal can influence staff motivation by concentrating leadership on two aspects namely the bureaucratic and structural aspects and the informal aspects respectively (Kniger, 2003). By means of the instructional leadership task, the principal can influence the culture of the school by emphasizing academic aspects such as staff development programmes involving teachers in decision making, providing resources, supervision and the provision of instructional time. Barnett and McEwen (2003) stated that motivation occurs when leaders motivate and inspire teachers who are followers, by providing meaning to and challenges in their work, for example by giving inspirational talks, communicating their vision and acting in ways that inspire enthusiasm.

The principal as a visionary leader should build commitment among teachers individually and collectively, and motivate them to work effectively towards the realization of the schools core mission (Weiss, 2006). Principal motivating staff has to do with attitude to work. Tracy (2000) defined motivation as all those inner striving conditions, described as wishes or urges that stimulate the interest of a person in an activity. Indeed, motivated teachers have a sense of professionalism and are enthusiastic and totally committed to teaching. The most important human resource in the secondary schools is the principal as there is no good school without a good principal hence it is the principal that plans, coordinates, supervises, directs, organizes, budgets and uses motivation to encourage teachers in order to achieve goal (Evans 2001).

The teacher is the full time classroom practitioner whose main function is more instructional in approach than managerial. The principal motivates the teachers and other staff to achieve the core mission.

The principal in order to ensure effective leadership instruct the staff especially the teachers that are directly close to the learners thereafter transmitting the needed knowledge, attitude and skills to students in the secondary schools (Van-Amelsvoort, Hendriks & Scheerens, 2000). According to Barmby (2006), Principals perform their tasks for three main reasons: altruistic; intrinsic and extrinsic reasons. However, the reasons for choosing the profession as a career are Predominantly related to altruistic and intrinsic stimuli (Moran, Kilpatrick, Abbott, Dallat & McClune, 2001) and maintaining a whole hearted passion for teaching and leading requires not only skill but excellence, inner strength and a strong spirit (Steyn, 2002).

In this regard, in order to achieve effective leadership in secondary schools. Steyn (2002) identified the following signs of a high morale that is closely related to effective motivation: excellent performance and the consistence achieved effective leadership in morale that is closely related to effective motivation: excellent performance and the consistent achievement of results, a positive attitude regarding problem solving and willingness to accept responsibilities and accommodate change. This will contribute to effective leadership in realization of the school's organizational vision, mission and goals.

Consequently, effective leadership in school with motivation and well committed teachers, there is also an effective culture of teaching and learning.

Leadership by its very nature ought to provide a clear path for staff to be able to cope with new and seemingly uncertain goals and challenges. Service delivery with limited resources could become a major problem. Morale of staff appears to be at the lowest and principal recognizes this as a major obstacle to the change process. In addition, the retention of skilled well trained and experienced staff is a challenge.

Effective leadership is perhaps the only solution to the challenges. Effective leadership can be described as influencing and motivating the behavior of individuals and groups and facilitating individual and collective efforts in such a way that they are willing to pursue the shared objectives and goals of the school (Yukl, 2002). It is the process of influencing other staff so that they will strive willingly and enthusiastically towards the attainment of goals (Akinbode & Fagbohungebe, 2012). Effective leadership involves, amongst other such activities as formulating the organization's mission, objectives and plans and explaining these to subordinates, giving direction and guidance to subordinates, supervising their work, taking steps to improve performances, disciplining subordinates, dealing with conflict and most of all ensuring that plans are successfully implemented (Northouse, 2007).

Leadership characteristics include having the drive, desire to lead, self-confidence, and cognitive ability, school restructuring to meet an ever increasing demand for services place enormous demand on leaders to transform the school effectively. Very often school restructuring is accompanied by staff resistance to the change process and principals face the challenge of making the transition from the old order to the new order as painless as possible for staff. This means, effective leadership is about using motivation to cope with challenge as schools are becoming engulfed with continuous competition and change such as technological advancements and the changing demographics of the staff, making small improvements is no longer a recipe for success, instead increasing rates of change demand more effective leadership (Barrett, 2006).

Greenberg and Baron (2000) defined motivation as the set of processes that arouse, direct and maintain human behavior toward attaining some goals. Therefore, motivation is the formulation of goal directed behavior where staff are encouraged to achieve individual, team and organizational goals which are interlinked such that the achievement of one indirectly but concurrently means the achievement of other goals (Buble, Juras & Matic, 2014).

Consequently, Maslow's hierarchy of needs explains individuals' progression through five (5) levels of needs, namely, physiological needs, safety or security needs, social or belongingness needs, self-esteem needs and self actualization needs. The principal in order to motivate the staff, provides these needs and invariably enhances effective leadership in the school. In consideration of motivation as a goal-oriented characteristic that helps a person achieve objectives, and pushes an individual to work hard at achieving goals. The paper examines motivation as a tool for effective leadership in secondary schools in Rivers State.

Concept of Motivation

The term motivation originally derived its root from the Latin word "Movere" which means "to move" but the definition at that level would rather look too myopic and vague. Although motivation has no precise conceptual definition as the implicit and explicit meaning of the term commonly differ. Hoy and Miskel (2004) provided a very comprehensive definition of motivation as the complex forces, drives, needs, tension states, or other mechanics that start and maintain voluntary activity directed towards the achievements of personal goals. Motivation refers to the reasons underlying behavior (Guay, Chanal, Ratelle, Marsh, Larose

& Boivin, 2010). Motivation involves a constellation of beliefs, perceptions, values, interest and actions that are all closely related.

As a result, various approaches to motivation can focus on cognitive behavior, non-cognitive aspects or both which include monitoring and strategy for the former and later such as perceptions, beliefs and attitudes. Broussard and Garrison (2004) broadly defined motivation as the attribute that moves us to do or not to do something. The educational policy of Nigeria as contained in the Federal Republic of Nigeria (FRN, 2014) specified certain tasks in form of defined goals and objectives, which are expected to be accomplished at different levels of education in the country. Such goals and objectives may not be achieved within specified time limit without a corresponding, inducement of the use of motivation as a tool. Obviously, motivation of staff is a function of Principals' performance in Secondary School.

TYPES OF MOTIVATION

There are different types of motivation which could also be called categories of motivation. The two categories which include intrinsic and extrinsic are explained below in addition to other minor forms of motivation.

Intrinsic Motivation

Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires. This is an effective type of drive secured by making the subject matter significant or meaningful to the learner, the job carries its own rewards; interest is within the activity and binds the principal to his work (Ryan & Deci, 2000).

Extrinsic Motivation

Extrinsic motivation on the other hand is a type of motivation in which an individual is being motivated by external desires. This however, is so called only because it is external to the job itself. It is not in any sense artificial, it must be built upon the foundation of some existing natural response or tendency (Walton, Cohen, Gregory & Geoffrey, 2011).

Reward-Based Motivation or Incentive Motivation

This type of motivation is utilized when the subordinates know that they will be rewarded once a certain goal is achieved. Because there will be something to look forward to at the end of a task, people will often become more determined to see the task through so that they can receive whatever has been promised (Cooper, 2007).

Fear-Based Motivation

Anyone who is big on goal-setting and achievement knows that accountability plays a huge role in following through to achieve goals. Being accountable either to someone or to the general public creates a motivation for oneself that is rooted in the fear of failure. Because the word "fear" carries a heavy negative meaning, this helps you to carry out your vision so that you do not fail in front of those who are aware of your goal (Donahoe, 2004).

Achievement-Based Motivation

Those who use achievement-based motivation focus on reaching a goal for the sake of achievement. Titles, positions, and roles throughout jobs and other areas of our lives are very important to us, those who are constantly driven to acquire these positions and titles for themselves are typically dealing with achievement based motivation (Covington, 2000).

Power-Based Motivation

Power-based motivation is a type of motivation that energizes others to seek more control, typically through the use of positions in employment or organizations. Any principal looking for changes, power-based motivation may just be the way to go (Schultz & Schultz, 2010).

Affiliation Motivation

Principals who use affiliation motivation as a driving force to meet their goals thrive when they connect with others in higher power positions than them. Affiliation motivation is great force to help you achieve your social goals and move up in the world (Reeve, 2009).

Competence Motivation

Competence motivation is a type of motivation that helps others to push forward and become more competent in a certain area. This type of motivation is especially helpful when it comes to learning new skills and figuring out ways around obstacles that one is faced with in different areas of life (Weiner, 2000).

Attitude Motivation

Attitude motivation is a kind of motivation that comes to those who intensely desire to change the way that they see the world around them and the way that they see themselves. Goals associated with self-awareness and self-change will be met with attitude motivation (Williams & Stockdale, 2004).

THEORIES OF MOTIVATION

Hoy and Miskel (2003) defined theory as a set of interrelated concepts, definitions and generalization that systematically describe and explain patterns of regularities of events. Each of the theories of motivation under consideration sets out to describe and explain patterns or ways principals use motivation as a tool to energize or prompt staff and students by providing their needs, beliefs, expectations in accomplishing school work to achieve school goals (Hoy & Miskel, 2008). In consideration of what people need, four theories may be placed under this category:

Maslow's Needs Hierarchy Theory

Abraham Maslow (1943) as explained in Ololube (2017) is among the most prominent psychologists of the twentieth century. Maslow's hierarchy of needs is an image familiar to most business students and leaders. The theory is based on a simple premise: Human beings have needs that are hierarchically. There are some needs that are basic to all human beings,

and in their absence nothing else matters as these basic needs are satisfied, we start looking to satisfying higher needs. Once a lower need is satisfied, it is no longer a motivator. The most five basic of Maslow's needs are:

Physiological needs: These include food, water, hunger, thirst, shelter, and other biological needs. These needs are basic because when they are lacking, the search for them may overpower all other urges.

Safety needs: Are needs like free from danger, pain, protection and deprivation.

Social needs: Refer to the needs to bond with other human beings, be loved, and form lasting attachments with others. In fact, attachments, or lack of them, are associated with our health and well-being. The need to belong and desire for affection, interpersonal attachments are fundamental human motivators.

Esteem needs: These needs are more salient and refer to the desire to be respected by one's peers, feel important, and be appreciated.

Self actualization needs: Maslow regards this as the highest order need. It is the desire for self-fulfillment. Maslow was a clinical psychologist and arranged the needs in order of prepotency. The satisfaction of one need reduces its potency. According to Hoy and Miskel (2008), Maslow's need Hierarchy recognizes gratification of a need as being important as that of deprivation. This need refers to becoming all you are capable of becoming, it manifests itself by the desire to acquire new skills, take on new challenges, and behave in a way that will lead to the attainment of one's life goals.

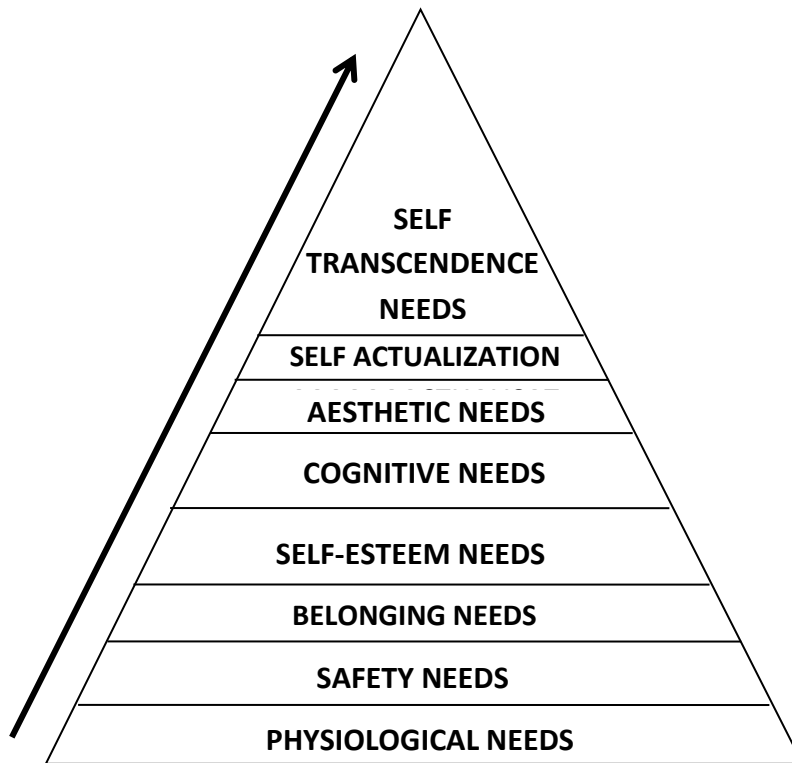
Modified Version of Maslow's Needs Hierarchy

According to experts, Maslow's time-tested pyramid, first proposed in the 1940s needed to be updated to reflect the last 50 years of research. A team of psychologists recanted the pyramid. In doing so, they have taken on one of psychology's iconic symbols and have generated some controversy (Nwankwoala, 2016).

The revamp of Maslow's theory reflects now findings and theory from fields like neuroscience, developmental psychology and evolutionary psychology. It is therefore observed that the theory missed out on some very basic facts about human nature, facts which were not well understood on Maslow's time, but were established by research and theory at the interface of psychology, biology and anthropology.

Maslow developed the pyramid of needs to represent a hierarchy of human motives, with those at the bottom taking precedence over those higher up. At the top of Maslow's pyramid sat the need for self-actualization the desire to fulfill one's own unique creative potential. However, the research team which included Vcadas Griskevicius of University of Minnesota, Minneapolis, and Mark Schaller of the University of British Columbia, Vancouver restructured the famous pyramid after observing how psychological processes radically change in response to evolutionary fundamental motives, such as self-protection, mating or status concerns. The bottom four levels of the new pyramid are highly compatible with Maslow, but big changes are at the top. The new pyramid is three evolutionarily critical motives that Maslow overlooked. They are, mate acquisition, mate retention and parenting. The researchers stated that while self-actualization is interesting and important, it is not an evolutionarily fundamental need.

According to Kenricks, among human aspirations that are most biologically fundamental are those that ultimately facilitate reproduction of our genes in our children. Below therefore is the modified version of Maslow's needs hierarchy which now has eight levels of needs.



The modified version of Maslow's needs hierarchy (Nwankwoala, 2016). Adopted from Nauert, Rick (2010). (Psychcentral.com/.../17144htm/).

The additional three needs include:

Cognitive Needs

Maslow believes that humans have the need to increase their intelligence and thereby chase knowledge. Cognitive need is the expression of the natural human need to learn, explore, discover and create to get a better understanding of the world around them. This growth need for self-actualization and learning, when not fulfilled leads to confusion and identity crisis. Also this is directly related to need explore or the openness to experience.

Aesthetic Needs

Based on Maslow's beliefs, it is stated in the hierarchy that humans need beautiful imagery or something new and aesthetically pleasing to continue towards self-actualization. Humans need to refresh themselves in the presence and beauty of nature while carefully absorbing and observing their surroundings to extract the beauty that the world has to offer. This need is a higher level need to relate in a beautiful way with the environment and each to the beautiful feeling of intimacy with nature and everything beautiful.

Self-Transcendence Needs

Maslow later divided the top of the triangle to add self-transcendence need which is also sometimes referred to as spiritual needs. Spiritual needs are a little different from other needs, accessible from many levels. This need when fulfilled leads to feelings of integrity and take thing to another level of being (Nwankwoala, 2016).

Existence Relatedness and Growth Theory

ERG theory, developed by Clayton Alderfer (1972) cited in Nwankwoala (2016) is a modification of Maslow's hierarchy of needs. Instead of the five needs that are hierarchically organized, Alderfer proposed that basic human needs may be grouped under three categories, namely: existence, relatedness, and growth. ERG theory does not rank needs in any particular order and explicit. It recognizes that more than one need may operate at a given time. Moreover, the theory has a frustration-regression as individuals who are frustrated in their attempts to satisfy one need may regress to another. For example, someone who is frustrated by the growth opportunities in his job and progress toward career goals may regress to relatedness need and start spending more time socializing with coworkers (Daft, 2003).

Two-Factor Theory

The two-factor theory of motivation includes hygiene factors and motivators. Hygiene factors include:

- Organizational policy;
- Supervision and relationships;
- Working conditions;
- Salary;
- Security.

While that of motivators include:

- Achievement;
- Recognition;
- Interesting work;
- Increased responsibility;
- Advancement and growth.

Frederick Herzberg (1959) cited in Agi and Adiele (2015) approached the question of motivation in a different way. By asking individuals what satisfies them on the job and what dissatisfies them. According to Daft (2003) Herzberg two factor theories conceptualized two separate dimensions that contribute to worker behavior at work. Herzberg came to the conclusion that aspects of the work environment that satisfy employees are very different from aspects that dissatisfy them. Herzberg labeled factors causing dissatisfaction of workers as hygiene factors because these factors are part of the context in which the job was performed, as opposed to the job itself. In contrast, motivators are factors that are intrusive to the job, such as achievement, recognition, interesting work, increased responsibilities, advancement, and growth opportunities. According to Herzberg, motivators are the conditions that truly encourage employees to try harder. However, the theory is valuable to

leaders because it points out that improving the environment in which the job is performed goes far in motivating employees.

Acquired-Needs Theory

Among the need-based approaches to motivation, David McClelland's acquired-needs theory (1962) as reported in Peretomode (2012) is the one that has received the greatest amount of support. According to this theory, individuals acquire three types of needs as a result of their life experiences. These needs are the need for achievement, the need for affiliation, and the need for power. All individuals possess a combination of these needs, and the dominant needs are thought to drive employee behavior. McClelland's theory of acquired need has important implications for the motivation of employees. Principals need to understand the dominant needs of the employees to be able to motivate them. While people who have high need for achievement may respond to goals, those with a high need for power may attempt to gain influence over those they work with and individuals high in their needs for affiliation may be motivated to gain the approval of their peers and supervisors (Peretomode, 2012).

Process-Based Theories

Process-based theories view motivation as a rational process. Individuals analyze their environment, develop thoughts and feelings, and react in certain ways. Process theories attempt to explain the thought processes of individuals who demonstrate motivated behavior. Daft (2003) described process theories as a group of theories that explain how employees select behavior with which to meet their needs and determine whether their choices were successful. Under this category, equity theory, expectancy theory, and reinforcement theory will be reviewed.

Equity Theory

According to the theory, individuals are motivated by a sense of fairness in their interactions. Moreover, sense of fairness is a result of the social comparisons people make specifically, fairness or equity is perceived when if the input/output ratios are about the same for those workers or teachers of similar rank and job (Agi & Adiele, 2015). According to Hoy and Miskel (2008) individual's beliefs about fairness relates to as whether they are fairly trusted in terms of reward in comparison to others who are engaged in similar work at similar position.

Expectancy Theory

Victor Vroom (1964) as described in Daft (2003) is associated with expectancy theory of motivation. Expectancy theory of motivation centers around an individual or worker, expectation of work or task to perform and the reward. In this theory, relationship exists among effort, performance and reward. Thus in teaching task, the relationship between effort and performance is the expectancy that putting effort will result into high performance. However, effect, to cause high performance result from a principal's ability, previous experience, necessary machinery, tools and opportunity to perform (Daft, 2003). This could be as $E \rightarrow P$ expectancy, while 'E' represents efforts of the principal (leader) or staff, 'P' represents performance as a result of effort put. Three questions are asked under this theory.

The first question is whether the person believes that high levels of effort will lead to outcomes of interest, such as performance or success. This perception is labeled expectancy.

The second question is the degree to which the person believes that performance is related to subsequent outcomes, such as rewards. This perception is labeled instrumentality. Finally, the third question is individuals are also concerned about the value of the rewards awaiting them as a result of performance. The anticipated satisfaction that will result from an outcome is labeled valence.

Reinforcement Theory

Reinforcement theory argues that behavior is a function of its consequences. By properly tying rewards to positive behaviours, eliminating rewards following negative behaviours, and punishing negative behaviours, and leaders can increase the frequency of desired behaviours. Reinforcement theory describes four interventions to modify employee behaviour. Two of these are methods of increasing the frequency of desired behaviours, while the remaining two are methods of reducing the frequency of desired behaviours. There are also positive and negative reinforcement, positive reinforcement involves making sure that behavior is met with positive consequences; example is using praise to reward a teacher by the principal. Negative reinforcement involves removal of unpleasant outcomes once desired behavior is demonstrated, for instance, nagging a teacher by the principal to complete a report is an example of negative reinforcement (Nwankwoala, 2016).

Importance of Motivation in School Administration

Motivation plays vital roles in the effective leadership of the school system. It helps administrators, teachers, students as well as other staff and individuals who work towards achieving goal of the school system. For the teaching staff to be able to teach their lessons, and do all that is expected of them, they must be properly rewarded. They must be paid their salaries, and be promoted as at when due. They need encouragement from the school administrators and parents of the students they teach. Another motivating factor to teachers and non teaching staff is conducive work environment. To aid the performance of the school employees; they must have the opportunity for workshops, seminars and conferences.

Administrator can be motivated for their effective leadership by the output in form of excellent performance of the students in external examination, annual awards, given by the ministry or the board for outstanding performance of both staff and students. Students equally need to be motivated. Rewarding hard working and intelligent students act as a motivating factor to them. Giving scholarship to outstanding performance can be a motivating factor. They can also be motivated by giving them leadership positions, discouragement of cheating in examination, conducive classroom environment, effective learning activities, use of instructional materials, and others.

Secondary School

The level of education in accordance with the national policy of education in Nigeria that comes after the primary school level and before the tertiary level of education is the secondary school (FRN, 2014). It is subdivided into two, the junior and senior secondary schools. The education which a child receives immediately after primary education is the junior secondary school. The objective is to provide the students with diverse basic knowledge and skills for entrepreneurship, and education advancement.

The students at the end of this level of education write the Basic Education Certificate Examination (BECE). The senior secondary school is the level of education received after the junior secondary school which covers, three years at the end of which the students are

expected to write the West African Senior School Certificate Examination (WASSCE) and that of the National Examination Council (NECO). This level equips and prepares the students to write the Joint Admission Matriculation Board (JAMB) Examination as to gain admission into tertiary institutions (FRN, 2014).

Motivation as a Tool for Effective Leadership in Secondary Schools

In secondary schools, motivation is described as a tool that energizes, directs and sustains teachers' behavior and students' learning for effective leadership toward achieving goals; motivation involves goals and requires activities. These goals provide the impetus for and the direction of action, while action entails effort and persistence in order to sustain on activity for a long period of time (Nukpe, 2012). In order to ensure effective leadership by principals who are secondary school leaders, the educators usually maintain situational motivation which is the phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators to be effective leaders can do many things to create a classroom environment that motivates students to learn and teachers to teach in ways that promote long term success. Therefore, motivation encourages effective leadership in the following ways:

- Directing behavior toward particular goals. As a tool, it determines the specific goals toward which people strive; thus, it affects the choices teachers make.
- Motivation also leads to increased effort and energy.
- Motivation determines whether students and staff will pursue a task with enthusiasm or a lackluster attitude.
- Motivation for effective leadership increases the initiation persistence of activities of the staff and students for achievement of goals (Renchler, 2002).
- Effective leaders use motivation to increase teachers, non teaching staff and students' time on task in school.
- Motivation as a tool enhances cognitive processing. It actually affects what and how information is processed because motivated staff are more likely to pay attention and try to understand the material instead of simply going through the motions of teaching and students learning in a superficial manner (Williams & Williams, 2011).
- For effective leadership, motivation is used to determine what consequences are reinforcing and punishing.
- Finally, motivation leads to improved performance.

Effective Leadership in Secondary Schools

Effective leadership is one key element in the success of a group and virtually any can learn to be an effective leader in secondary school. Effective leadership includes exhibiting a strong character, honesty, integrity, trustworthiness, and ethics (Stronge, Ward, Tucker & Hindman, 2008). Daft (2003) explained leadership as ability to influence people towards achieving goals. Principals are leaders in school at the helm of affairs with the ability and authority to influence others to achieve goal. Jaiyeoba (2003) stated that effective leadership is determined by productivity, stability, morale, turnover rate, degree of integration, maximization of individual potentialities and values contributed to the society. However, leadership of any secondary school is termed effective when it has achieved its established objectives.

Bassey (2011) explained that, effective leadership can be judged by the congruence between expected leadership behaviour of the leader in relation to his leadership tasks.

Effective leadership is almost always one of the main and primary drivers for growth, development and innovation. Effective leadership in school is much more meaningful, impactful and profound. It is also about executing the organization vision, redefining, and improving it in some cases and setting the tone and the culture for that particular organization. Effective leadership shines not only when the going is good, but also when things are rough, effective leaders are respected not feared by the people around them, who in turn, become motivated to work harder and make more significant contributions to the betterment of the organizations as well (Yukl, 2013).

CONCLUSION

The relevance of motivation as a tool for effective leadership especially in secondary school cannot be overemphasized; as there is no good school without effective leadership achieved by way of motivation. Therefore, the paper concluded that the use of motivation to direct behaviour, increase effort, enhance initiative towards increasing performance, satisfying of employees needs to achieve goal as to ensure effective leadership in secondary schools is important to make the system succeed in Rivers State.

Suggestions

The paper suggests the following:

- Intrinsic, extrinsic, reward-based, fear-based, achievement-based, power-based, affiliation, competence, and attitude motivations should be combined when used to satisfy employees' need to achieve goal;
- Knowledge of theories of motivation should be understood by administrators (principals) to ensure that their leadership is effective;
- Situation motivation should be maintained to ensure conducive environment and enhance behaviour for teaching and learning in secondary schools;
- Government at all levels should realize that motivation is an important tool for effective leadership in secondary schools thereby making effort to boost it;
- Motivation should be frequently used as reinforcement to achieve desired goal.

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