



Influence of Incentives on Work Motivation of Principals in Rivers State Secondary Schools

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Abstract

This study was carried out to determine the influence of incentives on work motivation of principals in Rivers State secondary schools. Four research questions and four hypotheses were formulated for purposes of investigation. A sample of 154 principals of public secondary schools in Rivers State was drawn from the total population of 512. A rating scale was the instrument used for data collection. The responses were analysed using descriptive statistics of means, standard deviation, frequencies and correlation coefficient to answer the research questions and Z-test at 0.05 level of significance was used to test the hypotheses. A reliability coefficient of 0.78 was established using the Cronbach alpha reliability technique. The study revealed that principals in Rivers State secondary schools have work motivation. It was also found out that both male and female principals are responsive to their duties. The recommendations and implications of the findings include that work motivation alone cannot be responsible for the principals' responsiveness but their academic background and mental abilities.

Keywords: Incentives, Work, Motivation, Principals.

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INTRODUCTION

Secondary education is established for a purpose which the principals and teachers strive to achieve. A mile stone of this purpose can only be achieved through the administration of incentives for the motivation of principals in pursuit of these goals. This is because generally incentives have been known to be the motivating factors at work place. The more the employer provides incentives the more the worker is motivated to a greater productivity. For job with good remuneration (incentives) package and security, the worker is known to be motivated,

hardworking and striving for excellence with little or on incidence of truancy and loss of man hours.

On the other hand, where the remuneration (incentives) package is absent worker has been known to be dedicated to duty, regularly absent from post and when present not committed to the duties of his office. He rather indulges in services that would bring instant personal reward to him as against the overall productivity of his employer. The foregoing represents the influence of incentives on motivation or otherwise of the worker in the work place. This influence of incentive on work motivation is no less effective on principals of secondary schools in Rivers State. As a category of workers in the public service (the state secondary school system), the principals are not immune to the conditions of service in the public service and the vagaries of government polices introduced from time to time.

The conditions of services in the public service and the policies which are from time to time introduced which constitute the totality of remuneration or emoluments of workers are the incentives that influence the workers' attitude to work. Where the incentives are good the workers are motivated to greater productivity. Where however the incentives are not inspiring, morale is low and productivity is affected in negative.

In the case of the principals, the influence of incentives on work motivation cannot be over emphasised. Coming from the all-time low as the saying goes, that the teachers' reward is in heaven, it becomes imperative that the incentives put in place should be such that will motivate them to greater productivity. As administrative heads of the secondary system, saddled with enormous responsibilities of character moulding and building of future leaders for the structural transformation of the nation coupled with moral reservation, ought to be happy on their jobs. Principals' retention and productivity are critical in effective personnel administration. Without their performance and satisfaction, the achievement of the school organisation cannot be realised. A sure way to achieve this is through reward system and motivating incentives which could increase their commitment to their jobs. This is because motivation is reflected by the initiation, direction, intensity and persistence of behaviour.

Agulanna and Onukaogu cited in Nwosu (2016), pose that motivation is a set of processes that energises a person's behaviour, sustains it and directs it towards a goal so that a state of equilibrium is attained. Woolfolk (2010), supports that it is an internal state that arouse, directs and maintains behaviours. This implies that when an individual has need, that drive which forces him to seek to satisfy the need is motivation. It is diacritical dimension of capacity, defined as the ability of people, institutions and societies to perform functions, solve problems, set and achieve objectives. Motivation is the art and science of understanding and satisfying the needs of a person so as to usher the person to work towards a set goal. Employee motivation is the level of energy, commitment and creativity that company workers bring to their jobs (Al-zoubi, 2012).

The importance of motivation in the school organisation, particularly those in the secondary school system cannot be overemphasised. This is because the productivity of the educational organisation could be enhanced if the personnel are adequately motivated. Among the strategies to use to motivate principals and all workers in organisation is the use of incentives. Incentives on the other hand are external measures that are designed and established to influence the motivation and behaviour of individuals, groups or organisations along the same desired direction. Incentives are rewards, benefits such as promotions, allowances, bonuses, training and development programmes, health amenities, job security and other welfare packages

and motivations are critical for capacity development as the enable individuals and organisations to perform their functions effectively, efficiently and sustainably.

Incentives by Cherry (2010), are things that incite or tend to incite action or greater effort. It aims at motivating employees to do their work which leads to the achievement of company goals (<https://www.abacademies.org>). Incentive system informs the employees what the desired results for the organisation are and motivates the employee to function in such a manner so as to achieve and exceed these organisational goals (Management Study Ho, 2019). Similarly, they are motivating influence or stimulus which could be in form of additional payment made to employees as a means of increasing production. Incentives comprise health care, life insurance, profit sharing, employee stock ownership plans, exercise facilities, subsidised meal plans, child care availability, company cars that have been used by companies in their efforts to maintain happy employees in the belief that happy employees are motivated employees, Encyclopaedia of Employee Motivation (EEM,2019). Economists often emphasis that the basic law of behaviour is that higher incentives will lead to more effort and higher performance. The psychology of literature also contains many examples of incentives that reduce effort or motivation to undertake a task when such incentives are in place. Early attempts to understand what motivates people tended to focus on two areas: (1) basic biological needs of survival and procreation, and (2) extrinsic rewards or punishment. However, in the early 1970s, psychologists began exploring the nature of intrinsic motivation, particularly the assumption that intrinsic motivation always pushes behaviour in the same direction as extrinsic motivation.

As a matter of fact, motivation of employees is neither easy nor straight forward as it may appear, given that it may mean different things to different employees. What may arouse one principal may not stimulate the others. Motivations also have a dynamic nature. As the context and trends change, people also adapt their laws and preferences. There is an evolution over time where motivations change with age UNDP, (2006). Motivations and responsiveness to incentives also is a function of gender. An important point to note on the concept of motivating principals is that it requires a mastery of human psychology and the structure of their needs, the initiating drives and sustaining forces of their behaviours. Employers who understand the theories of motivation have a greater ability to understand what motivates employees, to boost their morale and thus obtain the advantage of greater organisational productivity.

However, incentives are important part of an organisational motivation and are central to helping diagnosticians understand the forces that drive the organisation. They can encourage or discourage employee and work group behaviour. An organisation therefore, must continually seek ways to keep employees and work groups engaged in their work, motivated, efficient and productive. An organisation's success can depend on its ability to create the conditions and systems that entice the best people to work there. This is because a good incentive fosters loyalty among those who are most productive and stimulates innovations (Nelson in Nwosu, 2016). Nevertheless, this study on the influence of incentives on work motivation of principals in Rivers State secondary schools is apt and revealing and will make proposals and recommendations for proper incentive structure for principals.

The Principal as an Administrator

The principal is the administrative head of secondary schools. Oxford Advanced Learner's Dictionary of Current English (2014) defines a principal as the person in charge of a school or college for children aged between approximately 11 and 18 years. Principals are leaders and

executives of secondary school organisation; they are internal supervisors of their school for effective production and adherence to rules and regulations of education in the country. This implies that principals constitute the management cadre of educational activities for efficiency through human and material resources, in order to achieve the goals and objectives of education

Roles of the principal

The role of the principal covers a large spectrum which include:

- Leadership,
- Teacher evaluation,
- Student discipline,
- Development, implementation within their managerial jurisdiction and programme evaluation within the school.
- Review of policies and procedures.
- Schedule setting.
- Parents and community relations and
- Delegation (Derrick, 2010).

Being an effective principal involves hard work and time. A good principal is saddled with a lot of responsibilities and has to work hard to ensure that these are carried out effectively. He or she should be a good leader, who should be positive, enthusiastic, have listening ear and a solution provider. A principal's role in student discipline is like that of a judge and a jury. He decides whether the student is guilty of a disciplinary infraction and what penalty should be enforced. He also documents discipline issues, makes fair decisions and informs parents when necessary.

As a teacher evaluator, he acquaints the teachers with what is expected of them towards the achievement of the educational goals and offers suggestions for improvement where the expectations are not met. His evaluations are usually fair, well documented pointing out both strengths and weaknesses. As a matter of fact, he develops implements and evaluates the school programmes for purposes of improvement, effectiveness and efficiency. The principal also reviews the school's policies and procedures periodically to create room for achievement of educational goals. In discharging his duties, schedule setting, parents and community relations and delegation cannot be over emphasised, as creating work schedule on yearly basis is required and monitoring, cross checking and making adjustments to ensure effectiveness. He also establishes and maintains good relations with parents and community members which also contribute to the growth of the school. Delegation is also one of his functions as no one person can successfully carry out the entire responsibilities of a school organisation. The principal as the leader of a secondary education delegates duties to members of staff, for effective administration and achievement of goals. Dewey (2013), identifies the following key responsibilities of a school principal:

- Shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Managing people, data and processes.
- Improving school leadership.

- Additional reading.

However, the principal as an administrator carries out these functions effectively to achieve efficiency and productivity. Besong (2001), asserts that effectiveness of principals is instrumental in the accomplishment of objectives through cooperative action born by the administrative process of the principal. It therefore implies that for principals of secondary schools to achieve and sustain high performance a close attention should be given them to study how they can be adequately motivated through incentives and rewards. This is because the establishment of secondary schools by both government and the communities is to develop our children's character, skills and knowledge, which will enable them to be functionally independent in the society. These changes can be achieved through the administrative performance of principals. This is because there is a generally belief that each principal goes to work with a variety of needs to be satisfied. Hence, it is the duty of the government and educational authorities to identify and satisfy these needs. When these needs are not attended to, there is bound to be frustration and job dissatisfaction, which will ultimately lead to a decline in productivity.

Measures of Motivation

Motivation has two types namely; the internal and external (extrinsic and intrinsic motivation). Intrinsic motivation is the urge to do something for the love of doing it, not for the reward associated with it. It could be enhanced through the following; challenge, curiosity, control and fantasy. Extrinsic motivation occurs when an employee engages in activities for the purpose of obtaining rewards such as praise or promotion. This type of motivation comes from the inside.

Similarly, motivation forms the foundation of the productive behaviour employees look for in individuals. Productivity on the other hand is a major competitive issue for individuals, business firms and for countries alike. It refers to physical relation between the quality produced (output) and the quality of resources used in the course of production (output). Daniel (2019), posits that it is a ratio of what is produced to what is required to produce. Udo-Aka cited in Nwosu (2018), added that productivity is the ratio of outputs in production: it is an average measure of the efficiency of production. Production means utilising the highest level of performance with the least expenditure of resources. It is a crucial factor in production performance of firms and nations. An effective utilisation of resources, physical and human, results to high productivity. Productivity is also a measure of the quantity and quality of work done, considering the cost of resources it took to do the work. That is,

$$\text{Productivity} = \frac{\text{Quantity of work} + \text{Quality of work}}{\text{Cost of resources needed to do the work.}}$$

It is worthy of note that many activities undertaken by organisations deal with individual or organisational productivity. Pay and appraisal systems, training, selection, job design and incentives are individual and organisational issues concerned with productivity directly. Motivation forms the foundation of productivity behaviour employers look for in individuals. This is because many of their responsibilities (compensation, incentives, disciplines, job, career planning and appraisal require assumption about what motivates people). Motivation leads to

productivity, performance, job satisfaction and affective commitment which are seen by the individual as equitable, hence he will be placed to perform better.

Statement of the Problem

The necessity of this study arose as a result of principals' complaints about the non-challant attitude of government and educational authorities towards incentive issues in the secondary school system which has laid to low morale, ineffective teaching and management of staff and students that if nothing is done to improve on the situation, in the next five years the high aspiration and expectation from the secondary school will not be realised.

Over the years the issues of incentives administration in the secondary system has always been a touchy issue between the schools' management board and its' employees. The welfare of the personnel in the organisation is not considered necessary by the government and the educational authorities. The principals as the driving force of the secondary school system are not adequately motivated on the task of processing and developing innate abilities in the young brains. For them to be effective in pursuance of the organisational goals, they need to be given unflinching support (incentives). Unfortunately, the reverse is the case, the principals are not promoted as at when due, nor are they given adequate incentives such as bonuses, allowances, impress to run the school, training and development programmes and the worst of it all is the poor salary structure and delay in salary payment. Having followed developments in this area rather closely for some time now, it seems good to the researcher to undertake this study on the supposition that the much talked about falling standard in education in Nigeria can be halted and reversed with adequate and effective motivation of principals and other teachers. This study is therefore prompted by thee researcher's desire to join in the campaign for a better and enhanced working condition for principals of secondary schools which will in turn rub off positively on students and the education system.

Purpose of the Study

The purpose of this study is to investigate the influence of incentives on work motivation of principals in Rivers State secondary schools. Specifically, it sets to:

- Determine principals' work motivation in Rivers State secondary school.
- Find out the responsiveness of male and female principals to their work motivation.
- Examine the influence of incentives on principals' work motivation.
- Establish the order of influence exerted by incentives on principals' work motivation.

Research Questions

- What is the mean rating score of principals on their work motivation in Rivers State Secondary School?
- What is the mean rating responsiveness score of male and female principals to their work motivation?
- What is the mean rating score of principals on the incentives used to influence their work motivation in secondary schools?

- What is the order of influence exerted by incentives on principals' work motivation in Rivers State?

Hypotheses

- The relationship of principals on their work motivation in Rivers State Secondary School is not significantly different from the expected mean score of 30 at 0.05.
- The mean of principals on the incentives used to influence their work motivation is not significantly greater than the expected mean of 17.0 at 0.05.

METHODOS

The study adopted co-relational design because it attempted to establish a relationship between incentives and work motivation of secondary school principals in Rivers State. The population of the study comprised of 512 principals across the twenty-three local government area of Rivers State (Rivers State Schools Board Statistics). The sample of the study consisted of one hundred and fifty-four principals (154) which 30% of the total population. In selecting the sample, the researcher used cluster random sampling technique. This involved clustering the schools according to their locations across the 23 local government areas for easy collection of data. A rating scale titled Incentives and Principal Work Motivation Assessment (IPWMA) was used to collect the data for the study. To establish the face validity of IPWMA, the researcher gave the drafted instrument to two experts in the measurement and evaluation department and two experts in educational management. The reliability of the instrument was determined by the Cronbach alpha method. The instrument was administered to 20 principals outside the sample. Their responses were collated and analysed using the Cronbach alpha reliability technique and it gave a reliability coefficient of 0.78. This was considered high enough to adjudge the instrument reliable for the study. The analysis of the data collected was used to answer the research questions and to test the null hypotheses. It was necessary to establish whether any relationship existed between the two variables from the responses received. Based on this, descriptive statistics of means, standard deviation, frequencies and correlation coefficient were used to answer the research question, while the z-test was used to test the hypotheses at 0.05 level of significance.

RESULTS

The research questions and hypotheses provided information for achieving the specific objectives of the study.

Research Question 1: What is the mean rating score of principals on their work motivation in Rivers State secondary schools?

Table 1 Mean rating of principals on their work motivation in secondary school

$\square fx$	$\square f$	\bar{X}_{obs}	S_{ob}	\bar{X}_{exp}	Decision
5927	150	39.51	3.003	30.0	$\bar{X}_{obs} > \bar{X}_{exp}$

Decision: *The principals' mean rating score on their work motivation is above the expected mean.*

Table 1: shows that the sum of scores of the ratings of the 150 principals is 5927 and their observed mean of 39.51 is far above the expected mean rating scores of 30. This indicates that the principals accepted they have work motivation.

Analysis and Results Concerning Hypothesis 1

The significance of the observed mean rating scores of the principals was tested through hypothesis 1 which stated that the mean rating scores of principals on their work motivation in Rivers State is not significantly different from the expected mean of 30.0. The analysis is summarised in the followings.

Table 2: Summary of the z-test of Hypotheses 1

Group	X	N	S	Z-cal	SL	Z-tab	Decision
Observed	39.51	150	3.003				
				38.82	0.05	1.64	significant
Expected	30.00						

The computed z-test is 38.82 as against the z-critical value of 1.64, and thus the null hypothesis is rejected and the alternative hypothesis held.

Research Question 2: What is the mean responsiveness score of male and female principals' on their responsiveness to work motivation?

Table 3: Mean rating of male and female principals on their responsiveness to work motivation.

Principals	\bar{X}	N	S	X_E
Male	20.14	58	2.14	
				25.0
Female	19.78	92	2.21	

Table 3 shows that the mean rating of the 58 male and 92 female principals are 20.14 and 19.78 respectively with standard deviations, 2.14 and 2.21 respectively. Both mean scores are above the expected mean of 25.0 indicating that their work motivation makes them to be responsive to duty. However, their mean rating scores are tested for significance to confirm or disprove the findings of the descriptive statistics in the following table.

Analysis and Results Concerning Hypothesis 2

The above mean rating scores of the male and female principals on their responsiveness to their work motivation are subjected to statistical testing through hypothesis 2.

Table 4: summary of the z-test of Hypothesis 2

Group	\bar{X}	N	S	Z-cal	SL	Z-cri	Decision
Male principals	20.14	58	2.14				
				1.35	0.05	1.96	Not significant
Female principals	19.78	92	2.21				

Table 4 shows that mean rating scores of the male and female principals as 20.14 and 19.79 respectively with their respective standard deviations as 2.14 and 2.21. It also shows that the z-cal of 1.35 is not significant at 0.05 level since it is less than the critical z-value of 1.96. The null hypothesis is therefore accepted at their level. Hence the responsiveness of the male and female principals to their work motivation is at variance.

Table 5: Mean rating score of principals on the incentives used to influence their work motivation in secondary schools.

$\sum fx$	$\sum f$	\bar{X}_{obs}	S_{ob}	\bar{X}_E	Decision
2954	150	19.69	2.329	17.50	$\bar{X}_{obs} > \bar{X}_E$

Table 5 represents the sum of scores of the ratings of the principals on the incentives used to influence their work motivation is 2954 and their observed mean rating is 19.69 as against the expected mean of 17.50. The standard deviation is 2.329. The observed mean rating score is greater than the expected indicating that the incentive structures are accepted to them.

Analysis and Results Concerning Hypotheses 3

The observed mean score in table 5 was further tested for a statistical significance through hypothesis 3, to determine whether it was greater or not than expected mean of 17.50. The analysis is represented in the following table:

Table 6: Summary of z-test of Hypotheses 3

Group	\bar{X}	N	S	Z-cal	SL	Z-tab	Decision
Observed	19.69	150	2.329	24.68	0.05	1.64	Significant
Expected	15.0						

Hypothesis 3 shows that the computed z-test of 24.68 is far greater than the critical value of 1.64 at 0.05 levels. Thus, the null hypothesis is rejected at that level and the conclusion is that the incentives received by the principals to influence their work motivation is received by the principals to influence their work motivation is significantly greater than the expected mean.

RQ4: What is the relationship between incentives of principals and their work motivation?

Table 7: Pearson Correlation for principals' scores on incentives of principals and their work motivation

Scores	N	R
Incentives	150	0.043
Work motivation	150	

Table 7 presents the number of scores/ rates on each variable as 150 for each. The computed r-value is 0.043. This indicates a very low positive correlation between principals' incentives and their work motivation.

Analysis and Result Concerning Hypothesis 4

The calculated value of r (0.043) was statistically tested for significance through hypothesis 4 using t-test statistic as presented in the following table:

Table 7: Summary of t-test of Hypothesis 4

r-value	N	Df	t-cal	t-cri	Decision
0.043	150	148	5.79	1.96	Significant

Table 7 shows that calculated t-value for the r of 0.043 is 5.79 with 148 degrees of freedom. Since the observed t-value is far greater than the critical value of 1.96 at 0.05 levels, the hypothesis is not accepted. Hence the coefficient of correlation between principals' incentives and their work motivation is statistically significant. There is therefore a significant very low positive relationship between the variables.

DISCUSSION

Determination of the work motivation of principals is the objective of this study. Findings revealed that principals of secondary schools in Rivers State have work motivation. This finding is in line with Heathfield (2014), who discovered that incentives used by employers in an organisation promote specific behaviour or performance that they believed is necessary for the organisations success. Also George (2014), identified that incentives are existent in most organisational settings and that is why the organisations have sustained its productive performance for a long time. The finding is instructive to the government and supervisors as a source of data to improving work motivation and extending same to the attending blooming tempo in the school system.

The second objective of the study is to determine the responsiveness of male and female principals to their work motivation. Findings revealed that responsiveness of male and female principals to their respective work motivation is at variance. Also, it revealed that male principals are more responsive than their counterparts to work motivation. This finding is in congruence with Hoffman (2014), which found that motivation may mean different things to different people. This implies that what arouses one principal may not stimulate the other and that the impact of stimulus may vary from different proposals as they may result differently to stimulus. Again, the finding of the study is in line with UNDP (2006), which inferred that motivation and responsiveness to incentives is a function of gender. The finding of this study is instructive to the principals. Principals should understand that the concept of motivation requires a mastery of human psychology, the structure of their needs, the initiating drives and sustaining forces of behaviour of employee

The third objective of the study is to determine the incentives used to influence principals' work motivation. Finding of the study revealed that the incentives received by

principals to influence their work motivation are acceptable to them. The findings of the study is line with Sajuyigbe et al. (2013), which stated that rewards are basic concept elements in improving employee performance. It is also in agreement with Entwistle in Al-Belushi et al. (2017), who affirmed rewarded employees have a high degree of motivation and it directly impacts their performances. World Health Organisation Report cited in Nwosu (2016), also contributed that the achievement of effectiveness and efficiency in the secondary school system is as a result of the incentives existing in the school and accepted by the principals as administrators. Organisations should therefore note that incentives are imperative as part of the organisational system and should be recognised as a tool for work motivation of employees.

CONCLUSION

This study investigated the influence of incentives on work motivation principals in Rivers State Secondary Schools. It is established that principals in Rivers State secondary system have work motivation, since their mean rating scores is significantly different from the expected mean. Secondly, it is established that work motivation of both genders make them to be responsive to their duties. In addition, the incentives received by the principals of secondary schools in Rivers State to influence their job motivation are very acceptable to them. The findings of the study have some implications to the government and the principals. The principals as managers of the secondary schools are motivated in their work and as such the society and government expect them to perform their responsibilities judiciously and this should reflect in the overall outcome of the schools. This goes to confirm the assertion that to whom much is given much is expected. The government on the other hand should perform their own function of incentive administration.

Recommendation

Based on the findings and their implications the following recommendations were made.

- Government should ensure a sustained delivery of incentives to principals to continue to motivate them on their jobs.
- Other potentials of the principals should be swiftly developed to encourage their positive responsiveness. This may be by organising seminars, workshops, conferences and symposia in different potency areas.

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