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1. The West African Journal of Education (WAJE) pioneered academic/professional publishing in the sub-region in the late 1950s. It has also nurtured and mentored a good number of academic journals that have helped to broaden the scope of educational research and information exchange over the years. WAJE, in its revived current form, has the goal of becoming the most widely cited education journal in the sub-region, in view of current efforts that are being made to enhance the quality of reports and other discourse published in it.

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3. The Journal will accordingly encourage the publication of the following categories of papers.
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(c)   The manuscript, which should include title, abstract, text, tables, figures, where necessary, should be typewritten on A4 size paper, with double-spacing and should not exceed 15 pages.

(d)   The abstract should not be more than 250 words.

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CONTENTS

Are Head Teachers' Leadership Techniques Predictors of Classroom Teachers' Motivation to Work?: A Study in School Effectiveness

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Abstract

The study examined Head Teacher leadership techniques and teachers' motivation to work. The work is based on the premise that the leadership quality of the Head Teachers is related to teachers' motivation to work. Two research questions were raised to guide the study. Two research instruments (Head Teachers' Leadership Techniques Scale and Classroom Teachers' Motivation Scale) were used for the study. The results revealed that all the 20 items in the Head Teachers' Leadership Techniques Scale have significant composite contributions to teacher motivation as 84% of the variance in teachers' motivation was explained by the Head Teachers' leadership techniques. Moreover, 12 out of the 20 items depicting Head Teachers' leadership techniques significantly explained the teachers' motivation to work. The study has implication for practising teachers and Head Teachers in primary schools.

Introduction

School effectiveness according to Scheerens (1992) has four components viz: high achievement among all pupils' groups, high pupils and staff attendance, high employee and pupils' satisfaction, and high public confidence in schools. This assertion is shared by Corcoran, (1985), when he states that effective schools/school districts also "add value" to the performance levels of pupils: *the level of pupils' performance increases the longer pupils are in school.* Effectiveness standards are those standards achieved by the top 20 percent of the school districts in a given category. In statistical terms, effectiveness standards are those standards achieved at one standard deviation above the mean of the population. Before one says a school is effective, what are the

qualities that one would look out for? These qualities are strongly associated with specific conditions of schooling. These conditions are commonly called *the correlates of school effectiveness.* Some of these correlates of school effectiveness are: *   Strong instructional leadership provided by the principal; Comprehensive curriculum — learning objectives, learning activities, and appropriate achievement measures;

*   Measurement — regular monitoring of pupil/pupils attendance;

*   A safe, orderly, disciplined, and supportive school climate;

*   High expectations for quality work supported by staff and pupils and the existence of extensive school/community partnership programs.

The correlate of school effectiveness that is so obvious is the one that is judged by the *product of schooling,* and the ultimate product of schooling is the 'value added', that is, what pupils have gained from the x number of years spent in school. Thus, in cognitive performance, there should be high achievement consistent with pupils' potential. The three Rs are necessary and should be kept up by practice beyond the primary stage. They should be part of a broad and balanced curriculum. In addition, pupils should gain other qualities bridging the cognitive and affective areas They should have a good self-image, good self-discipline, and be good problem-solvers, enterprising, adaptable and employable.

This important correlate of school effectiveness (i.e. pupils' cognitive performance) cannot be achieved if the teacher who plays a vital role in the nation's educational system as indicated in the policy document on education (NPE 1998 revised) is not motivated to work. Motivation is the process of stimulating people to achieve desired goal or to accomplish a given task (Taiwo, 1986). It is also the desire within a person to achieve a personal goal. A teacher could be motivated by his leader. Leadership is the creating and setting forth of exceptional behaviour patterns in such a way that other persons respond positively to stimulus. Leadership is seen as an interpersonal process involving the actions of a person in a position of influence, who performs certain definable acts or functions. The leader integrates the organizational demand and personal needs of organisation members in a way that will be productive and at the same time individual fulfilling. Leadership is identified closely with productivity, as it is the leader, who through his leadership style, creates the environment that makes members willingly work cooperatively towards the set goals. Effective leadership yields good results because it structures work in a way that members are motivated towards high effort and also positively influences their abilities and role perceptions so that these factors combine with high effort to lead to high performance.

The individual worker will work harder when given reward or encouragement for good performance. Intrinsic theories assume that man is not an animal. He will work best if given a worthwhile job and allowed to get on with it and with minimal supervision, while the reward will come from the satisfaction in the work. Aina (1992) while commenting on Ginzberg's work on 'Human Economy' asserts that:

> Workers want to earn enough from their work to meet the needs of their families, and to enjoy a rising standard of living. Secondly, they want

reasonable assurance that if their performance is satisfactory, they can look forward to holding their jobs and to the special benefits, which will accrue to them by virtue of their long term with the organization.. They want their jobs to provide the satisfaction that comes from meaningful activity. Finally, workers expect that those who supervise and direct them will not infringe on their rights as human beings and as citizens.

This assertion clearly indicates that workers everywhere want more money and more job security, benefits and more satisfaction from work as well as more freedom in the work and work place. Leadership and motivation play an important role in the performance of teachers' duties, because they structure work in a way that members are motivated towards high effort, leading to high performance.

The impact of leadership and motivation is so important that organisations have to try and select leaders who are growth — oriented, imaginative and consistent in their standards and have high inter-personal skills, so that they can successfully lead their men to high productivity, which is critical to organisational survival. Organisations, be it business, political, governmental, educational, religious or humanitarian, spend time, money and effort searching for men, who will offer leadership in their organisation. Men abound who desire to fill executive positions as heads, but it is not easy to find people who can really perform leadership roles and get the job done.

Management and others had for years searched for an explanation on why people work more enthusiastically or reliably than others, and the answer is that it is likely that different work performances often reflect difference levels of motivation or drive and commitment to work. In addition, it is likely that leadership has a way of motivating the workforce to work harder. This is why a study of this nature sought to determine if the type of Head Teacher leadership technique could motivate the teachers to work.

Research Questions

The following research questions were asked in order to guide the investigation:
1. What is the composite contribution of Head Teachers' leadership techniques on teachers' motivation to job?
2. What is the relative contribution of the Head Teachers' leadership techniques on the teachers' motivation to job?

Methodology

The study adopted the ex-post facto design. Ex-post facto design was considered appropriate for this study because the variables of interest had already manifested and attempt was not made to manipulate any of the variables of interest.

Sampling Procedure

The study covered twenty secondary schools from 12 local government areas in the three senatorial zones (4 local government areas each) in Oyo State. A simple

random sampling was adopted and two hundred and sixty-four (264) teachers were sampled.

Instrumentation

Two research instruments were designed for the study. These are the Teachers' Motivation Scale and the Leadership Techniques Scale. Each scale consists of twenty (20) items. Questions on the Teachers' Motivation Scale were constructed to reflect such items as adequacy of salary, promotion progression, end of year bonus, provision of car and housing loans, opportunity for staff development, and so on. Question on the Leadership Techniques Scale were constructed in such a way to cover the following areas of leadership techniques: planning, supervision, promptness of action on requests from Ministry / Board, communication and information flow, interaction with staff and other external bodies such as the PTA, Ministries, etc ,use of power/authority, threats, warnings and domination. These instruments were adaptations of those of the study of Ajayi (1980).

Following the suggestion of Nwogu (1991), the instruments were first given to a group of teachers and pupils to serve as a pilot study. They made all necessary amendments and corrections and, thus gave useful information in the process.

Administration of Instruments

The Questionnaires were personally administered in the selected schools. There were instructions on how to complete the questionnaires by the respondents. Out of the three hundred questionnaires administered, two hundred and eighty three were returned.

Results and Discussions

Research Question One

What is the composite contribution of the Head Teacher leadership techniques on the teacher's motivation to job?

The 20 items on classroom Teacher Motivation Scale were added together to give a singular score of the teacher motivation. The score was then regressed on the 20 items (compositely) on Leadership Techniques Scale of Head Teachers.

Table 1: Regression Summary of Head Teachers' Leadership Techniques Explaining Teachers' Motivation:

Multiple R	.91675
R Square	.84043
Adjusted R Square	.80820
Standard Error	.52952

F   =   26.07172*   * = Significant P < 0.05

Results in Table 1 shows that the combination of all the Head Teachers'

leadership techniques have a multiple correlation of 0.91675 with the teachers' motivation. However, the combination of these variables explained 84.04 percent of the variance in teachers' motivation as shown by the coefficient of determination ($R^2 = 0.84043$). The $F_{(20,253)} = 26.07172$, $P < 0.05$ shows that the value of multiple regression of 0.91675 is not by chance. This implies that there is a strong relationship between the Head Teachers' leadership techniques and teachers' motivation to work.

Research Question Two

What is the relative contribution of the Head Teacher leadership techniques on the teacher's motivation to job?

    This research question was answered by regressing the 20 items on Head Teachers' leadership techniques on the teachers' motivation to work (an aggregated score obtained from the 20 items on teachers motivation to work scale). The result is presented in Table 2.

    Results as shown in Table 2 indicate partial correlation coefficients of such Head Teachers' leadership techniques as ensure prompt action on requests from Ministry/Board, is unconcerned both for school effectiveness and teachers interest in decision making, takes personal responsibility for errors made by subordinates, takes decision on the dictate of the situation, delegates authority to teachers, encourages parents' participation through PTA and visits to the school, gives financial aid to teachers, gives order/command instead of appeal to staff, encourages social interaction among staff, gives verbal warning before queries to staff, have positive contribution to the explanation of the teachers' motivation. The rest of the measures of Head Teachers' leadership techniques as can be seen in the table have negative contribution to the explanation of the teachers' motivation. These include:

Table 2: Parameter Estimate of Head Teachers' Leadership Techniques Explaining Teachers' Motivation.

Variable	B	SE B	Deta	T	Sig. T.
Ensures prompt action on requests from Ministry Board	.864868	.115785	.701339*	7.470	.0000
Explains school objectives explicitly to subordinates	-209288	.131161	-.223273	-1.596	.1138
Takes decision affecting school without consulting the teachers	-0744238	.061236	-.74524	-1.216	.2270
Supports valid interest of teachers	-309453	.074701	-.417457*	-4.143	.0001
Is unconcerned both for school effectiveness and teacher interest in decision making	.070976	.104402	.085079	.680	.4982
Recognizes teachers individually	-187098	.055233	-.253699*	-3.387	.0010
Takes personal responsibility for errors made by subordinates	.283481	.060919	.337095*	4.653	.0000
Takes more interest than in school matters' teachers	-330115	.118790	-.308266*	-10.425	.0000
Treat teachers fairly in discipline matters	-.795621	.076320	-.835926*	-10.425	.0000
Takes decision on the dictate of the situation	.080305	.110733	.086059	.725	.4700
Delegates authority to teachers	.223446	.081701	.278880*	2.735	.0074
Encourages parents' participation through PTA and visits to school	.056721	.100802	.048724	.563	.5749
Gives financial aid to teachers	.223446	.081701	.278880*	2.735	.0075
Gives order/command instead of appeal to staff	.139223	.073015	.169273	1.907	.0594
Encourages social interaction among staff	.383867	.081686	.462549*	4.699	.0000
Takes active part in co-curricular activities	-332160	.087843	-.360718	-3.781	.0003
Pays visit to staff at home	-088602	.092526	-.102839	-.958	.3406
Encourages teachers to go for training and workshops	-376406	.086956	-.462450*	-4.329	.0000
Variable	B	SE B	Deta	T	Sig. T.
Gives verbal warning before queries to staff	.422941	.091999	.568025*	4.597	.0000
Organizes social activities and outing for the school	-173947	.137237	-.207673	-1.267	.2080
(Constant)	45.445565	.621441		73.129	.0000

*= Significant (p < 0.05)

The standardized regression coefficients were used to determine the relative contributions of each of the Head Teachers' leadership techniques to the explanation of teachers' motivation. The significance of each of the variables' contributions was tested and it was observed that twelve out of the twenty items significantly contributed to the explanation of teachers' motivation.

Discussion

The most potent variable in Head Teachers' leadership style predicting teachers' motivation to work is the Head Teachers' effort to ensure prompt action on requests from Ministry / Board. For example, issues that bother on number of pupils and teachers in a school, number of pupils in a class, the type and number of facilities possessed by the schools are some of the demands made on schools from the Ministry / Board. These factors in one way or the other promote pupils' learning. It could also be argued that pupils' good performance is the pride of any teacher. This explains why teachers are well motivated when their Head Teachers ensure that all issues pertaining to the demands of the ministry are promptly met. It should be noticed that the demand from the ministry could be provided by any Head Teacher, but the issue here is the promptness of Head Teachers' reaction. This Head Teachers' characteristic of providing prompt information to the Ministry / Board stems from their knowledge of McGrgor's (1960) assertion that man is inherently lazy and must be motivated before he could give his best.

The second most important variable in the Head Teachers' leadership techniques which promote teachers' motivation, is the ability of Head Teachers to give verbal warning before giving queries to staff. It is logical to conclude that people tend to work in a friendly environment than a hostile one. Head Teachers that give queries are likely to have their teachers do what they wanted (eye-service), but may not have the teachers be motivated enough to work when they (Head Teachers) are not there. Offune (2003) indicated that majority of the teachers rated their teachers excellent when verbal warnings were given rather than issuance of queries. This further stressed the point that when teachers are motivated internally or externally, they could go all length to achieve their set goals (teaching to make pupils understand and do well in any examination and be useful in the society they belong).

The third most important variable in the Head Teachers' leadership techniques, which promote teachers' motivation, is the ability of Head Teachers to encourage social interaction among staff members. One of the social responsibilities of a Head Teacher is to provide forum for teachers to interact with themselves and also the teachers interacting with their Head. The morale of such teachers is likely to be high when Head Teachers find time to interact with them and provide a forum for them to interact with each other. Such a forum for interaction can be through the creation of staff welfare or cooperative society in the school. The teachers are likely to find it easy to discharge their duty without difficulty because of motivation provided by their Head Teacher.

Conclusion and recommendation

Whether a teacher would work or not depends largely on the leadership technique of the Head Teacher he has. In situations where teachers consider leadership technique their Head Teachers as fair, good and excellent -in

majority of the constructs used by teachers in assessing their Head Teacher, it is therefore not surprising that more than half (12) of the constructs in Head Teachers' leadership techniques are significant predictors of teachers' motivation to work. In order to increase teachers' motivation to work it is important that Head Teachers consider in their leadership techniques, factors which promote teachers' motivation such as: ensuring prompt action on requests from Ministry / Board, supporting valid interest of teachers, recognizing teachers individually, taking personal responsibility for errors made by subordinates such as (taking more interest in school matters than teachers' matters) treating teachers fairly in disciplinary matters, delegating authority to teachers, and giving financial aid to teachers. Others are: encouraging social interaction among staff, taking active part in co-curricular activities, encouraging teachers to go for training and workshops, giving verbal warning before queries to staff and organizing social activities and outings for the school.

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