

Analysis of Principals' Motivational Practices for Teachers Effectiveness in Public and Private Secondary Schools in Ebonyi State, Nigeria

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Abstract

There have been a perceived decline in teaching and learning in Nigerian schools which could be attributed to teachers' ineffectiveness. Teachers' effectiveness have been adopted in many research works, but scarcely attempted on motivational practices for teachers' effectiveness. A literature gap exists, thus motivating the researcher to assess principals' motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi State. The study adopted descriptive survey design. The population of the study was 355 principals, comprised of 221 from public schools and 126 from private schools. Purposive sampling technique was used to select all the 355 principals for the study. Questionnaire titled "Principals Motivational Practices for Teachers' Effectiveness Questionnaire" (PMPTEQ) was used for data collection. The data collected were analyzed using mean and standard deviation while the null hypotheses formulated for the study were tested using t-test of independent sample at 0.05 level of significance. The results revealed that principals' effective communication pattern motivates teachers for effectiveness in public and private secondary schools, that the extent principals ensuring staff meeting motivate teachers for effectiveness in public and private secondary schools. The study however found that differences exist in the extent the principals ensure teachers' welfare services in public and private secondary schools. The result further revealed that there is no significant different on the extent principals' communication pattern motivate teachers for effectiveness in public and private secondary schools in Ebonyi Stat. It showed that there is no significant difference in the extent principals ensure regular meeting with teachers to motivate teachers for effectiveness in public and private secondary schools. The result equally revealed that there is significant difference in the welfare services adopted by public and private school principals for teachers' effectiveness. This difference was in terms of school management strategies. The study therefore recommended among other things that motivation of teachers by the principals is vital tools for effective secondary school administration whether public or private but the personnel management skills adopted could either make or mar the effectiveness of teachers in teaching and learning process.

Key words: Motivation, motivational practices, teachers' effectiveness

Introduction

The importance of education in the overall development of human beings cannot be overemphasized. Education is the bedrock of any developed, underdeveloped or developing nation (Nigeria inclusive). Alumode (2005) maintained that education is the vehicle for rapid national development as it raises the young ones who will effectively manage the economy. The extent to which the values of education are achieved however depends on the activities or practices of administrators who organize, coordinate, direct and motivate staff in order to achieve desired organizational goals and objectives. One of such administrative practices in the context of this study is based on the practices available to the principal of secondary school system. In secondary schools, the principals serve as the umpire or the leader to the staff and students' personnel in the school. Staff on the other hand, constitutes the teaching and non-teaching personnel whose efforts complement principal's effort, knowledge, experiences in making sure that the stipulated objectives of schools are attained at any point in time (Ezeuwa, 2005). This study focused on the teaching staff whose effort determines the academic attainment of secondary school students in Nigeria.

The Principal as the administrator of a secondary school is considered to be the leader of the teachers and the students of the school. The extent to which principals co-operate with the teachers according to Omonwa (2010) determines the success or failure of a secondary school. Therefore, the extent to which the principal is willing to adopt effective motivational practices determines his success. Principals' ability or non-ability in this regard could promote or mar the achievement of students' performances and even the general effectiveness of

school administration.

Motivation can be described as a process by which an individual's internal energies are directed towards various goals and objectives in his environment. According to Omebe (2005), motivation can be defined as those conditions such as praises, rewards, promotion, among others that arouse the interest of teachers in performing their duties diligently. On the same vein, Onyeachu (2010) defined motivation as anything that encourages an individual to perform his or her duty in an expected manner. This corroborates the view of Ofoegbu (2001) who defined motivation as force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. From these definitions, it follows that motivation is those things that compel persons (teachers) to do their work with happiness in the area of teaching and learning.

Internal motivation of teachers naturally has to do with the extent principals adopt various techniques/ utilize healthy practices to ginger the interest of teachers to participate in the pedagogical processes within the school environment. It has to do with principals ensuring teachers' quality teaching in school through ensuring that school environment is friendly and attractive (Ofoegbu, 2004). The teacher is the one who translates educational philosophy and objectives into practical knowledge and skills base and transfer those to the students. The extent motivational practices are made available by principals may negatively or positively influence the teachers' attitude towards their duties in school. In the context of this study, motivation is defined as the extent to which principals use good motivating practices (good communication pattern, regular meeting with teachers, praise and reward of excellent performance of teachers as well as ensuring teachers' welfare) to help the teachers to be effective and efficient in discharging their duties. Motivation in this study therefore, hinges on how satisfied or dissatisfied teachers are with their job dispositions in secondary schools.

Demuren (2006) defined communication as the process by which people attempt to share meaning via the transmission of symbolic messages. It is the means by which people are linked together in an organization to achieve a common purpose. Communication helps to build relationships and facilitates achievement of goals. It is the communication mode arising out of institutional direction that begets staff efficiency or inefficiency, effectiveness or ineffectiveness. Communication is aimed for conveying information, instruction, advice, feelings, opinions and facts correctly and accurately from one person to another (Olaleye, 2006). Ijaduola (2006a) opined that good communication helps to stimulate enthusiasms raise the interest and motivation of those to whom it is directed. For the principal, to communicate to his/her teachers effectively there must be free flow of information. This can be ensured only when the principal exhibits competency in communication. Effective communication pattern aid decision making and so the channel of communication must be ideal.

Unfortunately, some principals tend to exercise authoritarian style of leadership more often. Principals who engage only in downward flow of communication pattern are more disposed to taking decisions alone, disregarding subordinates' viewpoints and putting a scare to his/her subordinates. Such principals try to exhume air of superiority which could militate against effective communication skills. When effective communication is absent, the institutional goals and objectives would be reduced to individualistic and personal goals governed by undue sentiments. Organizations tend to suffer poor result while the structure is characterized with poor feedback of information. Achieving organizational goal and objectives can become an uphill task. This situation can affect motivation of teachers for effectiveness in secondary schools.

Ensuring regular meetings with the teachers to discover their concern, showing empathy to their personal issues as well as showing some level of friendliness to the staff can motivate them to become effective in their duties. The principal can appraise teachers' performances, advice the teachers and give them necessary feedback concerning their remunerations and benefits in a fairly disposed manner. This invariably could motivate the teachers to put in their best in achieving the organizational goals and objectives particularly in secondary school system.

Teachers' welfare covers the area like wellbeing, interest, happiness, good safety of person or group of persons in an organizational set up (Ezeuwa, 2005). Teacher welfare therefore refers to the extent to which teachers' wellbeing, interest, good, happiness and safety is assured by the principal as the head of secondary school administration in order to motivate teachers for effectiveness in public and private secondary schools.

Teachers' effectiveness is the extent to which the Teacher handles his/her job at any point in time. Effectiveness therefore, is a relative term that has to do with many factors like conducive environment, good facilities, remuneration of teachers, and supervision of instruction, training, motivation good leadership and welfare among other things (Modibo, 2004). Agharuwhe and Nkechi (2009) opined that teacher effectiveness has been accepted as a multidimensional concept since it measures a variety of different aspects of teaching such as; mastery of duties or roles, effective communication, lesson preparation and presentation, availability of instructional materials, conducive classroom and teachers motivation. Adediwura and Tayo (2007) observed that

students learning in school are measured by teachers' effectiveness and that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teacher should produce students of high academic performance. Nevertheless, poor academic performance of students in Nigeria has been linked to poor teacher's performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu, 2004). This shows that motivation of teachers could promote teachers' effectiveness if properly applied by both public and private school principals.

Private secondary schools are independent schools which are established by individuals like churches, business enterprises and corporate organizations. According to Akomolafe (2012), private education is the type undertaken by any organization or agency beside the state. The emergence of mass establishment of private secondary schools appears to be due to deplorable conditions in public schools. Bassey, Bisong, Ubi and Isangedighi (2011) added that personnel in private schools were more dedicated to their job as the administrators do not tolerate nonsense from the staff. This is because private schools are business oriented and inefficiency and ineffectiveness could reduce student's enrollment. Nevertheless, they further submitted that private schools pay low salary to their staff and this lead to poor motivation of teachers. A situation like this may hinder teachers' motivation.

Public secondary schools are schools owned and managed by the government. The ownership and control of public schools in Nigeria is divided into; state school and unity schools (Gobir, 2005). The state schools are managed by state while the unity schools are managed by the federal government. Gobir added that unity secondary schools usually have more qualified teachers, conducive environment, better payment and remuneration for teachers than the state schools. These characteristics may affect teachers' motivation for effective teaching and learning negatively in state schools. Observation has equally shown that most principals of public schools do not care about what goes on in the school. This could be as a result of poor payment and remuneration of workers in public schools. This situation equally may affect the motivational practices of principals for teachers' effectiveness.

Nevertheless, research work carried out within and outside Nigeria has investigated on the differences that exist between public and private schools but no serious effort has been made to ascertain how principals' motivational practices could promote teachers effectiveness in discharging their duty in school. For instance, Schlerens and Bosker (1984) found that private schools are more effective in developed countries in terms of management and they attributed it to parental involvement in school development. Similarly, in Nigeria a developing country, Akinsolu (2003) submitted that public schools are better equipped with resources than private schools but that teachers of public schools are not dedicated to work due to poor remuneration and salary structure. This situation may negatively hinder staff effectiveness in public secondary schools. Gobir (2005) found that there was high performance of teachers in private school than public schools in northern area and this according to him is attributed to teacher's hard work unlike in public schools. He further explained that private school achieves higher result with less expenditure on staff, which makes up the bulk of recurrent expenditure than public schools. Similarly, Okobia (2011) submitted that more teaching resources are available in public secondary schools as compared to private schools but staff do not utilize them. These findings could be as a result of teachers' low motive to teach in public schools. However, there is perceived inconclusive finding on the extent of teachers' effectiveness in either public or private secondary schools in Nigeria. Therefore this study aimed at finding the principals' motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi State.

Statement of the Problem

The role of teachers in transmitting educational policy into action cannot be overemphasized. No wonder an adage put it that no nation can rise above the quality of its teachers. Nevertheless, it appears that most teachers in secondary schools are not dedicated to their duties in school which could be as a result of poor motivation adopted by the principals. Most principals fall short of the desired competence and skills of motivation and so there is no cordial relationship with the teachers. In a situation where the teachers are not carried along, there is bound to be disorder and chaos in schools. It becomes impossible for such principals to interact with the teachers effectively. Such principals are rather said to be scaring teachers with their superior airs, dictating and circulating programme of events and even the time table without involving those earlier assigned with those responsibilities. The above action/s would invariably result to negative attitudinal changes of many of the teachers which quickly spread over to the students. In such a scenario, some teachers may decide to sabotage the efforts of the principal and this could result to ineffectiveness of teachers and poor performance of students.

However, the problem of this study put in question form is: "what is the principals' motivational

practices for teachers' effectiveness in public and private secondary schools in Ebonyi State?" Could ownership of schools influence the motivational practices adopted by principals for teachers' motivation for effectiveness? These gaps were filled by this study.

Purpose of the Study

The main purpose of this study was to analyze the principals' motivational practices for teachers' effectiveness in public and private schools in Ebonyi State. Specifically, the study was designed to;

1. Determine the extent to which effective communication pattern by secondary school principals ensures teachers' motivation for effectiveness.
2. Ascertain the extent principals' regular meeting with teachers motivates teachers for effectiveness.
3. Identify the extent principals ensuring of teachers' welfare motivate teachers for effectiveness.

Research Questions

1. To what extent could effective (good) communication pattern as adopted by principals in schools ensure teachers' motivation for effectiveness?
2. To what extent could principals ensuring of regular meeting with teachers motivate teachers for effectiveness?
3. To what extent could principals ensuring of teachers' welfare motivate teachers for effectiveness?

Hypotheses

The following three null hypotheses tested at 0.05 level of significance, to guide the study were:

HO₁: There is no significant difference in the mean rating of public and private school principals on the extent to which good communication pattern of principals ensures teachers' motivation for effectiveness.

HO₂: There is no significant different in the mean rating of public and private school principals on the extent principals ensuring of regular meeting with teachers motivate them for effectiveness.

HO₃: There is no significant different in the mean rating of public and private school principals on the extent principals ensuring of teachers' welfare motivate them for effectiveness.

Method

Descriptive survey design was used for this study. This design is one that produces a snap shot of a population at a particular point in time. Mallini and Cowan (2010) defined the design as the representative sample of the population consisting of individuals of different ages. This design was aimed at comparing the principals' motivational practices for teachers' effectiveness in public and private secondary schools.

The study was carried out in Ebonyi State with a total of 226 public and 129 private secondary schools located in both rural and urban areas in the state. The State comprised of 3 education zones namely Abakaliki, Afikpo and Onueke. They have both public and private schools. The schools are either exclusively boys or girls or co-educational schools located in rural and urban areas of the state.

The sample for the study is 355 respondents from both public and private secondary schools in the state. It is made up of 226 principals of public secondary schools and 129 principals of private schools. The instrument for data collection was researcher's questionnaire titled "Principals Motivational Practices for Teachers' Effectiveness Questionnaire" (PMPTEQ) developed by the researcher based on literature and personal experience. The questionnaire had two section: A and B. Section A collected demographic information of the respondents while section B elicited information from respondents on principals' motivational practices for teachers' effectiveness.

The face validation of the instrument was obtained through the judgment of three experts in Faculty of Education Ebonyi State University, Abakaliki- two from the Department Educational Foundation and one from Science Education. To determine the reliability of the instrument, the validated copy of the instrument was trial-tested on 30 principals from thirty public secondary schools from Enugu State. Principals of public schools were chosen from Enugu State because is not the area for the actual study. Their responses were subjected to reliability analysis using Cronbach Alpha co-efficient to determine the internal consistency of the instrument which yielded 0.78. A total of 355 copies of the questionnaire were distributed to the respondents and retrieved on the spot. The retrieval of completed questionnaire on the spot was to ensure high return rate. The return rate was 100% as the 355 copies of the instrument administered were retrieved.

The responses to the questionnaire items were examined for completeness. All the 355 copies of the questionnaire were used for data analysis. The data was converted into mean and standard deviation for the purposes of description and comparison in order to answer the research questionnaire. The t-test of independent sample was used to verify the null hypotheses. For the purposes of acceptance, a mean score of 3.51 was

regarded as very high extent, 3.10-3.50 represented high extent while 2.50-3.00 are of moderate extent. A mean score of 1.50-2.49 and below was regarded as being of a low extent practices.

Results

Research question 1: To what extent could good communication pattern adopted by principals in schools ensures teachers' motivation for effectiveness?

Table 1: Mean score (X) and standard deviation (SD) of respondents on the extent good communication adopted by the principals in schools ensures teachers' motivation for effectiveness.

S/N	Items	Public			private		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Principals' communications with teachers help to build relationship which remove fear and anxiety and increases motivation to work.	3.39	0.69	HE	3.29	0.76	HE
2	Principals' good communication stimulates enthusiasm and raise interest of teachers in teaching activities.	3.45	0.65	HE	3.56	0.72	VHE
3	Good communication helps both principals and teachers to share ideas concerning the problem of teaching and this ensures effectiveness.	3.39	0.68	HE	3.48	0.53	HE
4	Information relayed by principals help teachers to understand their expectations in every action and gear towards the realization of goals.	1.96	0.60	LE	1.98	0.67	LE
5	Principals' good communication with teachers guides teachers in educational skills which help them to be effective in teaching in school.	3.12	0.80	HE	3.35	0.62	HE
Grand Mean		3.06	0.66	HE	3.09	0.66	

The analysis of research question 1 in table 1 revealed that the respondents of item 1, 2, 3 and 5 rated the items above to high extent and Very high extent while respondents of item 4 rated the item to low extent. This implies that teachers in public and private secondary schools can be motivated for effectiveness through regular meetings with the principals. The grand mean of all the respondents of public and private secondary schools was 3.06 and 3.09 with the standard deviation of 0.66 and 0.66 respectively. This indicates that principals that communicate with teachers effectively motivate teachers for effectiveness in both private and public secondary schools in Ebonyi State.

Research Question 2: To what extent could principals ensuring regular meeting with teachers motivate teachers for effectiveness?

Table 2: Mean score (X) and standard deviation (SD) of respondents on the extent principals ensuring regular meeting with teachers motivate teachers for effectiveness.

S/N	Items	Public			Private		
		X̄	SD	Decision	X̄	SD	Decision
6	Principals' regular meetings with teachers help them to understand the level of their inputs which motivate them to work hard.	3.13	0.80	HE	3.41	0.64	VHE
7	One could receive urgent notice from the principal through regular meetings which motivate to effectiveness.	3.33	0.73	HE	3.43	0.63	HE
8	Principals' regular meeting with teachers creates room for discussion of staff welfare and this motivates teachers for effectiveness.	3.41	0.70	HE	3.51	0.51	VHE
9	Regular meetings with principal is an avenue for check and balances on the teachers therefore, it motivate staff into effectiveness.	3.38	0.76	HE	3.57	0.52	VHE
10	Regular meeting with the teachers motivates them and promotes effectiveness since specific rules and regulations are stipulated to correct erring teachers.	1.93	0.73	LE	1.95	0.68	LE
Grand Mean		3.04	0.74		3.17	0.49	

The analysis of research question 2 in table 2 showed that the respondents in public school rated item 6-9 to high extent and item 10 to low extent while respondents of private schools rated item 6, 8, and 9 to Very High extent, item 8 to high extent and item 10 to low extent. This implies positive agreement in responses. The grand mean of both public schools $\bar{x}=3.04$ and private secondary schools $\bar{x}=3.17$. The analysis further showed that the extent principals have regular meeting with the teachers will motivate teachers for effectiveness in secondary schools.

Research Question 3: To what extent could principals ensuring teachers' welfare motivate teachers for effectiveness?

Table 3: Mean score (X) and standard deviation (SD) of respondents on the extent principals ensuring teachers' welfare motivate teachers for effectiveness.

S/N	Items	Public			private		
		X̄	SD	Decision	X̄	SD	Decision
11	Giving bonuses teachers by principal could be used for to care for them will attract greater input.	3.07	1.01	HE	3.19	1.04	HE
12	Rewards and gifts should be given to teachers with good performance which encourages effectiveness.	3.14	0.77	HE	3.10	0.70	HE
13	The principals can organize sales promotion food items or teachers to reduce cost of food; this will create a happier skill force and efficiency.	3.24	0.82	HE	3.58	0.69	VHE
14	Principal can create health and medical support scheme for teachers to create healthier environment and effectiveness.	3.37	0.66	HE	3.52	0.57	VHE
15	Principals' financial assistance can ensure support and spur the teachers into effectiveness.	3.44	0.63	HE	3.21	0.56	HE
Grand Mean		3.26	0.78		3.32	0.77	

The analysis of research question 3 in table 3 showed that the respondents in public schools rated all the

items to high extent. The analysis also showed that the respondents in private schools rated item 11, 12 and 15 to high extent and item 13 14 is to very high extent. This indicates that teachers in public and private secondary schools can be motivated for effectiveness towards their duties through staff welfare by principals. The average mean scores of all the respondents for both public and private secondary schools are 3.32 and 3.26 respectively which suggests the same result that principals' ensuring of welfare services of teachers promote teachers' effectiveness by in public and private secondary schools in Ebonyi State

HO₁: There is no significant different in the mean rating of public and private school principals on the extent good communication pattern of principals ensures teachers' motivation for effectiveness.

Table 4: t-test of independent sample on the significant difference between mean rating of public and private school principals on the extent good communication pattern of principals ensures teachers' motivation for effectiveness.

Variables	N	Mean	SD	t	Df	Sig. (2-tailed)	Level of significance	Decision
Public Principals	226	3.0655	0.3592	-1.83	353	0.069	0.05	NS
Private Principals	129	3.1345	0.0317					

Data in table 4 showed that the mean scores of public and private secondary school principals on the extent good communication pattern of principals ensures teachers' motivation for effectiveness were 3.0655 and 3.1345 with standard deviation of 0.3592 and 0.0317 respectively. Principals of public and private schools indicated greater use of communication pattern in motivating their teachers. It also shows that the calculated t-value of -1.83 was not significant at 0.069 level of significant which is greater than the chosen level of 0.05. Thus, there is no significant difference between the public and private school principals on the extent good communication pattern of principals ensures teachers' motivation for effectiveness.

HO₂: There is no significant different in the mean rating of public and private school principals on the extent principals ensuring regular meeting with teachers motivate them for effectiveness.

Table 5: t-test of independent sample on the significant difference between mean rating of public and private school principals on the extent principals ensuring regular meeting with teachers motivate them for effectiveness.

Variables	N	Mean	SD	t	Df	Sig. (2-tailed)	Level of significance	Decision
Public Principals	226	3.0416	0.3360	-4.04	353	0.000	0.05	NS
Private Principals	129	3.1798	0.2584					

Data in table 5 showed that the mean scores of public and private secondary school principals on the extent principals ensuring regular meeting with teachers motivate them for effectiveness were 3.0416 and 3.1798 with standard deviation of 0.3360 and 0.2584 respectively. Principals of public and private schools indicated greater use of communication pattern in motivating their teachers. It also shows that the calculated t-value of -4.04 was not significant at 0.000 level of significant which is greater than the chosen level of 0.05. Thus, there is no significant difference between the public and private school principals on the extent principals ensuring teachers' welfare motivate teachers for effectiveness.

HO₃: There is no significant different in the mean rating of public and private school principals on the extent principals ensuring teachers' welfare motivate teachers for effectiveness.

Table 6: t-test of independent sample on the significant difference between mean rating of public and private school principals on the extent principals ensuring teachers’ welfare motivate teachers for effectiveness.

Variables	N	Mean	SD	t	Df	Sig. (2-tailed)	Level of significance	Decision
Public Principals	226	3.2628	0.4111	1.35	353	0.176	0.05	S
Private Principals	129	3.3240	0.4040					

Data in table 6 showed that the mean scores of public and private secondary school principals on the extent principals ensuring teachers’ welfare motivate teachers for effectiveness were 3.2628 and 3.3240 with standard deviation of 0.4111 and 0.4040 respectively. Principals of public and private schools indicated greater use of communication pattern in motivating their teachers. It also shows that the calculated t-value of 1.35 was significant at 0.176 level of significant which is greater than the chosen level of 0.05. Thus, there is a significant difference between the public and private school principals on the extent principals ensuring teachers’ welfare motivate teachers for effectiveness.

Findings of the Study

The findings of this study showed that;

1. Principal who communicate with teachers effectively motivate teachers for effectiveness in public and private secondary schools.
2. Principal who have regular meeting with the teachers motivate them for effectiveness.
3. Principal who ensures teachers’ welfare motivates teachers for effectiveness.
4. There are no differences on the extent of communication and regular meeting with teachers by public and private principals but difference exist on the welfare services adopted by public and private school principals for teachers’ effectiveness.

Discussion of Findings

Part of the objective of this study was to know the extent of principals’ motivational practices for teachers’ motivation for effectiveness in public and private secondary schools in Ebonyi State. The finding of data on research question 1 revealed that principals’ communication with teachers motivate teachers for effectiveness. This finding is in agreement with popular adage which “says that if one is not properly informed he/she may be deformed”. Thus if principals do not inform teachers properly, they may be deformed on the area of teaching and learning. The finding is in agreement with the idea of Ijaduola (2006a) who hold that good communication helps to stimulate enthusiasms raise the interest and motivation of those to whom it is directed. Good communication however remote fear and anxiety on the part of teacher and bring unity and friendliness between principals and teachers which lead to effectiveness of teachers in their activities.

The findings of data on research question 2 revealed that principal who have regular meeting with the teachers motivate them for effectiveness. This finding in line with the views of Ezeuwa (2005) who noted that principals that usually have regular meeting with the staff can appraise teachers’ performance, advice the staff and give them necessary feedback concerning their remunerations and benefits. This invariably could motivate the teachers to put in their best in achieving the organizational goals and objectives particularly in secondary school system. In addition to these findings, Agwu (2005) affirms that regular meeting is an important aspect of school administration which promotes teaching and learning in secondary schools. The agreement of these findings shows that regular meeting is important for teachers’ effectiveness in secondary schools.

The findings of data on research question 2 revealed that principal who ensures teachers’ welfare motivates teachers for effectiveness. This finding was in consonance with the finding of Ameteron, cited in Udofia & Ikpe (2012) that ensuring teachers’ welfare is the key to effectiveness. However, he noted that principals of both public and private schools in Nigeria do not care about teachers’ welfare as they are always selfish on any money that comes out of the school. Similarly, was supported by Nwaubani (2008) which captured that lack of a functional welfare scheme including staff pensions, and poor condition of service could be attributed to ineffectiveness of teachers in schools. This shows that principals that ensure teachers’ welfare is sustained and equally compel teachers to put in their best in teaching. This invariably would also promote students’ learning in schools. This indicates that principal who gives bonuses, rewards and gift for excellent performance, closer observation of teachers needs by the principals motivate teachers for effectiveness whether in private or public secondary schools.

Summary and Conclusion

The study covered the extent of principals, motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi State. The study included the extent good communication, principals' regular meeting with teachers and principals ensuring teachers' welfare services motivate teachers' effectiveness in secondary schools. The study found that principals' communication pattern motivates teachers for effectiveness in public and private secondary schools, that the extent principals ensuring staff meeting motivate teachers for effectiveness in public and private secondary schools. The study however found that differences exist in the extent of principals' ensuring teachers' welfare services in public and private secondary schools. The null hypotheses tested revealed that there is no significant different on the extent principals' communication pattern motivate teachers for effectiveness in public and private secondary schools in Ebonyi State, that there is no significant different on the extent principals ensuring regular meeting with teachers motivate teachers for effectiveness in public and private secondary schools. The hypothesis equally revealed that there is significant different on the welfare services adopted by public and private school principals for teachers' effectiveness. This difference therefore may be in terms of school management. The study therefore concluded that motivation of teachers by the principals is vital tools for effective secondary school administration whether public or private but the motivational practices adopted could either make or mar the effectiveness of teachers in teaching and learning process.

Recommendation

The following recommendations were made based on the findings of the study:

- Principals should always endeavour to communicate with teachers in matters that affect teachers and students as well as the overall improvement of schools in order for teachers' effectiveness in the area of teaching and learning in both public and private secondary schools.
- The principals should always have regular meeting with teaching staff to discuss matters that affect schools, teachers and students for general effectiveness particularly in the area of teaching and learning.
- Principals should always ensure that the welfare of teachers is attained in order for them to be motivated.

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