

Principals' Motivational Strategies and Teachers Work Attitude in Regular and Special Secondary Schools in Obio/Akpor Local Government Area of Rivers State

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Abstract: This study investigates principals' motivational strategies and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. Correlational research design was used for the study. Five research questions and five null hypotheses guided the study. The population of the study consisted of 1,297 teachers in the area. Simple random sampling technique was used to select a sample of 250 respondents for the study. A self-designed questionnaire titled: 'Principals Motivational Strategies Questionnaire' (PMSQ) and 'Work Attitude Questionnaire' (WAQ) were used for data collection. Face and content validation were done by experts in Measurement and Evaluation. The reliability coefficient for (PMSQ) and (WAQ) were $r=0.88$ and $r=0.88$. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypothesis at 0.05 level of significance. The study revealed that there was a high positive relationship between praised and commendation by principals, incentives by principals, teachers' involvement in decision making, teachers' recommendations into committees, effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. And that there was significant relationship between praised and commendation by principals, incentives by principals, teachers' involvement in decision making, teachers' recommendations into committees, effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. It was recommended among others that; principals' should intensify the use of praise and commendation techniques to enable the teachers' feel they are well appreciated which in turn enhance positive work attitude of the teachers.

Keywords: Attitude, Motivational, Principals, Regular, Strategies, Special.

Introduction

Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. Secondary education is the form of education children receive after primary education and before tertiary stage. The broad aim of secondary education within the national objectives is the preparation of children for useful living within the society

and for higher education. Teachers are required at this level of education to help in the achievement of the objectives and there is a need to motivate them, if the aims of secondary education are to be achieved. On the other hand, it appears that teachers are not reckoned with nor appreciated in Nigeria. As Emenike [1] affirmed, the Nigerian society still rates teaching as the lowest civil service job.

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 [2], determines the success or failure of a secondary school. Therefore, the extent to which the principal is willing to adopt effective motivational strategies determines his success and at the same time influences teachers' attitudes towards the teaching profession. Principals' ability or non-ability to motivate teachers could promote or mar the achievement of students' performances and at the same time affects teachers' interest and dissatisfaction towards their job. Therefore, school principals can boost morale and motivate teachers to excel by means of participatory governance, in-service education, and systematic supportive evaluation [3].

Ukpong [4] concluded that motivation as a school management practice enables the principal to inspire the teachers to achieve their maximum potential productivity, by making it possible for them to achieve, and by assisting them to grow and be recognized, which ultimately induces positive work attitude among the teachers. Principals should encourage teachers by identifying their needs and satisfying them through appropriate and possible relevant motivation strategies. Motivation, according to Kreitner [5], is the psychological process that gives behavior purpose and direction. Motivation means to inspire people to work individually or in groups to produce best results. Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs [6]. 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 Theodore [7], 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.

Onyeachu [8] defined motivation as anything that encourages an individual to perform his or her duty in an expected manner. This corroborates the view of Ofoegbu [9] 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. This is in line with Lomak [10] who opined that motivation arouses the interest of an individual to take a move towards a certain goal. Lomak [10] stressed that it is an inner drive which prompts people to act in a certain way. Motivation enables management to direct employees' energy towards maximum achievement of goals and objectives of the organization. In this study, motivation is perceived as stimulations which inspire individuals towards achieving greater productivity.

Motivational strategies, in the opinion of Nnebedum [11], are energizers to staff performance. They further stressed that motivational strategies direct and control the behavior of teachers to achieve maximum output as well as develop positive attitudes towards their work and environment. Osakwe [12] opined that motivated teachers have a positive work attitude, they are resilient, creative, and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving sustainable economic development. In their own view, Ubani and Sanikpege [13] added that school principals should use various incentives to motivate teachers because motivation would significantly enhance positive teacher attitude towards their school responsibilities. Increased and consistent use of motivational strategies, commitment, and engagement levels are key systems for what principals can do to motivate the teachers to deliver high levels of performance and maintain positive teachers' attitude towards work.

Among the reasons for teacher poor attitude towards work, as reported by Duatepe [14], is that despite the roles teachers play in the education system, teachers were neglected in terms of support and welfare. Teachers were isolated from all other workforce in terms of recognition, respect, or recommendation for political posts and welfare packages. So, when teachers are not treated fairly, they may not exhibit positive attitude towards the students and may not improve the quality of our secondary school students' performance. Teachers' attitudes toward teaching and teacher professional performance are two important issues. The change in teachers' attitude towards their work can be represented by either a change in its intensity (increasing or decreasing) or a change in its nature, either positively or negatively. The relationship between teachers' attitudes towards teaching and their performance in teaching as a profession was mentioned by Duatepe [14] who stated that teachers' attitudes towards their profession have an effect on their performance, which means that positive and negative attitudes towards the profession can affect performance in any profession.

Teacher's work attitude plays a very important role in an educational institution as it affects the quality of output, timeliness of output, and cooperation. Weslly [15] noted that teacher's work attitude was assumed to be a function of the teachers' ability, personality, interest, educational training, experience, and aptitude. The trend in teachers' attitude is undergoing changes as organizations change nowadays. Today, motivation is a key factor in the performance and work attitude of employees (teachers) as it enhances commitment and engagement to work. People don't like to do their jobs, work hard, and be satisfied with their performance because of mere existence of contracts or even rules and procedures. In addition to contractual requirements and rules, people must work hard, but they need to be motivated [16]. People should have a clear picture or goals they are to achieve so as to determine whether they are progressing or not. However, the tendency to be productive, effective, ensure organizational sustainability, and maintain a positive work attitude is a product of several existing motivational practices by school managers.

Since lack of motivation by school heads bears a negative impact on teachers' work attitude, several variables have been suggested to enhance a positive work attitude, which includes promotion benefits, better working conditions, good communication and relationships, and job security. On recognizing the importance of pay in motivating teachers, some African countries, namely; the Tanzanian government formed a task force to review payment schemes related to teachers with the desire to improve their life standards and work attitude. Other recommended areas of improvement included housing services, transport, and health schemes, among others. Prasad [17] insisted that teachers' work attitudes are affected by factors like health, working environment, teachers' relationships with school heads (principals), among others.

Harrison [18] found that teachers' attitudes towards their work were determined by their relationship with their immediate supervisors. Therefore, when the principal failed to keep promises, never gave credit when due, made negative comments, or blamed them for their mistakes, then the teachers would display a negative attitude towards their work. Ubani and Okpan [19] argued that the attrition of teachers was largely influenced by teacher motivational drives and levels of commitment. The trend of academic performance of the students was highly contributed by the commitment of the teachers based on their levels of motivation. Therefore, the aim of the study was to examine principals' motivational strategies and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Statement of the Problem

All organizations need a motivated workforce in order to accomplish their goals. It is a common practice nowadays that public secondary school teachers do their jobs with a lot of laxity, while putting more efforts in other activities around. That is putting more efforts to teach in private lessons than schools which they are originally employed and paid by the government. Some of the public secondary school teachers are been owed salaries, are not been promoted and their promotions are also not been implemented, there is poor supervisors' disposition towards

teachers as most of the teachers complain of been witch-hunted. This makes the teachers in public secondary schools to seek for employment in other government ministries, parastatals, oil companies, and even prefer teaching in universities. The high demand and complexity in job expectation posed on the public school teachers by their job nature generally has adverse consequences on the work attitude of the teachers. This is just one of the many crises that have plagued secondary schools' teachers as one therefore, begins to question the motivational strategies of principals in other to avert one of the damming consequences such as negative attitude towards work. It is believed that, a good performing public secondary school should have motivation system as a potential strategy to remedy some of these crises and ultimately enhance teachers work attitude. Consequently, to better understand and solve the problems at stake, it was primordial to first of all have a full understanding of the different motivational strategies adopted by principals of regular and special secondary schools and how they influence teachers' work attitude in Obio/Akpor Local Government Area of Rivers State.

Aim and Objectives of the Study

The main aim of the study was to examine principals' motivational strategies and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. Specifically, the study intended to;

1. Determine the relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
2. Examine the relationship between incentives by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
3. Ascertain the relationship between teachers involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
4. Find out the relationship between teachers recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
5. Examine the relationship between effective Principals/Teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?
2. What is the relationship between incentives by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?
3. What is the relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?
4. What is the relationship between teachers' recommendations into committees and teachers work attitude in public secondary schools in Obio/Akpor Local Government Area of Rivers State?
5. What is the relationship between effective Principals/Teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study.

1. There is no significant relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
2. There is no significant relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
3. There is no significant relationship between teachers involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
4. There is no significant relationship between teachers recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.
5. There is no significant relationship between effective Principals/Teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Methodology

Correlational research design was used for the study. The population of the study comprised 1,297 teachers in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The sample size that was used for the study was 250 teachers. The study adopted simple random sampling technique. Two instruments were developed by the researcher and it was a self-structured questionnaire titled "Principals Motivational Strategies Questionnaire" (PMSQ) and "Work Attitude Questionnaire" (WAQ). The PMSQ and WAQ instrument contained 25 and 15 items respectively. The PMSQ and WAQ was structured on a four point modified Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. The Cronbach Alpha reliability was computed from their responses using Statistical Package for Social Science (SPSS). The reliability coefficient for (PMSQ) and (WAQ) were $r=0.88$ and $r=0.88$ respectively. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypothesis at 0.05 level of significance.

Presentation of Result

Research Question One

What is the relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis One

There is no significant relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State(see table 1)

Table 1: Relationship between Praise/Commendations by Principals and Teachers Work Attitude

Correlations			
		Praise/Commendatio ns by Principals	Teachers Work Attitude
Praise/Commendatio ns by Principals	Pearson Correlation	1	0.505**
	Sig. (2-		0.000

	tailed)		
	N	250	250
Teachers Work Attitude	Pearson Correlation	0.505**	1
	Sig. (2-tailed)	0.000	
	N	250	250

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The result revealed that praise/commendations by principals relate to teachers work attitude in public secondary schools in Obio/Akpor Local Government Area of Rivers State ($r = 0.505$). This result implies that as scores on praise/commendations by principals' increases, there is a corresponding increase in positive teachers work attitude.

Table 1 further revealed that the relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.505) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between praise/commendations by principals and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Two

What is the relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Two

There is no significant relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State(see table 2).

Table 2: Relationship between Incentives by Principals' and Teachers Work Attitude

Correlations			
		Incentives by Principals'	Teachers Work Attitude
Incentives by Principals'	Pearson Correlation	1	0.496**
	Sig. (2-tailed)		0.000
	N	250	250
Teachers Work Attitude	Pearson Correlation	0.496**	1
	Sig. (2-tailed)	0.000	
	N	250	250

** . Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The result revealed that incentives by principals relate to teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State ($r = 0.496$).

This result implies that as scores on incentives by principals' increases, there is a corresponding increase in positive teachers work attitude.

Table 2 further revealed that the relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.496) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between incentives by principals' and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Three

What is the relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Three

There is no significant relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State(see table 3)

Table 3: Relationship between Teachers Involvement in Decision Making and Teachers Work Attitude

Correlations			
		Teachers Involvement in Decision Making	Teachers Work Attitude
Teachers Involvement in Decision Making	Pearson Correlation	1	0.857**
	Sig. (2-tailed)		0.000
	N	250	250
Teachers Work Attitude	Pearson Correlation	0.857**	1
	Sig. (2-tailed)	0.000	
	N	250	250

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The result revealed that teachers involvement in decision making relate to teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State ($r = 0.857$). This result implies that as scores on teachers' involvement in decision making increases, there is a corresponding increase in positive teachers work attitude.

Table 3 further revealed that the relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.857) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between teachers' involvement in decision making and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Four

What is the relationship between teachers' recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Four

There is no significant relationship between teachers' recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State(see table 4).

Table 4: Relationship between Teachers' Recommendations into Committees and Teachers Work Attitude

Correlations			
		Teachers' Recommendations into Committees	Teachers Work Attitude
Teachers' Recommendations into Committees	Pearson Correlation	1	0.633**
	Sig. (2-tailed)		0.000
	N	250	250
Teachers Work Attitude	Pearson Correlation	0.633**	1
	Sig. (2-tailed)	0.000	
	N	250	250

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the relationship between teachers' recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The result revealed that teachers' recommendations into committees relate to teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State ($r = 0.633$). This result implies that as scores on teachers' recommendations into committees' increases, there is a corresponding increase in positive teachers work attitude.

Table 4 further revealed that the relationship between teachers' recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.633) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between teachers' recommendations into committees and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Research Question Five

What is the relationship between effective Principals/Teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Five

There is no significant relationship between effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State(see table 5).

Table 5: Relationship between Effective Principals/Teacher Relationships on Teachers Work Attitude

Correlations			
		Effective Principals/Teacher Relationship	Teachers Work Attitude
Effective Principals/Teacher Relationship	Pearson Correlation	1	0.962**
	Sig. (2-tailed)		0.000
	N	250	250
Teachers Work Attitude	Pearson Correlation	0.962**	1
	Sig. (2-tailed)	0.000	
	N	250	250

** . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the relationship between effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The result revealed that effective principals/teacher relationship relate to teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State ($r = 0.962$). This result implies that as scores on effective principals/teacher relationship increases, there is a corresponding increase in positive teachers work attitude.

Table 5 further revealed that the relationship between effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.962) is greater than the table r-value (0.195). This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Discussion of Findings

The finding of research question one and hypothesis one (Table 1) revealed that there is a high positive relationship between praise/commendations by principals and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State and that there is a significant relationship between praise/commendations by principals and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The findings collaborate with the result of Nwafor [20] who observed that when teachers are fully praised and commended for doing worthwhile activities, they are even happier to do more serious tasks. Principals' motivational strategies are among the factors that cause teachers to stay longer on their jobs without thinking of quitting. The study is also in tandem with the revelation of Onyeachu [2] who observed that praise and commendation by principals creates a sense of appreciation among teachers and helps to foster unity within the school system, encouraging the teachers to be productive, as principals who always praise and commend their teachers are more loved and it generates positive work attitude within the school system. Furthermore, if teachers are appreciated, commended, and called by their names, it will make them develop a positive work attitude.

The finding of research question two and hypothesis two (Table 2) revealed that there is a high positive relationship between incentives by principals and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State and that there is a significant relationship between incentives by principals and teachers' work attitude in

regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The finding is in line with the observation of Nnebedum [21] who revealed that the majority of teachers agree that receiving incentives effectively influenced their job performance and work attitude, and that teachers who have to rely solely on their salary to meet their basic needs and family responsibilities had negative work attitudes. Weslly [4] added that the salary that teachers receive was a “consolidated” salary inclusive of all costs such as transport, medical bills, and family needs. Weslly [4] also added that the absence of proper allowances can demotivate teachers and can lead to some leaving the teaching profession. The finding is also in conformity with the observation of Parsad [5] who revealed that teachers who benefited from extra-teaching allowances were extremely happy and appreciative, which helped them settle some of their needs and enhanced their positive disposition towards their work.

However, paid extra-teaching, though widely practiced, is illegal; it raises the cost of education to parents or guardians. It may also trigger laxity on the part of the teachers not to cover the syllabus on time so that they do extra coaching for payment. Incentives, especially in monetary terms, have, however, been addressed by Herzberg, categorizing it as a hygiene factor and therefore a dissatisfier, which cannot motivate; and when used to achieve this goal, could only produce negative effects in the long run [6]. However, this view finds relevance only in developed countries, which have transcended their basic needs. In developing countries, and especially in Africa, where most people have not yet satisfied their basic needs, Herzberg’s dissatisfiers may turn into motivators. This is supported by Ofoegbu [7] who found that dissatisfiers were likely to be dominant among motivating factors. The views of Ofoegbu [7] are placed on the broad consensus among occupational psychologists, in reference to countries, where incentives and other motives were too low for individual and household survival needs. In this regard, Maslow’s needs-hierarchy theory became relevant to the African situation. The needs-hierarchy theory states that the extent to which the lower needs become satisfied, the next higher-order level of needs becomes the most prominent determinant of behavior.

The finding of research question three and hypothesis three (Table 3) revealed that there is a high positive relationship between teachers' involvement in decision-making and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State and that there is a significant relationship between teachers' involvement in decision-making and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The finding collaborates with the observation of Lomak [8] who revealed that teachers’ participation in schools’ committees was in tune with a democratic society and led to enhanced commitment, improved performance, productivity, and positive work attitude in the school system. In addition, Lomak [8] observed that teachers establishing a strong voice in decisions and policies through their involvement in decision-making was characteristic of 'professional orientation and fostered better relations. On the other hand, if teachers as professionals are denied access to such power (involvement in decision-making), it seems probable that they will become alienated with their work relations and develop negative work attitude.

The finding of research question four and hypothesis four (Table 4) revealed that there is a high positive relationship between teachers' recommendations into committees and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State and that there is a significant relationship between teachers' recommendations into committees and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The finding is in tandem with the observation of Emenike [9] who revealed that the best way to motivate employees is by giving them responsibilities for achieving something and the authority to do it in their own way, which involves recommending them into committees. The finding is not surprising to the researcher as ordinarily, one would have expected that when teachers are recommended into committees, their work attitude would have been enhanced since they will feel that they are being trusted and that the organization believes in their capacity to function at a larger level.

The finding of research question five and hypothesis five (Table 5) revealed that there is a high positive relationship between effective principals/teacher relationships and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State and that there is a significant relationship between effective principals/teacher relationships and teachers' work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. The finding is in consonance with the study of Ngirwa [2] who revealed that to promote school success, the teachers and the principal work as a team on major discipline problems, the development of the school timetable, organizing Parents Teachers Association (PTA) meetings, and collaborating to promote school-community relationships. Akpa [10] added that daily interpersonal interactions of a principal are necessary to garner trust and support from teachers.

Conclusion

Based on the results of the study, the researcher concludes that there was a high positive relationship between praised and commendation by principals, incentives by principals, teachers' involvement in decision making, teachers' recommendations into committees, and effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State. And that there was significant relationship between praised and commendation by principals, incentives by principals, teachers' involvement in decision making, teachers' recommendations into committees, and effective principals/teacher relationship and teachers work attitude in regular and special secondary schools in Obio/Akpor Local Government Area of Rivers State.

Recommendations

Based on the findings of the study the researcher made the following recommendations:

1. Principals should intensify the use of praise and commendation techniques to enable the teachers' feel they are well appreciated which will in turn enhance positive work attitude of the teachers.
2. Principals should provide incentive packages to enhance teachers' motivation. Special attention should be put at providing incentive packages which will help in augmenting teachers meagre salaries since the majority of them (teachers) often complain about the inadequacy of their salaries to meet their needs.
3. Furthermore, since motivation is significant in enhancing teachers work attitude, it is been recommended that aside principals, other stakeholders like government, parents, non-governmental agencies, and students can as well motivate and encourage the teachers as this will aid in enhancing their work attitude.
4. Principals should organize their schools in teams or groups for effective participation of all teachers in school activities/committees. This can be done by adopting committee system of administration with their terms of reference well spelt out.
5. Teachers should be assigned tasks that require the teachers' involvement in decision making use of skills and knowledge acquired previously to serve as motivating factors. This can be done by allowing teachers to make decisions about their work in the school. Such personal decision could call for the use of skills and knowledge they had acquired before.

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