
Institutional Leadership and Employees Motivation for Effective Goal Attainment in Secondary Education in 21st Century

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Abstract

This paper examined the institutional leadership and employee's motivation for effective goal attainment. The paper examined motivations of employees and its factors such as environment, appreciation and reward of its staffs, role model, developing moral and term spirit and many more. Ways of employee motivation for effective goal attainment were also considered such as teachers prompt payment of salary, teacher's condition of service, employee's welfare, employee's promotion and many others. However, the challenges of institutional leaders were addressed such as communication among leaders, politicization of institutional leaders. It was concluded that institutional leadership and employee motivation if properly handed will achieve effective goal attainment. Suggestion were also made such as, that institutional leaders should always seek the opinion of employees in decision-making, leaders should be more serious in managing institution because without them organizational goals will not be achieved and many more.

Keywords: Institution, Leadership, Motivation, Employee, Effective.

INTRODUCTION

Leadership of secondary educational institution is an area of great interest today in our nation. This is because effective leadership of the secondary education is expected to bring about efficiency in the secondary school system. Effective leadership by directors of education, principals, heads of departments in secondary school etc. would influence the teachers and other school personnel. This in turn would lead to production of a highly skilled manpower (student) and thus national development. For this to be achieved, better decision-making have to be employed such as master plan, flexible study curriculum, alternative textbooks, evaluation process, have to be in place,

because for any organization or institution to achieve its goals the staff must be motivated to a great extent which will in turn make them gear all their efforts towards the goals attainment of the organization. Colman (2003) views motivation as a driving force responsible for the initiation, persistence, direction and vigour of goal directed behaviours. It could be deduced from the definition that the spring board of motivation is felt need and the desire to satisfy such needs pushes one to action. It could also be concluded that motivation by any level of leader acts all through the process of goal attainment. It is clear that it arouses, sustains and directs efforts towards its goal attainment motivation may be internal/intrinsic or external/extrinsic. Internal/intrinsic motivation springs up from within the individual. Wang's (cited in Agbakwuru; 2009) views motivation from this perspective. Intrinsic motivation is propelled by material forces and lead one to engage in action for their own sake with the only tangible benefit such as pleasure, learning, satisfaction, interest or challenge (Wang, 2001). On the other hand, external or extrinsic motivation is externally induced; it is a motivation to engage in an activity as a means to an end. However, it is more clear that some common extrinsic ways of arousing motivation in an individual are through praises, offering of gift, good grades and many more, having taking a look at leadership and its motivation for effective goal attainment in secondary education.

Leadership in Secondary Education

No organization or institution will function effectively without leadership; therefore, leaders are seen to be very important in every human endeavour. It is based on this that different authors have defined leadership in various ways. Leadership has been viewed to be involve in the ability to influence, direct and coordinate group activities in such a way that the people work willingly towards achieving the goals and objectives of the organization Ukeje, Okorie and Nwagbara (cited in Nnenna & Boma; 2014). Leaders are very important in education. A strong and effective educational leadership as well as management, form very important aspect of school administration. While some scholars inadvertently use them interchangeably, there are some distinctions between the two. Cuban (cited in Bush, 2007) views leadership in terms of bringing about change, shaping the goals, motivations and actions of others and striving toward new goals. On the other hand, management is seen as an activity starting values and purpose, management is linked with implementation. Thus, the two are working together to achieve the objectives of education. Having looked at the duties of a leader, management and administration as being interrelated, this is because leadership have to do with values, vision and mission, management have to do with execution, planning, organizing and deploying while administration have to do with operational details. The functions are obviously intertwined and each one requires skills in the other two to function effectively. And for the above mentioned to achieve its goals and objects all is still gearing towards employee's motivation.

The principal as the formally appointed administrator and instructional leader of a particular secondary school occupies a unique position in the educational system anywhere in the world, including River State of Nigeria. Secondary school like any other educational institution is, people processing organization (as products) in addition to other goal-realization strategies. These secondary schools, produce graduates and render other services to the neighbourhood communities and society at large. The principal of a secondary school, is faced with double human quality management problems, he has the problem of attracting, retaining and maintaining quality teachers and that of motivating the teachers towards raising their moral towards job satisfaction level that would positively impact on the quality of the product of the school. It is very clear that the school administrator/principal for Ekholm (cited in Numa, 2018) have three main leadership components these are: administrative leadership, democratic leadership and educational leadership. He explained.

That administrative leadership involves the balance between organizational needs and employees needs while democratic leadership concerns justice and fairness in the organization. The educational leadership refers to instruction, supervision of teaching/learning process, evaluation of teaching skills, diagnosis of learning problem and development of strategies for dealing with them. In addition, the role of the principals includes provisions and procedures, programmes and instruction, student discipline, school governance, communication and co-ordination.

However, principals must be prepared to take on certain executive function, which in the past have been reserved for the schools board. They must see that various stakeholders including teachers, parents, and students have the opportunities to participate in the development of school-based policies and procedures as well as monitoring government policies and procedures to ensure that they are implemented properly in order to accomplish the intended purposes. In cases where policies and procedures are not having desired effects, principals must see that the necessary adjustments are made. All this is in other to ensure that the employee motivation is achieved for the effective goal attainment in the secondary school sector.

Employees Motivation

Motivation refers to the process of influencing or stimulating a person to take action that will make him accomplish the desired goals of it organization. Ofojebe and Ezugoh (cited in Aideyam, 2019) noted that teachers feel highly motivated when they are consulted about decisions regarding their work. There are however, so many factors that could contribute to the motivation of employees in an organization, especially in the secondary school system. these includes but are not restricted to the following:

- * **Environment:** The work environment is an important determining factor in staff motivation. This is because if the work environment is not conducive, the employee will not bring out the best in him or her. Facilities such as furniture, fan, television and many more are not in place and even if in place are inadequate.
- * **Appreciation and Rewards:** This is a key motivator that influence/stimulate a person to achieve the desired goal. Rewarding good/exceptional behavior with a small token of appreciation, certificate or letter can go a long way to promote motivation among staff. If a certificate is awarded to a person, it should mention the particular act or the quality for which the individual is being rewarded. This alone can boost awareness for others to emulate and demonstrate commitment to service.
- * **Role model:** Being a role model is also a key motivator that influences people in reaching their goals. An institution leader should set a good example worthy of emulation to ensure that his organization grow and achieve their set goal effectively. A leader that is outspoken, intelligent, resourceful, coordinated and posses mastery skills promote others to emulate such character and decent attitude to service.
- * **Encouraging:** Individuals to get involved in planning and important issues in resolution procedure also motivate teachers, intricacies of these key decision-making factor raises the spirit of ownership among staff. Moreover, it will help everyone to get a better understanding of their role in the organization and enhance improved partnership for success. The effective communication will be unambiguous and will certainly attract acknowledgement and appreciation from it leader.

- * **Developing Moral and Term Spirit:** Is another motivating factor that would certainly have a key impact on the well-being of any institution. The mental or emotional state of a person constitutes his or her moral qualities. It is very clear that the actions or decision of an institution leader affect the moral and competencies of his subordinates. Therefore, the principal should always be aware of his decision and activities with proper consideration of the internal and external factors of the institution. The principal, who is the leader of secondary school should always, make sure that both the teaching and non-teaching staff enjoy performing their duties as a term.

The principal as the leaders of the secondary school should always step into the shore of other teaching and non-teaching staff and view things from their angles, he should show empathy to them during difficult time and provide assurance where necessary empathizing with their problems makes them stronger mentally and emotionally.

A meaningful and challenging job accomplished inculcates a sense of achievement among employees. The educational leader (principal) must make the employees feel they are performing an important work that is necessary for the institution's well-being and success. This motivational aspect drives them to fulfil the goals and objectives of the institution.

Motivation is a key to guaranteed quality education, as such influence quality assurance in the educational system. However, secondary school staff motivation is a way of empowering employees and it involves, the perceptions, variables, methods, strategies and activities used by the leader (principal) for providing a climate that is conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their tasks. Secondary education institution teaching and non-teaching staff lack of dedication to duties has led to a falling in the standard of education in River State and Nigeria at large. (Aideyan, 2019).

Ways of Motivating Employees for Goal Attainment in Secondary Schools

Motivation of teachers plays high significant roles in enhancing productivity in their place of work. However, motivation is seen as reward, promotion, and many more which moves or activates teachers to put more effort in performing a task assigned to him/her.

- **Prompt Payment of Salary:** It is believed that money can bring out a high level of performance in an employee when he or she is adequately paid to work this only be influenced by money Akinwumi, (cited in Ejekwu, 2018). Teachers prompt payment of salary helps to stimulate job efforts where physiological needs of most workers are yet to be satisfied. Money is instrumental in achieving workers desired needs and in obtaining high order needs such as recognition in the society and in buying essential and luxury goods and services that leads to comfortable life. One major reason why people work is to earn income in money terms. A worker needed to meet some personal and domestic needs such as, clothing, feeling payment of school fees, rent, and some other bills e.t.c salaries have a large motivating tendency in it, it is very clear that it is not only the increase in salaries, wages that matters but also prompt and regular payment of it staff salaries.
- * **Condition of Service:** Employee condition of service when favourable constitutes an important aspect of teacher's motivation. It could be described as the totality of all compensation and welfare packages offered to workers in an organization. It has been observed that in any educational arrangement, the success lies in the commitment of the teachers. Thus the employee condition of service of any organization is relevant to job

satisfaction, motivation is very essential to the long-term growth of any educational system. They probably rank alongside professional knowledge and skills competencies, educational resources and strategies as the real determinants of educational success and performance. Employee's conditions of service which seeks to promote needs, satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life.

- * **Work Condition:** The work condition of employees play a bigger role in the performance of such employees who work under a tensed, heated and unconducive environment tends to hate their job and find it difficult to even get up from the bed on a work day having remembered the environment he or she is working. Babagama 2015 (cited in Ejekwu, 2018) opined that an unfavourable work environment creates many job hazards in the employee and causes them to be involve less in the process. Therefore, it is very clear that every job that is monotonous and scary could be traced to the type of environment in which such employee finds himself or herself. On the other hand, it is clear that if an individual finds himself in a well ventilated office or nice environment such an individual will want to continue his job without any complain as well as putting his best to achieved targeted goals of the school or organization.
- * **Employees' Welfare:** Having the employee welfare at the back of the mind is a key to employee performance, apart from providing formal incentives, carrying out specific task and actions like surprising and randomized visits to the employees as well as having knowledge of most of his wellbeing outside the formal setting, helps in boosting employee productivity. Sometime, employee could harbour sick parents at home or other relative, regular enquires into how they are faring and buying them surprise packages, is little but a very might force in determining how they response to their work. Moreso, giving them leave off work to settle their issues as well as regular chat with them outside work related matters indicates high sense of responsibility to their welfare and this is often reciprocated in their degree of effort channelled towards the work.
- * **Employees' Promotion:** Promotion is an upward mobility of an employee which changes his present position to one that makes him assume greater responsibility. Apart from bringing him more money, promotion has a higher motivating effect and it serves as a mark of recognition of individual performance. Promotion can be seen as a feed-back that the worker have performed well. However, it has been observed that promotion tend to put a new live in the individual and as well activate their knowledge, skills and their level of commitment to the organizational goals. But if on the other hands, the individual within an organization are deprive their promotion, they would become disconnected and consequently lead to labour turnover (Muheab, 2004). Furthermore, he is off the opinion, that in administrating promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. However, it is very clear that striving for promotion may be caused not only by the need for status but also the need for achievement or recognition of competence. Therefore, receiving a desired promotion at the right time would no doubt increase the extent to which a worker is urged to carry out his job effectively. However, despite the fact that article 76 section 8 of National Policy on Education (2014) edition, state that promotion opportunities will be created at every educational level to allow for professional growth at each level, teachers promotion has not been implemented accordingly

rather than based on merit. Promotion is based on favoritism, nepotism and used political weapons.

Challenges of Institutional Leaders

Institutional Leaders: The single most significant factors in educational goal attainment and societal development having consider this factor, it is clear that institutional leader are supposed to actively include in performing their duties such as instructional supervision, decision-making, records management and management of human resource, but here the reverse is the case because most of the institutional leaders are not actively involved in performing their duties as stated above, certainly, institutional leader need to focus on effective institutional supervision and human resource management in order to strengthening teachers effectiveness and students academic achievement. This will not be achieved because non-professionals are appointed to lead or manage institution and it is only in educational sector that non-professionals are appointed into leadership position. This has had far reaching negative effects on educational system.

The sector ends up having quacks as leaders, who do not possess the technical and expertise knowledge in educational management because of this, the end result has always been inefficiency in educational plan projections and poor goal attainment. However, some of the institutional leadership challenges are discussed as follows:

1. Communication

Communication is the soul of every leader in any organization. It is an engine house in the educational organization as well as any other organization because as an engine house any moment it breaks down the whole organization will suffer for the effective and smooth running of the institution, the leader's and it sub-heads should bear in mind that communication is very important at all level of education, all the forms of communication should be applied for the effectiveness and good performance of staff and students (Nzokurum, 2015).

- #### **2. Politicization of Institutional Leadership:**
- Appointment of institutional leaders is politicized. In many instances, the appointment of vice chancellors of universities, rectors of polytechnics, principals of secondary schools, and even head teachers of primary schools have been politicized. Most rewarding educational projects started by previous regimes are usually abandoned if the succeeding government is formed by an opposing political party. Moreso, preference for short-term educational investment against long-term investment. Investment decision in education is highly futuristic and takes between 16 to 20 years to begin to yield fruits. It is basic on this that the political leaders prefer educational investment priorities that fall within short-term frame work that will be completed while they are in office against long-term more rewarding investment (Adiele, 2020).

CONCLUSION

This paper concluded that institutional leadership and employee motivation if properly handed will achieve effective goal attainment. This paper discusses leadership issues and employee's motivation and as well suggested ways of motivating teachers. Leadership of institution at secondary level of learning is very delicate and requires a sense of direction, should leadership ability to raise the motivation of teacher towards teaching and to promote creativity needed for effective goal attainment. Addressing the challenges of leaders of secondary education will go a long way in

achieving its organizational goals. Moreso, it is noted their effective leadership style in all have positive impact on their employees.

SUGGESTION

1. Principal should be more serious in managing institution because without them organizational goals will not be achieved.
2. Principal at secondary educational level should always go for training to enable them enquire more management skill.
3. Employees at secondary education level of institution should always be motivated so that they can bring out the best in them.
4. Principal should always show concern on the employee welfare from time to time.
5. Principal should always seek the opinion of its employee in decision-making before implementing it.

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