

Principal's Administrative Function of Motivation and Teachers' Job Performance of Classroom Management in Missionary Secondary Schools in Plateau State, Nigeria

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Abstract: This study investigates the relationship between principal's administrative function of motivation and teachers' job performance of classroom management in missionary secondary schools in Plateau State, Nigeria. The study sought to ascertain the level of performance of principal's administrative function of motivation, and the significant relationship between principal's administrative function of motivation and teachers' job performance of classroom management. A cross-sectional survey was used with 690 participants from 30 missionary secondary schools. The findings revealed that principals' administrative function of motivation in missionary secondary schools in Plateau State has moderate extent of performance; teachers moderately manage their classrooms and there is significant positive relationship between principals' administrative function of motivation and teachers' classroom management in missionary secondary in Plateau State. The findings can guide measures for improving teacher classroom management and creating a more positive environment in classrooms via motivation.

Keywords: Classroom Management, Teacher's Motivation, Principal Administrative Function, Job Performance, Missionary secondary schools, Plateau State, Nigeriplayed a role, with veteran instructors advocating for national prioritization of STEM and ESD integration.

INTRODUCTION

Experience has shown that every human action is instigated by some motives, salient or obvious. According to Njideka (2022), motivation is derived from a Latin word 'movere,' which simply means 'to move.' It is the inner drive that induces people into action to achieve a particular goal. Motivation is a force which influences the behaviour of an individual or group towards the direction of goal attainment. It acts as a driving force that makes an individual to carry out an action joyfully. For Oke and Mainoma (2014), these drives often arise as a result of some physiological or psychological stimuli that propels one to satisfy particular needs. In bringing to light what motivation is, Eguridu, (2016) describes motivation as a process that arouses, channels, sustains and gives people's behaviour purpose and direction. Motivators are objects, situations, activities, strategies, factors, and conditions that energise workers to carry out effective job performance in school environment. Motivation can be tangible or intangible. Tangible motivators are the

physical materials such as gifts and money which workers receive from their employers while intangible motivators are non-visible materials like promotion, commendation, achievement, regular payment of salaries, participation in decision-making, professional training, and provision of a conducive working environment.

Motivation is a process that begins with a need that drives people to carry out certain responsibilities; the purpose of this process is usually for the attainment of a desired goal. Ige (2014) asserts that motivation is what workers (teachers) require to carry out effective job performance. It seems there is a direct connection between teachers' job performance and motivation since productivity depends on how effective staff members perform their assigned responsibilities when motivated. Job performance is the willingness of staff to perform their job and for staff to willingly perform their tasks effectively; motivation is needed to channel staff effort and behaviour toward the performance of such job. Motivation is

assumed to have taken place when the sum total of the different aspects of job produces high feelings, morale and sense of satisfaction. It is not an understatement to assert that an improved feeling of job satisfaction due to motivation among workers in any organisation is the basis for high productivity. Njideka (2022) maintains that motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the effort's ability to satisfy some individual needs. Motivation is the force that causes people to behave the way they do. It can be further seen on the strength of the person's motives.

According to Chukwuemeka, Oputa and Chukwumobi (2021), motivation techniques encompass so many things like the use of fringe benefits, incentives, style of management, working condition, wages and salaries, promotion and others to influence workers' productivity as emphasized in theory Z by William Ouchi in 1987. It is however notice that in the developing nations of Africa, there is no greater motivation for workers like wages and salaries. When principals or governments pay teachers' salaries as and when due, their motivation will be skyrocketed. Motivation varies in different people and even varies in the same person at different times; hence, care should be taken in identifying what constitutes motivation to individuals per time. The main challenge of motivation by the principal is identifying what motivates each individual teacher, taking into account his or her individual difference. This is because money may be the dominant motivation for teacher "A," while job security will be the most pressing need for employee "B," while that of staff "C" will be a conducive work environment (Njideka, 2022). Thus, Nwachukwu (2014) is of the opinion that motivational techniques encompass provision of welfare packages, conducive environment, adequate teaching materials and provision of good leadership behaviour.

The welfare packages required for motivation of teachers are those additional provisions that are dispensed to encourage them to do their jobs better. This may include provision of soft loans for them to meet urgent needs, payment of allowances for overtime, transportation subsidies, setting aside an amount of money to be given to any teacher who has an occasion such as a wedding or a funeral, among others. The conducive environment that could motivate teachers may need provision of televisions, furnishing of staff rooms, provision of well-ventilated offices etc. Likewise, teaching materials like newly improved equipment, white marker boards, textbooks and quality teaching aids among others can motivate teachers, (Chukwuemeka et al., 2021).

Motivation constitutes the various reasons, negative or positive, which ignites a person to take action. Negative reasons could be the fear of being sacked, being denied promotion, or suspended; while financial incentives, regular promotion, verbal praise, delegation of authority and good appraisals are all positive motivators (Njideka, 2022). As earlier mentioned, motivation could be intrinsic

or extrinsic in nature. Intrinsic motivation occurs at the level of the inner motives that is, when workers perform their tasks without external stimulus. Extrinsic motivation is centred on incentives. Incentives are external factors or strategies carried out by the management for the purpose of inducing workers to perform their tasks. Motivation of workers depends on series of factors such as levels of remuneration, condition of school environment, provision of housing scheme, provision of health insurance scheme, opportunities for training and development, general conditions of service, work load, conditions for promotion, and relationship with the co-workers, level of equity and availability of working tools. Staff motivation is the major tool which facilitates the attainment of quality education through effective teaching and learning. Without adequate staff motivation, efficient and effective teaching may be difficult to attain in the educational system. It is on this basis that teachers' motivation becomes necessary for the purpose of facilitating the attainment of high academic achievement among students through teachers' job performance. Such motivational assessment includes the perception, variables, strategies and activities adopted by school managers to induce teachers to be more committed and dedicated in carrying out their teaching responsibilities (Njideka, 2022). The purpose of motivation in the school system is to create a conducive working atmosphere that will enable teachers to meet up with their personal needs so that they will be satisfied, dedicated and effective in undertaking their responsibilities. Efforts like this may help to enhance the quality of instructional delivery that will lead to an improvement in academic achievement by students in the school.

It has been established thus far that motivation is the internal drive that positions human beings to work towards the attainment of institutional goals. Motivation is inseparable from the needs of workers. To be motivated entails to move or push an individual to take an action. An individual without drive to act is not being motivated. However, any individual who is energised to perform certain task is considered as being motivated. Specifically, motivation is the force that ignites, directs, guides and retains goal-oriented actions. It pushes individuals to act, either to take food in order to reduce hunger or get into a tertiary institution to earn a higher degree. Motivation is the process of arousing, directing and maintaining behaviour towards particular goals. Furthermore, Ogunleye (2015) as cited in Njideka (2022) notes that motivation is the act of giving people a reason or incentive to act. It is a feeling of enthusiasm, interest, or commitment that makes an individual or a group of people to act towards the attainment of organizational goals. Hence, motivation is the situation through which the behaviour and efforts of staff members are directed towards goal attainment of the school. Motivation is a complex concept as motivating teachers and students in secondary schools remain a critical issue that facilitates easy achievement of the objectives of teaching-learning.

Classroom management is described as the practices of planning and organisation that goes on within the classroom system. Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (George, Sakirudeen & Sunday, 2017). The most obvious reason for this assertion is that, effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention – as a necessity for effective teaching and learning. Amadi (2020) explains classroom management as the means where the material and human resources are prepared and students are inspired and stimulated in a conducive, operational atmosphere to achieve set learning goals and aims. Classroom management can be summed up as the process of making use of resources materially and safeguarding the collaboration of the students for executing the purposes of arranging, establishing, guiding, and organising at classroom levels by teachers.

Goerge, et al (2017), relates that classroom management involves curtailing learner's disruptive behaviours such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor hearing, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity and poor study habits. When classroom management is viewed in a wider and more holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment, it becomes more important. Effective teachers manage and organise their classroom base on students' needs and preferences. This creates an optimistic and warm learning environment for all the students and enhances effective learning. Consequently, effective teachers take time in the beginning of the year and especially on the first day of school to establish classroom management, classroom organisation, and expectations for students' behaviours. It has been discovered that very little learning occurs in disorganised and chaotic classrooms (Nisar, Khan, & Khan, 2019). Poorly managed classrooms are usually characterised by disruptive behaviours such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher. Classroom management is supposed to be a high priority for every teacher. However, management is not parallel to strict rules; in fact, management is to anticipate students' needs and prepare procedures, activities, assessments, evaluation criteria, a suitable year plan, and above all, clear instructions to the students to promote students' motivation, enthusiasm and learning.

According to Goerge et. al (2017), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, number of students in the classroom and above all principals' administrative functions of supervision, leadership, motivation and teachers' evaluation. The

concept of classroom management is broader than the notion of students' control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. For Amadi (2020), management of an effective and efficient classroom is obviously connected to the ability of teachers to create a right tone and have learning respect and collaboration in class. Satisfactory decorum in the classroom is considered to be a total precondition to the realisation of educational objectives. Thus, effective teachers use low classroom rules and more routines to maintain a relaxed and warm environment that enhance learning. These minimum numbers of classroom rules tend to focus on expectations of how to act toward one another, maintain a safe environment, and participate in learning. In essence, effective teachers use more of routines for daily tasks than rules (Gurney, 2017).

Whereas classroom management focuses on instructions which influence the students in terms of psychological behaviour to learn, classroom organisation influences the students' motivation to learn creatively from the physical learning environment. Effective teachers organise the classroom to promote learning and interaction, and have to create an optimal learning environment where students feel comfortable and relax in terms of furniture arrangement, accessibility of material, decoration, and mobility (Stronge, Tucker & Ward, 2014). Goerge et. al (2017) suggest that instructional supervision is good technique of effective classroom management adopted by teachers in the classroom. It involves moving around the classroom to observe students closely, engaging students in academic activities, asking questions and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts. Delegation of authority to learners is still another technique of effective classroom management where the teacher delegates his/her authority to deserving students and assign them duties such as cleaning chalk board, time keeping, controlling noisemakers, managing learning materials, collecting assignment from students, class representatives and so on. Establishing classroom rules will also help teachers in developing effective and efficient rules to promote conducive environment which will ensure students' learning. Nisar et al, (2019) identify in their study that teachers' classes' management tasks and practices have positive effects on reducing students' aggressive, negative, lethargic and inattentive way of learning in the classrooms. Those teachers who utilise effective classroom strategies and students' discipline can expect to have greater achievements through their instructions in the class.

Motivation Functions and Teachers' Job Performance

Staff motivation is the process of influencing workers to take actions that will lead to goal accomplishment. It refers to the act of influencing and stimulating teachers to undertake their teaching job effectively. In secondary schools, teachers need to be motivated to improve the level of their productivity, effectiveness, efficiency and enthusiasm in performing their tasks. This will enhance quality assurance and quality education through quality instructional delivery in the school system (Nwachukwu, 2014). To be motivated means to be moved to do something. Teachers can be inspired to perform their job successfully when the physical and educational resources they need to perform their jobs are adequately provided and maintained on a regular basis. The ability of the school principal to provide teachers with physical resources that are maintained regularly will serve as the force that will initiate, guide and maintain goal-oriented actions or behaviour among staff in the secondary school system. Adequate maintenance of school staff can drive teachers to perform their jobs in such a way that will lead to their improvement and academic excellence of students. The joy of having access to safety educational resources which will help to arouse, direct, sustain and retain behaviours are needed for the attainment of school goals. Furthermore, having the appropriate equipment needed for job performance can make teachers to develop the feeling of enthusiasm, interest and commitment required to make them to act towards the realization of stated schools' goals. Motivation is extremely complex because the motivation of teachers in the school system is an essential element which determines the attainment of the goals of teaching-learning. Both environmental and personal factors influence motivation in organisations. There are needs, goals, attributions, beliefs, expectations, rewards and incentives which affect motivation in different dimensions (Mgbekem, 2016).

Motivation of teachers involves approaches and techniques adopted by principals to enable teachers to work hard towards the actualization of schools' goals. Motivation in schools is meant to influence teachers to commit themselves toward effective teaching that will boost academic achievement among students. Achieving the objectives of schools requires that the needs of the teachers should be met since the more the needs of teachers are satisfied, the more effective and efficient they will be motivated to work towards making students to improve in their academic achievement. Motivation becomes necessary in order to engineer teachers to perform their job with high level of dedication and commitment. Motivation of teachers may push them towards high level of job performance; as a result, principals are expected to develop strategies that will ensure that the needs of teachers are satisfied alongside the needs of the school to enable them to put in much energy in performing their jobs (Njideka, 2022). It is important for every school principal to pay adequate

attention to the needs of the staff to ensure high level of job effectiveness among teachers. In secondary school systems, greater attention should be given to the level of performance of teachers by the principals, since teachers constitute the centre-piece for achieving the goals of a secondary school. Motivation relates to all facets of teachers' behaviour when a conscious effort is made by school managers to influence the direction of behaviour by channeling it to the school goals. Motivation of teachers in missionary secondary schools for efficient job performance requires principals to develop certain motivational competence to enable staff feel important and develop high morale in undertaking their teaching responsibilities. Motivation is centred on the development of several approaches to insights that propel an individual towards a particular course in a manner that will lead to goal attainment. For teachers to be productive and diligent in their job performance, they need to be motivated since motivated behaviour is goal-oriented in nature (Ayeni, 2015).

REVIEW OF LITERATURE

Some studies were reviewed such that which was carried out by Mark (2015) which analyzed factors affecting teachers' motivation and job performance in public secondary schools in Kibaha District, Tanzania. The study found that motivation was affected by Factors such as poor working conditions, low salaries, unfavorable education policies, promotion delays, and negative community perception of teaching jobs. Another study was carried out by Donkor (2017) which investigated the effects of motivation on teachers' performance in the Kaladin Circuit of Education in Ghana, using a survey design and stratified sampling technique. The study found that formal performance targets were not set, and teachers were not satisfied with their conditions of service. Important variables motivating teachers' performance included job security pay and fringe benefits.

Yilchini (2022) studied motivation, job satisfaction, and school effectiveness in public secondary schools in Jos South Local Government Area of Plateau State. The study found that the majority of teachers in Jos South were males (62.5%) with professional qualifications. However, motivation and job satisfaction were low, and school effectiveness was good. Policy implications include addressing gender parity, implementing policies, and improving teachers' salaries. Teachers' motivation and job satisfaction could be enhanced by increased autonomy and trust from their superiors. Salisu (2022) examined the influence of principals' administrative skills on teachers' job performance in public secondary schools in Jos North Local Government Area of Plateau State. The study used a descriptive design approach and used structured questionnaires to collect data. The findings revealed a significant influence of principals' communication, motivation, supervision and leadership skills on teachers' job performance. Vincent (2022)

studied management functions and teacher productivity in senior secondary schools in Akwa Ibom State and found significant differences between principal supervisory, motivational, planning, and communication functions.

Nisar, Khan, and Khan (2019) investigated the relationship between classroom management and students' academic achievement using a correlational research design. They found that secondary school teachers used moderate to high levels of classroom management practices, with managing physical resources having the highest mean score and managing students' behavior and teaching methodology having the lowest mean score. Good relationship between teacher practices and student achievement was found to be essential for high academic scores. Gonzales (2021) studied teaching performance and learning achievements in university students from the perspective of students. The study found a low-level positive relationship between teaching performance and learning achievement, suggesting that more teachers training is necessary. Mbabazi (2023) evaluated teachers' job performance, appraisal, and motivation in selected secondary schools in Kampala, Uganda. The findings showed that performance appraisal and motivation significantly predicted job performance, suggesting that teachers should be motivated to achieve optimal performance. George, Sakirudeen, and Sunday (2017) investigated effective classroom management and students' academic performance in secondary schools in Uyo Local Government Area. The study concluded that students in public secondary schools in Uyo Local Government Area differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, and delegation of authority to learners. Kolade, Eytayo, and Ige (2020) conducted a study on the managerial role of principals in Ekiti State secondary schools, revealing a moderate relationship between principals' managerial roles and teachers' job performance. The study recommended leadership training programs for principals to develop effective strategies for teacher motivation.

Statement of the Problem

Missionary secondary schools have a long history of academic excellence and discipline in Nigeria. However, concerns have been raised about the declining effectiveness of disciplinary measures in these schools. This drop can be linked to the extent of teacher engagement in decision-making processes related to student discipline.

Research suggests that teacher involvement in school decision-making, particularly regarding discipline policies and execution, can significantly impact student conduct and overall school atmosphere (Dilie & Kumari, 2022). Limited teacher engagement, on the other hand, may result in sentiments of disenfranchisement and a gap

between teachers and the disciplinary measures being implemented.

This study focuses on Plateau State in Nigeria, which has a large number of missionary secondary schools. Here, the issue of student discipline looks to be worsening. Understanding the Relationship Between teacher involvement in decision-making and their job performance in upholding student discipline is crucial for these schools. Against this backdrop, the study thus, embarks upon to examine the relationship between teacher involvement in decision-making and their job performance in upholding student discipline.

Objectives of the study

The specific objectives of the study are as follows:

1. To find out the extent to which principals motivate teachers in missionary secondary schools in Plateau State, Nigeria.
2. To ascertain the extent of classroom management by teachers in missionary secondary schools in Plateau State, Nigeria.
3. To assess the relationship between principals' motivation of teachers and their classroom management in missionary secondary schools in Plateau State, Nigeria.

RESEARCH QUESTIONS

The research questions are as follows:

1. What is the extent of principals' administrative function of motivation in missionary secondary schools in Plateau State, Nigeria?
2. What is the extent of classroom management by teachers in missionary secondary schools in Plateau State, Nigeria?
3. What is the relationship between principals' administrative function of motivation and teachers' classroom management in missionary secondary schools in Plateau State, Nigeria?

Hypothesis

The hypothesis of the study is as follows:

1. There is no significant relationship between principals' administrative function of motivation and teachers' classroom management in missionary secondary schools in Plateau State, Nigeria.

METHODS

The study used a cross-sectional survey research design to collect data from a diverse population of missionary secondary schools in Plateau State, Nigeria. The population includes 165 registered schools, 165 principals, and 4,125 teachers across 17 Local Government Areas. The principals and teachers in these

schools have different characteristics such as faith denomination and professional qualifications. The sample size for the study consisted of 30 missionary secondary schools in all five missionary blocks, with 690 respondents out of 165 principals and 4,125 teachers. This represents 16% of the population, which is established through sampling fraction and corroborated by Asika (2022).

A multi-stage sampling technique was employed to select the sample, considering the differences in the population based on senatorial zones, local government areas, missionary school blocks, principals, and teachers. This probability sampling technique divides the population into groups of clusters and uses a random approach to draw samples from each stratum. In the first stage, 50% of the 17 local government areas was used to determine the nine local government areas for the study. These areas were stratified into three senatorial zones: Plateau North, Plateau Central, and Plateau South. The sampling fraction was used to determine the number of LGAs selected in each senatorial zone.

The study used a sampling fraction of 0.529 to determine the sample of Local Government Areas (LGAs) from each zone. Three LGAs were allocated to Plateau North, three to Plateau Central, and three to Plateau South. Simple random sampling was used to select the nine local government areas, followed by 30 missionary secondary schools from the five mission blocks. The study also used the lucky-dip method to select the

required number of teachers from the 30 missionary secondary schools. The sample size for teachers is 660, which represents 16% of the population of 4125 teachers.

Data collection was conducted using two structured questionnaires: Principals' Administrative Functions Questionnaire (PAFQ) and Teachers' Job Performance Questionnaire (TJPQ). The PAFQ will be adapted from Akpa's (2022) instrument on the relationship between school principal's role performance, teachers' job performance, and students' academic achievement in Nassarawa State, Nigeria. The PAFQ consists of 25-item instruments, with sections A and B eliciting information on the respondents' bio-data, school name, faith denomination, and status. Section B consists of 25 items grouping into five categories based on the study objectives, variables, research questions, and other relevant information. The data collected were analysed using mean, Pearson Product Moment Correlation Coefficient (PPMC) to test the hypothesis.

RESULTS

Research Question One

What is the extent of principals' administrative function of motivation in missionary secondary schools in Plateau State, Nigeria?

Table 1: Extent of principals' administrative function of motivation in Missionary Secondary Schools

S/N	Statements	VHE	HE	ME	LE	VLE	N	Mean	Std.	Decision
1	Provision of educational resources needed in the school for teachers to perform their jobs adequately	13	17	4	6	2	42	3.79	1.180	High extent
2	Facilitates regular payment of teachers' salaries on time	10	21	2	4	5	42	3.62	1.343	High extent
3	Not encouraging teachers to go for further studies	3	5	4	19	11	42	2.29	1.195	Low extent
4	Provision of appropriate equipment needed for job performance in the school	11	13	12	3	3	42	3.62	1.168	High extent
5	Using rewards to motivate teachers for good performance in the school	11	18	4	6	3	42	3.67	1.223	High extent
	Grand Mean							3.40		Moderate extent

In Table 1, item 3 was rated low extent with a mean of 2.29 and all other items were rated high extent by respondents. The mean scores of items 1, 2, 4 and 5 ranges from 3.52 to 4.12, the deviations of the scores

from the mean scores range from 1.17 to 1.34. This means that principals know how to motivate teachers to improve job performance through provision of educational resources needed in the school for teachers to perform

their jobs adequately, facilitates regular payment of teachers' salary on time, encouraging teachers to go for further studies, provision of appropriate equipment needed for job performance in the school and the use of rewards to motivate teachers for good performance. The grand mean is 3.40, indicating that principals motivate teachers in missionary secondary schools in Plateau

State to a moderate extent

Research Question Two

What is the extent of classroom management by teachers in missionary secondary schools in Plateau State, Nigeria?

Table 2: The extent of Classroom Management by Teachers in Missionary Secondary Schools

S/N	Statements	VHE	HE	ME	LE	VLE	N	Mean	Std.	Decision
1	Hindering effective teaching and learning through poor classroom management by teachers		3		1		4	3.50	1.00	HE
2	Teachers find it difficult to control students in this school		3		1		4	1.62	.854	LE
3	Assigning class monitors by teachers to control the classroom		3	1			4	3.75	.50	HE
4	providing appropriate guidance services to help students improve on their academic achievement by teachers		4				4	4.00	.00	HE
5	Teachers move around the classrooms to observe students closely	4				---	4	4.00	.00	HE
Grand Mean								3.37		ME

Table 2 presents the result on the level of teachers' classroom management in missionary schools in Plateau State. The mean scores for items 1, 3, 4 and 5 which were rated high extent, range from 3.50 to 4.00 with a standard deviation ranging from 0.00 to 1.00. It means that principals agree with the statements which say that hindering effective teaching and learning through poor classroom management, assigning class monitors by teachers to control the classrooms, providing appropriate guidance services to help students improve on their academic achievement, move around the classroom to observe students closely to a high extent. Also, item 2 have mean score of 1.62. The deviation of the scores from the mean scores is .854. This is an indication that

teachers do not find it difficult to control students in the missionary schools. Since the grand mean is 3.37, it means that teachers classroom management in missionary secondary schools in Plateau State is moderate extent.

Hypothesis One

There is no significant relationship between Principals' Administrative Function of Motivation and teachers' classroom management in missionary secondary schools in Plateau State, Nigeria.

Table 3: Relationship between Principals' Administrative Function of Motivation and teachers' classroom management

Variable	N	Mean	SD	Df	R	p value	Decision
Administrative Function of Motivation	42	17.02	4.33				
Teachers' job performance of classroom management	4	19.25	1.71	44	.642	0.000	Significant

$P < 0.05$

Table 3 shows that the mean score for principals' administrative function of motivation is 17.02 with a standard deviation of 4.33, while teachers' classroom management has a mean score of 19.25 and standard deviation of 1.71. The result yielded $r(44) = 0.642$, $P < 0.05$, showing a strong positive relationship between the two variables. Since the P-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected. It was concluded that there is a significant relationship between principals' administrative function of motivation and teachers' job performance in missionary secondary in Plateau State.

FINDINGS

These are the summary of the major findings:

1. The result showed that principals' administrative function of motivation in missionary secondary schools in Plateau State has moderate extent.
2. The result on the extent of classroom management by teachers in missionary secondary schools in Plateau State revealed that teachers moderately manage their classrooms.
3. That there is a significant relationship between principals' administrative function of motivation and teachers' classroom management in missionary secondary in Plateau State.

DISCUSSION

The first finding of this study showed that Principals' Administrative Function of Motivation in missionary secondary schools in Plateau State to a moderate extent. This study is in contradiction to the finding by Yilchini (2022) which revealed that the level of motivation and job satisfaction among the respondents was low. Another finding which contradicts with the first finding of this study is that of Donkor (2017) which also found that inadequate motivational packages in the Ghana educational services for the teachers.

The second finding The result on the extent of classroom management by teachers in missionary secondary schools in Plateau State revealed that teachers moderately manage their classrooms. This aligns with previous research by Nisar, Khan, and Khan (2019) which also revealed that there was moderate level of classroom management practices by teachers.

The third finding states that there is a significant relationship between principals' administrative function of motivation and teachers' classroom management in missionary secondary in Plateau State. The study is in line with that of Salisu (2022) who revealed a significant influence of principals' motivation on teachers' job performance. The study also agreed with that of Vincent (2022) who found that there is positive relationship between principal motivational management function and teacher productivity. The finding is also in agreement with Mbabazi's (2023) study which also found that motivation

significantly predicted job performance of secondary school teachers in selected secondary schools in Kampala, Uganda.

RECOMMENDATIONS

To improve teacher motivation and classroom management, it is recommended to provide targeted leadership training for principals, encourage open communication channels, and offer professional development programmes. Resources should be allocated to support effective classroom management, such as classroom management materials, technology tools, and furniture. Performance-based incentives should be implemented to reward teachers for demonstrating positive student discipline outcomes.

Data-driven decision-making should be encouraged by analyzing student discipline data and tailoring motivational strategies to address specific challenges. Longitudinal studies should be conducted to track the long-term impact of principal motivation strategies on teacher retention, discipline, and academic achievement. Qualitative research should be conducted to gather teacher perspectives on the motivational strategies that resonate most with them and contribute to their job satisfaction.

Collaboration with missionary organizations and educational authorities can also be beneficial in developing sustainable programmes that foster principal leadership skills and teacher motivation, ultimately improving student discipline and academic success in Plateau State's missionary secondary schools.

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