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PRINCIPALS USE OF ACHIEVEMENT AND RECOGNITION IN THE MOTIVATION OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

Chinelo Maryann CHIEMEKA-UNOGU

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education, Port Harcourt, Nigeria

chinelo_chiemeka@yahoo.com

ABSTRACT

The purpose of the study was to investigate the principals' use of achievement and recognition in the motivation of teachers in public secondary schools in Rivers State. The study adopted a descriptive survey design. Two research questions and two hypotheses were postulated and tested for the study. A sample of 200 made up of principals, vice principals (academic) and vice principals (administration) was drawn out of a population of 461 and used for the study. Stratified random sampling technique was used to compose the sample. A self-designed questionnaire called Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPSSA) was used for data collection. The instrument was validated and its reliability index of 0.75 was established using Cronbach Alpha method. Mean and standard deviation were used to answer the research questions. The research questions were analyzed using Statistical Package for Social Science (SPSS). T-test was used to test the hypotheses. It was found out that when principals assign challenging jobs to teachers, it provides a feeling of achievement on its completion. Furthermore, it was found out that principals use words of appreciation at the end of the workday to encourage the efforts of the teachers and motivate them. Based on the findings, it was recommended that principals emphasize on the ability of teachers to accomplish difficult tasks to create a feeling of achievement on completion of the job.

Keywords: Motivation, Strategy, Principals, Public Secondary Schools, Achievement, Recognition

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INTRODUCTION

The use of motivation by principals in the administration of schools is very important. With adequate competence and understanding of the job, well-motivated teachers tend to be highly productive. Amah and Nkuda (2014) asserted that highly motivated teachers perform well at work and tend to be more responsible and hardworking. Motivation is an effective tool used by managers and administrators of educational organizations to improve performance and commitment among members of staff (Fasasi in Babalola & Ayeni, 2009). Educational managers like principals' influence subordinates to make them willing to work. Motivation in schools is connected to what the teachers want from their jobs. It involves the art of engaging the teachers in such a way that they give out their best performance. In other words, it is important that a principal understands what motivates teachers and fully utilize them.

A motivated teacher will engage students in ways directed towards higher efficiency. He is one who has the desire and willingness to participate in teaching and learning process within the school. Motivation for a teacher is what will make him to be happy, satisfied, dedicated and committed in a way that brings out the best out of him. Robbins (2003) declared that beyond economic needs man has social psychological needs that need to be satisfied in order to energize behavior towards work thereby increasing productivity. Motivation for teachers originates from two sources namely intrinsic and extrinsic sources. Intrinsically motivated behavior is one that comes from within the teacher. Intrinsically motivated teacher will be focused on the job because he is satisfied and derives joy from performing the job. Extrinsically motivated behavior occurs from performance of job for the acquisition of a material or social reward or even avoidance of punishment. It involves the use of external rewards for example, increased salaries, and promotions. The extrinsically motivated teacher concentrates on benefits of teaching like salary, promotions and praise as driving force.

Statement of the Problem

The issue of motivation seemed to have been given insufficient attention by principals in schools. It appears principals do not assign jobs to teachers with commensurate authority or responsibility, which will elicit a feeling of achievement from the outcome. Recognition for high performance seems to be lacking. Teachers have manifested low morale in schools through indiscipline and absenteeism. Ashimole in Olawolu and Madumere (2011) identified lack of commitment of teachers to the teaching profession as lateness to school, not taking work serious among other factors as problems of school administration. Lack of motivation in teachers may manifest in teachers' unwillingness to participate in school activities, poor attendance and unexpected absence.

Some teachers in public secondary schools have been observed to perform their duties with laxity while others spend a greater part of the day trading on their wares. They are hardly in the class to carry out teaching since they are not motivated to put in their best. Teachers' performance in public secondary schools due to lack of motivation has become abysmal leading to low standard of education in Rivers State. Therefore, the researcher seeks to investigate achievement and recognition as the motivational strategies for principals in public secondary school administration in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate the use of achievement and recognition of teachers in the motivation of teachers in public secondary schools in Rivers State. Specifically, the study seeks to:

- Examine if achievement is used as a motivational strategy by principals in public secondary schools' administration in Rivers State.
- Determine if recognition is used as motivational strategy of principals in public secondary schools' administration in Rivers State.

Research Questions

The study was guided by the following research questions:

- How does achievement constitute motivational strategy of principals in the administration of public secondary schools in Rivers State?
- How does recognition constitute motivational strategy of principals in the administration of public secondary schools in Rivers State?

Hypotheses

H_{01} There is no significant difference between male and female principals on achievement as a motivational strategy in the administration of public secondary schools in Rivers State.

H_{02} . There is no significant difference between male and female principals on recognition as a motivational strategy in the administration of public secondary schools in Rivers State.

CONCEPTUAL CLARIFICATION

This study is anchored on Two Factor Theory of Motivation propounded by Frederick Herzberg and his associates, Masner and Synerdeman in 1958 (Peretomode, 2009). The theory is also referred to as the Motivator-Hygiene Theory. Herzberg and his research associates postulated that there are two sets of factors called motivators or satisfiers and hygiene or dissatisfiers in a work place as shown in Figure1.

Motivation

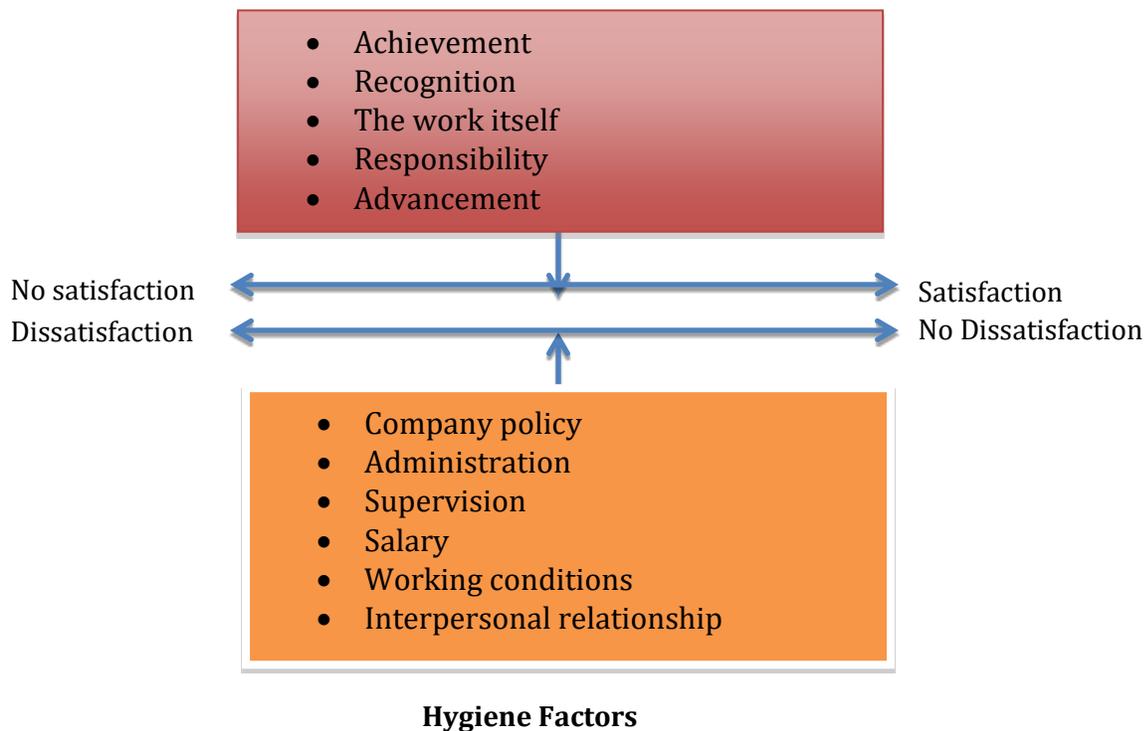


Figure 1. 1 Herzberg Two Factor Theory of Motivation

Source: Ololube (2017)

According to Herzberg and his associates, those factors which when present in workplace tend to lead to high satisfaction and strong commitment from the workers are called motivators. They presented the motivators as achievement, recognition, responsibility, advancement and work itself. Those factors related to dissatisfaction are called the dissatisfiers or hygiene factors (Naylor in Ololube, 2017). The theory noted that motivators would induce an individual to put in adequate effort to accomplish the organizational goals. They are intrinsic to the job. The motivators lead to a positive job attitude because they satisfy the individual's need for self-actualization in his work. Ukeje et al. (1992) reiterated that motivators or satisfiers constitute what are referred to as intrinsic factors because they come from within the individual and encourage the growth of the individual at work. The motivators build strong levels of motivation that result in good job performance. The theory emphasized that factors (motivators) leading to positive attitudes do so because of their potential to satisfy the individual's need for self-actualization or promote psychological growth.

The hygiene factors include company policy, administration, and supervision, interpersonal relations with peers, superiors and subordinates, working conditions, salary, status and job security. The motivators pertain to the job content. The presence of motivators like sense of achievement, recognition, responsibility, stimulating work and advancement produce high motivation and strong commitment. Applying the theory to this study, it is important for principals to see teachers as individuals who need to satisfy some level of needs and also have driven which require to be explored for higher productivity. The principal should ensure the

presence of the hygiene factors salary, status, job security among others to avoid dissatisfaction in the school and also ensure the presence of motivating factors of achievement, recognition, responsibility, advancement and work itself, which are related to the nature of the work and its content. Hoy and Miskel (2008) in support of this view stated that school administrators should be aware of both sets of factors to make a job challenging, interesting and constructive to encourage motivation.

Furthermore, Nwankwoala (2016) analysis affirmed that school administrators must provide hygiene factors in order to prevent dissatisfaction and ensure he increases the responsibilities of teachers when they demonstrate increasing level of ability. Nnabuo et al. (2004) asserted that it is the principal's duty to ensure that essential and basic equipment and materials are provided in adequate quantity in good time. Where instructional materials are lacking or inadequate, the teachers get frustrated. The principal can provide conditions to motivate the teachers in the school by creating conditions for good performance and appreciating their contributions in the school. He should assign work to teachers in line with their areas of specialization and abilities and avoid under or over loading a teacher with responsibility.

Importance of Motivation in Schools

Motivation plays very essential functions in the effective administration of the school system and supports the progress of the school. It is very important that the principal in a secondary school provides encouragement in various forms to facilitate the performance of the teachers. A principal need to study the teachers working with him in order to ascertain their needs and motives as well as their drives. The motivation of people depends on the strength of their motives, needs, drives or impulses (Babalola & Ayeni, 2009). It is the responsibility of principals to increase the strength of a particular motive in a teacher in favor of high performance. Babalola and Ayeni (2009) added that the aim of motivation is to influence individual's behavior to align his internal motivation with the needs of the organization. They further stated that involving approval, praise and recognition of efforts has markedly improved the work atmosphere, leading to more productive work places and giving workers greater job satisfaction. It is through motivation that human resources like teachers are geared into action for full utilization. Motivation will lead to achievement of educational goals because teachers are goal driven to act in purposive manner.

Achek (2015) assessed the motivational strategies used by principals in the management of schools in Fako Division of Southwest of Region of Cameroun. The researcher adopted the survey study design. Cross sectional data from 29 government secondary schools was used. The data were gathered through the administration of questionnaire. Mean and standard deviation were used in analyzing the data. The study reveals that principals are cultivating the positive tendencies to better performances by motivating staff. On the use of motivational strategies, the principals acknowledge teachers' achievements, care for their ego, give appropriate workloads to teachers and act as role models to the teachers. Furthermore, the study revealed that motivation is positively related to the performance of the teachers.

Okechukwu (2016) studied reward management for teacher commitment in senior secondary schools in Bayelsa State. The study was guided by six research questions to establish the effect of rewards of management of work environment, health and safety and recognition on job commitment of teachers to their jobs. The study used descriptive research design involving 688 respondents. Questionnaire and interview were used in collecting data and analyzed with mean and standard deviation. T-test was used to test the hypotheses. Findings were that

principals as well as teachers were of the opinion that recognition can be used to elicit teachers' commitment to duty.

Achievement

Achievement refers to accomplishment of hard tasks to overcome difficulties and obstructions (Hoy & Miskel, 2008). Some teachers also consider excellence in any field of endeavor as achievement. Miner (1980) stated that for an individual, achievement is directed towards the top of motive hierarchy and can be activated by minimum achievement cues to reach point of achievement. Achievement is borne out of the need for success or attainment of excellence. There is a pattern of motivation through achievement strategy characterized by preference for challenging tasks, persistence in the face of failure, a positive posture towards learning and enjoying the job (Miner, 1980). He added that a motivated teacher would need challenging tasks in which he will apply his skills and have a feeling of achievement on its completion. Competence and mastery of the task are essential factors for a teacher who achievement strategy could be applied on. Key characteristics of individuals who are achievers as postulated by McClelland in Hoy and Miskel (2008) include a strong desire to assume responsibility for performing a task and set moderately difficult goals with strong desire for performance feedback.

Herzberg in Dartey-Baah and Amako (2011) declared that there is need to address the motivating factors associated with work, which he referred to as job enrichment. He stated that every job should be examined to determine how it could be made better and more satisfying to the person doing it. Dartey-Baah and Amako (2011) opined those jobs should provide opportunities for achievement. Teachers should be assigned challenging jobs to enable them have a feeling of achievement on its successful completion. Such jobs should be rewarding and matches the skills and the abilities of the teacher. Under assigning jobs to teachers do not provide them with enough challenges. On the other hand, when a teacher is over worked, frustration sets in.

In order to assist teachers to have personal sense of achievement, principals should be able to observe and bring in factors that could help a teacher to have a personal sense of achievement. The principal could assign tasks that could prompt a sense of achievement in a teacher. Hoy and Miskel (2008) opined that a principal desiring to instill a sense of achievement on teachers should establish situations in which individuals can succeed and places emphasis on setting reasonable and achievable goals. McClelland in 1965 found out that training teachers on programs focused on developing sense of achievement could produce motive for achievement where it did not exist (Nnabuo et al., 2004).

Recognition

Recognition involves using rewards to encourage good behavior in teachers. Teacher recognition is one of the vital keys to motivation available for use by principals. It promotes trust as a factor in job satisfaction of a teacher with his principal. It is a motivational strategy, which involves the use of intangible incentives that shows gratitude and offering of praise. Grote (2002) regards recognition to be an effective motivational tool that validates employees' efforts to help the organization succeed. Recognition can provide teachers with feedback and support, thereby improving their performance. Teachers are motivated when reward is related to performance on contribution and also perceived as fair and equitable.

The principal needs to recognize and encourage teachers that perform outstandingly. Praise and recognition help to build confidence, which is required for repetition of action.

Forums for recognition and praise of exceptional teachers can be during staff meeting, end of term or session and annual price giving day. Nnabuo et al. (2004) declared that where an individual has performed credibly, he should be praised and reprimanded when serious mistakes are made. Documentation in form of letter of commendation can be given to such teachers. Teachers can be given cash rewards, praise and other gifts to motivate them towards high performance. Lunenburg and Ornstein (2008) were of the opinion that with words of appreciation and face to face praise in meetings or letters could help teachers become more effective in their jobs. Fekede (2015) affirmed that a teacher who is engaged in professional development that improves his/her knowledge and skills should receive a kind of recognition in terms of rewards. Teachers assign more importance to recognition by administrators and recognition by peers. Teachers want to be recognized for their job achievement publicly by their leaders. Failure to meet teachers' needs and expectation such as recognition would result in low motivation of teachers.

METHODOS

The design of the study is a descriptive survey design. Two hundred (200) administrators were used as sample for the study. The stratified random sampling technique was used to derive the sample from the population of four hundred and sixty-one (461) administrators drawn from public secondary schools in Rivers State. It comprises of two hundred and fifty-eight (258) principals, eighty-seven (87) vice principals (academic), and one hundred and seventeen (117) vice principals (administration) in two hundred and fifty-seven (257) public secondary schools in Rivers State. The instrument for this study was a self-designed questionnaire titled Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA). The Questionnaire for Motivational Strategies of Principals in Public Secondary School Administration (QMSPPSSA) was made up of two parts. Part A sought information on personal data. Part B was designed to elicit information on variables of principals' motivational strategy in public secondary schools. It had a modified four-point Likert rating type scale with assigned weights of strongly agree (S\A) =4points, agree (A) =3points, disagree (D)=2 and strongly disagree (S\D) =1point. Mean and standard deviation were used to analyses the response on research questions while z-test statistics was used to test the hypotheses. The criterion mean of 2.50 was chosen for decision-making. Therefore, item mean scores of 2.50 and above were accepted, while those less than 2.50 were rejected. Mean was used for data analysis because it is a better measure of dispersion with direction of spread from the centre of distribution. Also, the mean (\bar{x}) as a measure of dispersion takes all the values of the set of data into consideration. The t-test statistics was used because the variables were homogenous (male and female\rural and urban) to compare two means to determine the probability that the difference between the means is a real difference rather than a chance. All the scores on the questionnaire were entered in the Statistical Package for Social Science (SPSS) according to the objectives of this research.

RESULTS

Research Question 1: How does achievement constitute motivational strategy of principals in the administration of public secondary schools in Rivers State?

Table 1: Mean scores of achievements as a motivational strategy of principals in public secondary school administration in Rivers State.

S/N	Variables	A	D	N	Mean	Remark
1	Achievement as a motivational strategy of principals places high emphasis on teacher's ability to accomplish difficult tasks within deadline.	186	14	200	2.93	Agree
2	Achievement as a motivational strategy of principals recognises teachers that measure up to standards of excellence.	183	17	200	2.92	Agree
3	Achievement as a motivational strategy of principals encourages teachers who consider accomplishing challenging job as achievement	197	3	200	2.99	Agree
4	Achievement as a motivational strategy of principals places importance on teachers who achieve set difficult goals	184	16	200	2.92	Agree
5	Achievement as a motivational strategy of principals prescribes that teacher's jobs should provide opportunities for achievement.	24	176	200	2.12	Disagree
6	Achievement as a motivational strategy of principals emphasises that a teacher should be assigned challenging jobs to enable him have feelings of achievement on its completion	168	32	200	2.84	Agree

The data in table 1 shows that the respondents accepted items 1, 2, 3, 4 and 6 had high mean scores above the benchmark of 2.50. Item 1 had a mean score 2.93. This means that respondents agreed that achievement as a motivational strategy of principals in public school administration places high emphasis on teacher's ability to accomplish difficult tasks within deadline. Item 2 had a mean score of 2.92. This shows that respondents agreed that achievement as motivational strategy of principals recognises teacher that measure up to standards of excellence. Item 3 had a mean score of 2.99. This means that respondents agree that achievement as a motivational strategy of principals encourages teachers who consider accomplishing challenging jobs as achievement. Item 6 had a mean score of 2.84. This means that respondents agreed that achievement as a motivational strategy of principals emphasises that a teacher should be assigned challenging jobs to enable him have feelings of achievement on its completion. All the items under achievement were motivational strategy except item 5 with a mean score of 2.12. Therefore, the researcher deduced that achievement serves as motivational strategy of principals in public school administration in Rivers State.

Research Question 2

Research Question 2: How does recognition constitute principals motivational strategy in the administration of public secondary schools in Rivers State?

Table 2: Mean scores of recognition as a motivational strategy of principals in public secondary school administration

S/N	Variables	A	D	N	Mean	Remark
7	Recognition as a motivational strategy of principals places importance on encouraging	183	17	200	2.92	Agree

	teachers for good performance.					
8	Recognition as a motivational strategy of principals prioritises the use of praise for exceptional performance.	94	106	200	2.47	Disagree
9	Recognition as a motivational strategy of principals permits giving cash reward for excellent performance.	164	36	200	2.82	Agree
10	Recognition as a motivational strategy of principals encourages giving letter of commendation to exceptional teachers.	163	37	200	2.82	Agree
11	Recognition as a motivational strategy of principals advocates appreciating teachers for their efforts at the end of workday.	188	12	200	2.94	Agree
12	Recognition as a motivational strategy of principals encourages the use words of appreciation to motivate teachers during staff meetings.	188	12	200	2.94	Agree

The data in table 2 shows that the respondents accepted items 7, 9, 10, 11 and 12 had high mean scores above the benchmark of 2.50. Item 7 had a mean score of 2.92. This means that the respondents agreed that recognition as motivational strategy of principals place importance on encouraging teachers for good performance. Item 9 had a mean score of 2.82. This means that the respondent agreed that recognition as a motivational strategy of principals permits giving cash rewards for excellent rewards. Item 10 had a mean score of 2.82. This shows that the respondents agreed that recognition as a motivational strategy of principals encourages giving letter of commendation to exceptional teachers. Item 11 had a mean score of 2.94. This shows that respondents agree that recognition as motivational strategy of principals advocates appreciating teachers for their efforts at the end of the workday. Item 12 had a mean score of 2.94. This shows that the respondents agreed that recognition as a motivational strategy of principals encourages the use of appreciation to motivate teachers during staff meeting. The mean scores for all the question items are greater than 2.50 except item 8, which had a mean score of 2.47. Therefore, the researcher deduced from the result that recognition serves as a motivational strategy of principals in public secondary school administration in Rivers State.

HYPOTHESES

Hypothesis 1: There is no significant difference between male and female principals on achievement as a motivational strategy in the administration of public secondary schools in Rivers State.

Table 3: t- test analysis on the difference in mean ratings of male and female principals on achievement as a motivational strategy in the administration of public secondary schools

Gender	N	Mean	SD	DF	T	Sig	Decision
Male	112	16.78	0.61	198	1.616	.108	Accepted
Female	88	16.63	0.71				

The data in table 3 revealed that t-calculated 1.616 is less than t-tabulated 1.96 with degree of freedom of 198 at 0.05 alpha level. The null hypothesis was therefore upheld. Thus, there is no significant difference between the ratings of male and female principals on achievement as a motivational strategy in the administration of public secondary schools.

Hypothesis 2: There is no significant difference between male and female principals on recognition as a motivational strategy in the administration of public secondary schools in Rivers State.

Table 4: t- test analysis on the difference in mean ratings of male and female principals on recognition as a motivational strategy in the administration of public secondary schools

Location	N	Mean	SD	DF	t	Sig	Decision
Male	115	16.98	1.19	198	1.046	.297	Accepted
Female	85	16.79	1.43				

The data in table 4 revealed that t-calculated 1.046 is less than t-tabulated 1.96 with degree of freedom of 198 at 0.05 alpha level. Therefore, the researcher fails to reject the null hypothesis. Hence, there is no significant difference between the mean ratings of male and female principals on recognition as a motivational strategy in the administration of public secondary schools.

DISCUSSION OF FINDINGS

The findings of the study revealed that principals in public secondary schools use achievement as a motivational strategy by placing emphasis on the teacher's ability to accomplish difficult tasks within deadline. This finding agrees with Miner (1980) view that motivation through achievement strategy is characterised by preference for challenging tasks. Furthermore, the result of this study agrees that of Achek (2015) that principals acknowledge teachers achievement. This study showed that principals should encourage teachers who consider accomplishing challenging jobs as achievement and recognise teachers that measure up to standards of excellence.

The result of the analysis of hypothesis one showed there is no significant difference between male and female principals on achievement as a motivational strategy in the administration of public secondary schools in Rivers State. This indicates that male and female principals have the same view on use of achievement as a motivational strategy by principals in public secondary administration in Rivers State.

The finding of the study also shows that principals in public secondary use recognition for good performance by giving cash rewards and letter of commendation to exceptional teachers. The result of this study agreed with the findings of Okechukwu (2016) that recognition can be used to elicit teachers' commitment to duty. This study also found out that principals use words of appreciation to motivate and encourage teachers. The findings of this study agreed with

Nnabuo et al. (2004) assertion that if a teacher performed credibly he should be praised. The result of the analysis of hypothesis two showed there is no significant difference between male and female principals' opinions on recognition as a motivational strategy in the administration of public secondary schools in Rivers State. This means that urban principals and rural principals have the same opinion on recognition as a motivational strategy in public secondary administration in Rivers State.

CONCLUSION

The study examined the use of achievement and recognition in the motivation of teachers in public secondary schools in Rivers State. From the findings, it can be concluded that principals in public secondary schools in Rivers State use achievement and recognition as motivational strategies by placing emphasis on the teachers ability to accomplish difficult tasks. The principals use achievement as a motivational strategy by placing emphasis on teacher's ability to accomplish difficult tasks and recognise teachers that measure up to standards of excellence. Principals should encourage teachers for good performance by giving praise, cash and giving letter of commendation for exceptional performance. Respondents support the use of words of appreciation to motivate and encourage the efforts of the teachers at the end of the workday as recognition.

Recommendations

Based on the findings of the study, the following recommendations are made:

- In line with the findings that accomplishing difficult tasks motivate teachers, it is recommended that principals emphasise on teachers' ability to accomplish difficult tasks within deadline as motivational strategy. Principals should encourage teachers who consider accomplishing challenging job as achievement by assigning challenging jobs to create a feeling of achievement on completion of the job.
- Principals should encourage teachers for good performance by the use of cash rewards and letter of commendation to exceptional teachers. Words of appreciation should be used by the principals to motivate and encourage the efforts of the teachers at the end of the work day.

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