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FUNCTIONAL LEADERSHIP AND EMPLOYEE MOTIVATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

This study investigated the relationship between functional leadership and employee motivation in public senior secondary schools in Rivers State. Two research questions and two corresponding hypotheses guided the study. The study adopted correlational research design. The population of the study was 6,893 teachers in all the public senior secondary schools in Rivers State. Multistage sampling technique was used to draw the sample size of 364 teachers from three senatorial districts in Rivers state. A self-designed questionnaire titled functional leadership and employee motivation questionnaire, (FLEMQ) was used as instrument for data collection. The validated instrument yielded reliability indices of 0.74 and 0.78 respectively using Cronbach Alpha method. Pearson, product moment, correlation (PPMC) coefficient was used to answer the research questions and to test for the hypotheses at 0.05 level of significant. The finding revealed that, there is a relationship between transformational and transactional leadership and employee motivation in public senior secondary schools in Rivers State. The researcher recommended that, Principals in public senior secondary schools should ensure that they concentrate on the growth and development of value system of employee, their inspirational level and moralities and Government should ensure that they provide incentives for principals in public senior secondary schools to enable them reward or motivate their staff to work harder.

Keywords: Functional Leadership, Employee, Motivation, Transformational Leadership, Transactional Leadership.

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INTRODUCTION

Secondary education uses products from primary school and produces the products for tertiary institution in Nigeria. It has both nonacademic and academic staff as its employee. An employee is an individual hired by someone to perform a specific job in exchange for regular pay. The nonacademic staff is for administrative purpose while the academic staff is for teaching and other related activities (Koko & Dike, 2022). In order to accomplish the goals of secondary education as stated in the national policy of education in Nigeria, secondary school has an organized system with the principal as the head or leader. Abasilim et al. (2019), stated that leaders show the way and help employees pursue it by empowering and engaging these employees. The principal is the head or leader of administration that manages, maintains and inspires other employees to attain the goals and objectives of secondary school (Weli & Dike, 2020).

In the same vein Andrew (2019), conceived that the principal is the leader vested with the responsibilities of ensuring a student centered, healthy learning environment exist. Ololube (2017) defined leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. In a nut shell, Inspiring and guiding others towards the achievement of a common goal by a leader is known as leadership. Ololube (2021), stated that leadership is an interpersonal process which involves influencing a person or group as to ensure the achievement of objectives willingly and enthusiastically. Similarly, Popescu (2013) stated that leadership is concrete activity by which an individual or more exert an influence on others to motivate and facilitate the achievement of a group or an organizational goal. Peretomode (2014) maintained that educational administrator must be able to influence and inspire their subordinates work activity if they must achieve leadership effectiveness.

Functional leadership or leadership effectiveness is defined in terms of leaders' ability to motivate followers towards accomplishing goals (Ololube, 2021). In the same vein Flores (2001), described functional leadership as being knowledgeable, strong, and goal-oriented, at the same time flexible, supportive and close to staff. Effective leadership technique helps the principal to recognize operational issues that can hinder workers from performing at their best and to equip the leader with a better leadership strategy. A strategy is a plan of action intended to accomplish a given task or specific goal.

Susilo (2018) maintained that leadership plays a strategic role in motivating the staff, to enhance their potential growth and development. The strategy in which the leader performs these tasks towards the attainment of organizational goal is known as leadership style. Ololube (2019) averred that leadership style is the manner and approach in which a leader provides direction, implements plan and motivates people in order to achieve organizational goals. In the same vein Amanchukwu et al. (2015) opined that leadership style is the behavioral approach adopted by a leader to influence subordinates towards goal achievement. Thanh and Quang (2022) developed a full-range of leadership style which comprised of transformational, transactional, and laissez faire leadership style, they further stated that these leadership styles form a model to understand the low and higher effect of leadership.

Transformational leadership style; according to Buil et al. (2019), transformational leadership style is a leadership style that transforms employees to rise above their self-interest by altering their moral, ideals, interest, and values, motivating them to move beyond expectation. Thanh and Quang (2022) affirmed that transformational leadership style concentrates on the growth and development of value system of employee, their inspirational level and moralities with the preamble of their abilities. Similarly Transformational leadership is such kind of

leadership that allows followers to participate fully in decision making processes (Amanchukwu et al., 2015).

Laissez-faire leadership; Ololube (2017) noted that laissez-faire leader allows subordinate to take decision with minimum input. It has no sense of direction, does not achieve much, and it so ineffective, the leader ignore problems and followers. Transactional leadership style means maintaining high level of efficiency in attaining organizational (school) goal using reward to manipulate the behavior of employees for effective performance, in this leadership style standard, rules, procedures are essential, when employees are successful they are rewarded, when they fail, they are punished (Amanchukwu et al., 2006).

Employees motivation; an employee is an individual hired by someone or group of persons to work for them in exchange for regular pay (Dike & Eric, 2020). Motivation is what starts and energizes human behavior; how those forces are directed and sustained as well as the outcome of the performance (Ololube, 2007). The concept of motivation is mainly psychological, it relates to those forces operating within the individual employee or subordinate which impel him to act or not to in certain ways (Ololube, 2006). Similarly, Ololube (2007) opined that motivation is the willingness of an employee to contribute high level of effort towards his or her work. Conditioned by effort to satisfy needs as well as his or her personnel goal. Motivation can be either extrinsic or intrinsic. Extrinsic motivation is those that are external to the task of the job, such as pay, work condition, triangle benefit, security and promotion.

Contract of service, the work environment and condition of work. While intrinsic motivation on the other hand are those rewards that can be termed psychological motivations examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner (Ololube, 2007). Shanks (2012) opined that motivation is an individual concept that can be described using three main pillars; Arousal, referring to the drive or energy that ignites behavior, direction, which has to do with the type of behavior that is exerted whether it is in line with organization goal and persistence which deals with the lastingness of behavior. Employee motivation is the upliftment of employee enthusiasm about the activities presented to them; exerting their full effort, time and energy thus becoming determined and persistent in accomplishing things even if they are not of their interest (Ololube, 2021).

Statement of the Problem

The turbulent issues which seems to affect educational planner, parents and government is how to provide the school with functional leadership that would strive to influence students learning and achieve improve staff performance. Leaders induce followers to apply their energies and resources towards collective goals. The principal as the head or leader in secondary school plays a pivotal role to, influence effective teaching and learning situation which lead to quality education.

The researcher observed that most staff has negative view of their principal as such are rarely committed to their jobs. Most of these staff go late to school, absent themselves from school, leave the school before the closing time, and refuse to go to class to teach. However, it appears that leadership of secondary education is not measuring up to their responsibilities given the manifesting signs of ineffectiveness of staff in the school. The driving forces that compel staff to perform their duties are neglected, teachers in other activities such as petty trading in search of money to solve their financial problems.

The attitudes of these teachers reflect on the poor performance of students in internal and external examination as well as student's behavior in schools. The major cause of mass failure is lack of quality teaching, qualified educator and poor learning environment. Since students' performance is a reflection of teacher's performance, stakeholder and parent have blamed the government and the leadership on poor motivation of employee. It is against this back drop that the study investigated the relationship between functional leadership and employee motivation in public senior secondary schools.

Purpose of the Study

The aim of the study is to investigate functional leadership and employee motivation in public senior secondary schools in Rivers State. Specifically, the study sought to find out the relationship between:

- Transactional leadership style and employee motivation in public senior secondary schools in Rivers State.
- Transformational leadership style and employee motivation in public senior secondary schools in Rivers State.

Research Questions

Two research questions guided this study:

- What is the relationship between transactional leadership style and employee motivation.
- What is the relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State.

Hypotheses

The following null hypotheses were formulated to further guide this study to be tested at 0.5 level of significance:

- There is no significant relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State.
- There is no significant relationship between transformation leadership style and employee motivation in public senior secondary schools in Rivers State.

METHODOLOGY

This study adopted correlational research design. This is because it is used to explore relationship between functional leadership and employee motivation in public senior secondary schools in Rivers State. The population comprises of 6,893 teachers in public senior secondary schools in Rivers State (Planning Research and Statistics Division of the Ministry of Education, Port Harcourt, 2021). The sample size of the study is 364 teachers in public senior secondary schools in Rivers State. Taro Yamen was used to decide the sample size. A multistage sampling procedure was used in the study. The school was clustered into three senatorial districts namely

Rivers East, West and Rivers South East using clustering sampling technique. 54 schools were selected from three local government areas in each of the senatorial district. Disproportionate stratified random sampling technique was used to assign weight to each of the three selected local government area, having 54 schools, 121 teachers and 54 principals from each of the three local government areas. Sample random sampling technique was used through balloting to select the sampled in each local government area in order to avoid bias, 6 teachers were selected randomly from each of the sampled schools.

The instrument for the study was a self-designed questionnaire titled effective leadership and employee motivation questionnaire (ELEMQ). The questionnaire comprised three sections namely A, B and C. Section A was used to gather demographic data respondent and schools while section B and C were used to elicit responses from the respondents on research questions and to test the hypotheses. It was patterned after 4 point rating scale of Very High Extent (VHE =4), High Extent (HE = 3), Low Extent (LE = 2), Very Low Extent (VLE =1). The instrument was validated by two experts, one from Measurement Evaluation and one from Educational Management all in Faculty of Education. Face and content validity was used to validate the instrument by cross matching the items in the questionnaire with the research questions. The reliability of the instrument was established using Cronbach Alpha method to determine the internal consistency of the instrument. Twenty teachers in public senior secondary schools in Rivers State outside the study area responded to the questionnaire. The data were calculated using Cronbach Alpha statistic which yielded a reliability coefficient of 0.74 and 0.78 respectively. The result is high and guaranteed the use of the instrument for the study. Correlation coefficient (PPMC) was used to answer the research questions and to test for the hypotheses at 0.05 level of significance.

RESULT

Research Question 1: What is the relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State?

Table 1: Relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r_{cal}	Remark
Transactional leadership	364	786.03	211327	2411.3	0.87	Very High
Motivation of employee	364	1322.20	2343.06			

Correlation is significant at 0.05 level (2-tailed)

The analysis from the Table 1 reveals a correlation value of $r=0.87$ this value is very high indicating that there is a very high relationship between transactional leadership style and employee motivation.

Research Question 2: What is the relationship between transformation leadership style and employee motivation in public senior secondary schools in Rivers State?

Table 2: Relationship between transformation leadership style and employee motivation in public senior secondary schools in Rivers State

Variable	N	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r_{cal}	Remark
Transactional leadership	364	805.31	1647.06	2041.20	0.80	Very High
Motivation of employee	364	1322.20	2343.06			

Correlation is significant at 0.05 level (2-tailed)

The analysis from the Table 2 reveals a correlation value of $r=0.80$, this value is very high, thus indicating that there is a very high relationship between transformation leadership style and employee motivation public senior secondary schools in Rivers State.

Test of Hypotheses

The following null hypotheses were formulated to guide this study to be tested at 0.5 level of significance:

Hypothesis 1: There is no significant relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State.

Table 3: Pearson correlation summary analysis between transactional leadership style and employee motivation in public senior secondary school in Rivers State

Variable	N	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	Df	α	r_{cal}	t_{cal}	r_{crit}	Remarks
Transactional leadership	364	78.03	2113.27	2411.33	362	0.05	0.87	30.11	1.96	Sig. Reject H_0
Employee motivation	364	1322.80	2343.06							

Researcher's field result, 2023

Table 3 shows Pearson correlation summary between transactional leadership style and employee motivation in public senior secondary schools in Rivers State. The sum of product of the two scores on the two variables (transactional leadership style and employee motivation is 2411.33. Therefore, the null hypothesis of no significant relationship between transactional leadership style and employee motivation in public senior secondary schools is rejected. This implies that there is a positive relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State.

Hypothesis 2: There is no significant relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State.

Table 4: Pearson correlation summary analysis between transformational leadership style and employee motivation in public senior secondary school in Rivers State

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	α	r_{cal}	t_{cal}	r_{crit}	Remarks
Transformational leadership	364	805.31	1647.06	2041.20	362	0.05	0.80		1.96	Sig. Reject H_0
Employee motivation	364	1322.80	2343.06							

Researcher's field result, 2023

The sum of product of scores on the two variables (transformational leadership style and employee motivation) is 2041.20. Therefore, the null hypothesis of no significant relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State is rejected. This implies that there is a positive relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State.

DISCUSSION

Result from Table 3 revealed that transactional leadership style relates with employee motivation in public senior secondary schools in Rivers State. Hence there is a significant relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State and a very high relationship between transactional leadership style and employee motivation in public senior secondary schools in Rivers State. The finding of this study agrees with that of Kenyiri and Ihua (2011), who found out that organization should implement remuneration system that encompasses both financial and non-financial aspects as this would ensure satisfaction of different employees' needs, thus increasing the level of employee commitment and performance.

Result from Table 4 revealed that transformational leadership style relates with employee motivation in public senior secondary schools in Rivers State. Hence there is a significant relationship between transformational leadership style and employee motivation and a very high relationship between transformational leadership style and employee motivation in public senior secondary schools in Rivers State. The findings of this study agree with that of Amanchukwu et al. (2015), who found out that transformational leaders inspire effort and commitment among followers through motivation as a core leadership function.

CONCLUSION

Based on the findings of the study, it was concluded that there is a positive relationship between functional leadership style and employee motivation.

Recommendations

Based on the findings of this study, the following recommendations were made:

- Principals in public senior secondary schools should ensure that they concentrate on the growth and development of value system of employee, their inspirational level and moralities with the preamble of their abilities.
- Government should ensure that they provide incentives for principals in public senior secondary schools to enable them reward or motivate their staff to work harder.

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