



International Journal of Institutional Leadership, Policy and Management
Volume 5, Issue 3, pp. 345-359. 2023

ISSN: 2735-9220

www.ijilpm.com.ng



CHALLENGES OF EFFECTIVE LEADERSHIP AND TEACHER MOTIVATION ON SECONDARY EDUCATION SERVICE DELIVERY IN RIVERS STATE

Ibiene GBEKE-KALAGBOR

Department of Educational Management
Rivers State University, Port Harcourt, Rivers State, Nigeria
ibienegbeke@gmail.com

ABSTRACT

The study investigated the challenges of effective leadership and teachers motivation on secondary education service delivery in Rivers State. Descriptive survey design was adopted with two research questions and two hypotheses guiding the study. The population of the study consisted of 8,356 secondary school teachers in Rivers State. A sample of 836 teachers representing 10% of the population was drawn from the three senatorial zones through stratified random sampling technique. A questionnaire entitled: “Challenges of Effective Leadership and Teachers’ Motivation on Secondary Education Delivery Questionnaire (CELTMSDQ)” developed by the researcher was used for data collection. The instrument which had 16 items was properly validated and the test of reliability yielded 0.85 using Cronbach Alpha Method. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The results of the study revealed that the challenges of effective leadership on secondary education service delivery in Rivers State include among others: lack of leadership skills; poor knowledge of education law; poor funding of schools; and inadequate provision of school facilities. While the challenges of employees’ motivation on secondary education service delivery among others include: inadequate remuneration; irregular payment of salaries/allowances; irregular promotion of teachers; and unconducive staff rooms/working environment. Based on the findings, conclusion was drawn and the following recommendations were made among others: government should organize regular capacity building programmes for secondary school principals in Rivers State; and government should increase the salary of secondary school teachers in the state for improved secondary education service delivery in the state.

Keywords: Secondary Education, Leadership, Challenges, Education and Motivation.

Reference to this paper should be made as follows:

Gbeke-Kalagbor, I. (2023). Challenges of effective leadership and teacher motivation on secondary education service delivery in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 5(3), 345-359.

Copyright © IJILPM 2023.

INTRODUCTION

Education serves as the fundamental basis for the attainment of significant progress and enduring advancement within any given nation. This elucidates the rationale behind the significant level of attention given to education by different nations worldwide, particularly in relation to the allocation of funds and the utilisation of other resources. In order to enhance service delivery and achieve predetermined objectives, it is imperative for leaders in educational institutions at different levels to effectively harness and manage available resources. In Nigeria, there are three primary levels of education, namely: primary, secondary, and tertiary levels. According to Fabunmi as cited in Nwakudu and Okata (2015), secondary education refers to the educational phase that students undergo following their completion of primary education and preceding their enrollment in tertiary education. In Nigeria, the second tier of education is overseen by a school administrator known as the principal. Principals hold crucial roles that necessitate the exercise of initiative and the application of skills in the daily management of their educational institutions. As individuals in positions of leadership, it is imperative that they possess the ability to anticipate and plan for the implementation of effective, efficient, and adaptable strategies in managing various issues that arise within the educational institution, involving the school, staff, students, and the surrounding communities.

The significance of leadership in secondary schools cannot be overstated in relation to the achievement of educational goals and objectives. According to Ukeje et al. (1992), leadership encompasses the capacity to exert influence, provide guidance, and facilitate the coordination of collective endeavours, thereby fostering a voluntary commitment among individuals to pursue the organisational goals and objectives. The principal collaborates with other individuals in the administration of a secondary school. The individual collaborates with both instructional and non-instructional personnel to ensure the efficient management of a secondary educational institution. The principal, as well as the teaching and non-teaching staff, are considered public employees under the jurisdiction of the state government. These individuals possess inherent entitlements and prerogatives that necessitate their proper recognition and provision. It is imperative to regard individuals as human beings with inherent needs that necessitate attention in order to facilitate their optimal performance within their respective organisational roles. Put simply, it is imperative that individuals possess sufficient motivation.

In every formal organization or bureaucracy, there is a formal status official leader which provides the fulcrum on which the whole gamut of leadership and all it connotes revolve on. Schools worldwide have latent and manifest targets which the school leader drives to accomplish, quite satisfactorily, before the school's executive can be labelled as effective. Therefore, for the school management to enjoy this nomenclature, there has to be effective leadership and employee's motivation.

Leadership is necessary for high employee morale. Employees feel secured and highly encouraged and motivated with good leadership. A good leadership gives a right shape to the school in terms of thinking and attitude, thereby developing better human relations. Also, by maintaining discipline and control on the subordinates, leadership is able to facilitate excellent interactions amongst the members of the organization. A visit to secondary schools in Rivers State reveals that all is not well. There is high level of truancy among teachers and students; so many dilapidated school buildings especially in the rural areas poor performance of students in both internal and external examinations; bushy and unwept school environments; inadequate school facilities; inadequate teachers in terms of quality and quantity; high rate of indiscipline

and antisocial behaviours among the teachers and the students. These issues or challenges raise a lot of questions on the quality of leadership, level of employees motivation and the quality of service delivery in secondary schools in Rivers State.

Challenges are problems that need to be solved for break through or success to be achieved. They are seen as clog in the wheel of progress. The human and material resources involved in the process of leadership, coupled with the dynamic nature of the society make leadership challenges and the challenges of employee motivation a recurrent issue in the educational sector. It will be difficult to have effective service delivery in public secondary schools in Rivers State without identifying and addressing the challenges of effective leadership and employee motivation, hence, the motivation for this study.

Statement of the Problem

The low quality of secondary education in Nigeria has been bemoaned by a number of individuals recently. The rampant moral decay, cultism, sexual harassment, test cheating, absenteeism, and subpar results on both internal and external assessments are indicative of this. The entire progress of higher education and the economy in Nigeria is hampered by the inadequate service delivery and secondary education target accomplishment. Effective leadership practises and proper staff motivation in public secondary schools in Nigeria, and Rivers State in particular, may be able to mitigate some of these issues. Therefore, the problem of this study is to investigate the challenges of effective leadership and employee motivation on secondary education service delivery in Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigate the challenges of effective leadership and employee motivation on secondary education service delivery in Rivers State. Specifically, the study sought to:

- Determine the challenges of effective leadership on secondary education service delivery in Rivers State.
- Identify the challenges of employees' motivation on secondary education service delivery in Rivers State.

Research Questions

The following research questions guided the study:

- What are the challenges of effective leadership on secondary education service delivery in Rivers State?
- What are the challenges of employees' motivation on secondary education service delivery in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant difference between the mean response of male and female teachers on the challenges of effective leadership on secondary education service delivery in Rivers State.
- There is no significant difference between the mean response of male and female teachers on the challenges of employee motivation on secondary education service delivery in Rivers State.

LITERATURE REVIEW

Theoretical Literature Review

Two hypotheses serve as the basis for this research. The Hierarchy of Needs Theory and the Theory of Transformative Leadership. The relationships between leaders and their followers are central to the philosophy of transformational leadership. It denotes a situation in which a leader goes above and beyond with a group of followers to choose a course of action, formulate a vision to steer that course of action by persuasion and inspiration, then carry it out in collaboration with the organisation's most dedicated members. According to Charry (2012), transformational leaders share the following traits:

- They are idealized and charismatic hence they are highly liked role models.
- Demonstrate inspirational motivation. This makes them to be optimistic about goal attainment.
- They are intellectually stimulating, hence they encourage critical thinking and problem solving.
- They are considerate (show empathy and purpose).

Transformational leaders focus on the performance of group members and they also see that each individual fulfills his/her potentials. Transformational leaders often have high ethical and moral standards.

The hierarchy of human needs theory was postulated by Abraham Maslow. Maslow acknowledged that man is a complex and changing being, and that motivation must reflect man's nature. He held that the source of motivation is certain needs which often influence man's behaviour consciously. He described man as wanting beings whose unsatisfied and unattended needs motivate behaviour, and that human needs are naturally arranged in hierarchy or levels. The meeting up of lower needs spring up the desire for the meeting up of higher needs.

These two theories are relevant in this study because the growth and attainment of set goals in any establishment relies on effective leadership. Leaders who focus attention on task performance and welfare of the employees. Leaders that have good relationship with their followers and adequately motivate them to put in their best in the discharge of their duties. Transformational leaders recognize that without effective leadership and adequate employee's motivation, there wouldn't be effective service delivery in the organization. In other words, the challenges of effective leadership and employee motivation in secondary schools will have adverse impact on secondary education service delivery.

CONCEPTUAL REVIEW

There is a growing need for a higher standard of excellence from educational institution heads since today's organisations face more frequent, more complicated, and more intense difficulties. Due to the increasing importance of these factors, there is now a significant need for dynamic leaders who can motivate their teams and gain their support via persuasive speech and example. Schools require leaders who can make them places where everyone's ideas and views are valued and appreciated in order to thrive as a professional. To exert positive influence and provide strong support for a group or team constitutes effective leadership. Anyaogu and Ojule (2016) stated that an organization's leadership is considered successful if it is able to consistently accomplish its day-to-day goals. According to Bassey (2011), a leader's success may be evaluated by seeing how well he carries out the administrative duties assigned to him. A school's fortunes may rise or fall based on its head of school, among other things (Abraham, 2003). This is due to the fact that it is pointless to have an abundance of resources (such as skilled workers, tools, and buildings) if the leader is unable to effectively coordinate their usage.

The greatest challenge of school leadership especially at the secondary education level is ineffectiveness. Secondary school principals need to acquire appropriate skills in form of capacity building in order to cope with emerging leadership challenges. Some school leaders are not effective in performing their duties such as instructional supervision, decision making, records management and management of human resources (Abdulrashed & Bello, 2015). To improve teacher efficiency and student achievement, secondary school administrators should prioritise human resource management and instructional monitoring. Aghenta (2006) argued that a principal's role as a leader is to guide the school in the direction of improving its teaching and learning. The principal is accountable for steering the instructional and support personnel in the direction of the school's mission and vision. Principals' failure to effectively carry out these responsibilities has a negative impact on the quality of services provided to students in secondary schools.

According to Nwakudu and Okata (2015), some of the obstacles to effective leadership in secondary schools in Nigeria are the following: principals' lack of involvement in instructional supervision; inadequate school funding; principals' leadership ineptitude; a lack of capacity building to retrain and improve leadership effectiveness; principals' inability to keep accurate records; and a lack of managerial skills in decision making. Abraham (2003) provided more evidence for this by citing ineffective conflict management, a lack of familiarity with education legislation, inadequate student enrollment, excessive political meddling, and the ever-evolving nature of principal roles.

Leadership in school and other organisations will continue to face challenges as long as society exists. According to Okorie (2009) leadership will continue to face challenges due to the following reasons:

- Change in societal values and expectations.
- More flexibility in working relationship.
- Innovations in education
- Digitalization and interconnectivity of the world.
- Knowledge explosion

Emphasizing on the importance of good leadership in school organisations, Obasi and Chun-Uzomah (2015) observed that this is challenged by poor management of change, ineffective communication system, inadequate motivate, poor decision-making ability, non-challant and unethical behaviours, poor time management skills, external factors, and incessant government policies. Overcoming these challenges of effective leadership in secondary education service delivery is very necessary. The strategies of fighting these challenges should be as dynamic as the challenges themselves. Shoemaker et al. (2013) revealed some of these skills as: interpreting, decision-making, communication, stability in government education policies, appropriate training, adequate funding and provision of educational facilities.

Services provided by secondary schools rely heavily on a motivated staff. Motivating your staff is essential to running a productive business. It's what gets people out of bed in the morning, keeps them working hard, and ultimately helps the company succeed. Indeed, intrinsic motivation sits at the core of employee success. An employee's degree of motivation is a major factor in the amount of excitement, energy, devotion, and originality he or she brings to work each day. Workers' motivation is the single most essential factor in their productivity on the job, thus it's crucial that businesses know how to foster and sustain it. Adelabu (2005) distinguished between two forms of motivation: inner motivation and extrinsic motivation.

Personal growth is the source of intrinsic motivation. The individual is motivated to do well at work since the outcomes match his or her expectations. When an employee is motivated by external variables like awards and recognition, this is known as extrinsic motivation. There are many who can never find inspiration inside themselves; for them, only an external push would be enough to fuel their drive. Clements-Goome (2000) argued that motivating employees is crucial because it creates an environment where everyone feels good about coming to work, where customers are satisfied, and where workers consistently outperform their less-motivated peers. Kusereka (2003) suggested that a positive work environment may help teachers and other school staff work more efficiently and effectively, which in turn benefits students. Conversely, if workers aren't inspired to do their best, it might lead to sloppy work, requests for transfers, high turnover, employee animosity towards administration, a heightened focus on monetary incentives, and an increased desire for career advancement. When employees are inspired to work towards a common objective, they go above and beyond to make it happen. It encourages people to do their very best at work.

Employee performance increases with proper motivation, leading to increased productivity and decreased expenses. The result is more revenue and general good for the business. According to Igbinovho (2015), a teacher may perform at his highest level in a supportive and encouraging classroom setting. A place with sufficient and suitable tools for learning and experimenting, such as a well-stocked library and well-equipped laboratory. The presence of staff rooms, a friendly environment, the availability of learning resources, small class sizes, conducive working conditions, sympathetic assistance with personal problems, appreciations of work done, collegiality, supportive supervision, administrative support and encouragement, job security, and good relations with superiors are all factors that have been found to motivate employees in the studies by Nosheen and Hina (2015), Malik (2010), and George (2010).

Low salary, ineffective recruitment and deployment process, heavy workload, unequal work distribution, corruption, lack of professional development programmes, and other social factors have all been identified by researchers like Hassan (2013) as major causes of teacher attrition in secondary schools in Kabul, Afghanistan. These same issues are present in our

secondary education system as well. The challenges pertaining to teacher motivation in Nigeria can be categorised as follows:

- **Insufficient compensation:** Monetary compensation serves as a fundamental incentive (Ige, 2020). There is no comparable incentive or motivation technique in terms of its influential value, as it possesses the ability to attract, retain, and motivate individuals towards achieving higher levels of performance. In Nigeria, the remuneration of teachers is considerably inadequate when considering their essential requirements, the prevailing cost of living, and in comparison to the salaries of other public sector employees. The teacher faces significant challenges in meeting financial obligations such as paying for his children's education, providing for his family's sustenance, and covering various expenses due to his limited salary. The pursuit of supplemental income to supplement one's salary has prompted numerous educators to engage in various unethical or morally questionable behaviours, including but not limited to engaging in illicit trading, extorting money from students, participating in examination malpractice, and seeking part-time employment outside of their primary teaching positions.
- **Irregular promotion** is a phenomenon that is characterised by employees' strong desire for advancement, which is often linked to various factors such as changes in job content, salary, level of responsibility, autonomy, and social standing (Ige, 2020). An individual within the workforce often perceives a promotion as the pinnacle of their professional accomplishments, and upon its attainment, experiences a profound sense of joy and contentment. The promotion of teachers in the majority of Nigerian states is characterised by irregularity, occasionally resulting in promotions being granted without corresponding financial benefits.
- **Inadequate work environment:** Employees prefer a satisfactory physical work environment. The establishment and cultivation of an optimal working environment play a pivotal role in determining the attainment of organisational objectives. Teachers in Nigeria often face challenging and unfavourable working conditions. The condition of educational facilities significantly influences the level of teacher motivation. In numerous secondary schools within Nigeria, particularly those situated in rural regions, one may observe substandard and hazardous physical infrastructure, deteriorating educational institutions, inadequate provisions for water, sanitation, and electricity, unfenced school premises, and excessively crowded classrooms. Numerous educators experience a lack of motivation within such a setting, which subsequently impacts their level of productivity.
- **Insufficient training and development:** Training and professional development programmes offer opportunities for employees to enhance their growth and enhance their knowledge and skills to effectively deliver services. The lack of regular teacher training has a detrimental effect on the delivery of quality education and the productivity of teachers.
- One of the challenges faced in the educational setting is the presence of insufficient instructional materials. The utilisation of instructional materials plays a crucial role in facilitating effective pedagogy and fostering optimal learning outcomes. The promotion of teacher effectiveness is aimed at enhancing students' comprehension and academic performance. The educational materials provided by the institution foster an engaging and captivating learning experience. According to Abdul-Raheem (2016), virtual simulations serve as a source of motivation for students by presenting content in a

realistic, practical, and engaging manner. The provision of high-quality textbooks, charts, and other instructional materials is crucial for the effective delivery of quality education. Numerous studies conducted in different states across Nigeria have consistently revealed a dearth and insufficiency of instructional materials within primary and secondary educational institutions throughout the country.

- The lack of professionalization in the teaching sector in Nigeria hinders the employment of only qualified and professionally trained teachers. The process of professionalization plays a crucial role in the cultivation of specialised knowledge, the establishment of distinct patterns of behaviour, and the adoption of discipline-specific values. Addressing a multitude of unethical behaviours among teachers, the subpar academic performance of students, instances of examination malpractice, and various other issues will prove beneficial. In Nigeria, the teaching profession is open to individuals from various backgrounds. A considerable number of individuals lacking formal pedagogical training are employed as educators within the educational system. This situation is unfavourable and leads to a diminished perception of teaching as a profession due to the ease of entry and exit from the field.
- The prevailing negative perception and low societal status attributed to teachers is often characterized by the perception of teachers as individuals of limited financial means. A significant number of individuals express reluctance in encouraging their children to pursue a career in teaching due to the perceived low social standing associated with the profession. The teaching profession in Nigeria is perceived to receive the least amount of respect. This is attributed to the inadequate compensation of teachers, limited opportunities for career advancement, frequent delays in receiving salary and allowance payments, as well as the burden of excessive work responsibilities. According to Enaigbe (2009), a considerable number of individuals within the teaching profession express discontentment and a lack of fulfilment in their current employment, leading them to actively seek alternative job prospects and explore opportunities to transition out of their current positions.

METHODS

The research employed a descriptive survey design. The study's population comprised 8,356 secondary school teachers in Rivers State, as reported by the Secondary Schools Management Board Statistics Report in 2021. The sample consists of 836 teachers, with 404 identified as male and 432 identified as female. The sample size in question constituted 10% of the total population. The sample was obtained using the stratified random sampling method from secondary schools located in the three senatorial zones of Rivers State. Data collection was conducted using a questionnaire entitled "Challenges of Effective Leadership and Teachers' Motivation on Secondary Education Service Delivery Questionnaire (CELTMSQSDQ)." The instrument, consisting of 16 items, underwent thorough validation and demonstrated strong reliability with a Cronbach Alpha coefficient of 0.85. The research questions were addressed using mean and standard deviation, while the hypotheses were tested using a z-test at a significance level of 0.05.

RESULTS

Research Question One: What are the challenges of effective leadership on secondary education service delivery in Rivers State?

Table 1: Weighted mean scores and standard deviation of male and female teachers on the challenges of effective leadership on secondary education service delivery in Rivers State

S/N	Challenges of effective leadership on secondary education service delivery	Male Teachers N = 404		Decision	Female Teachers N = 432		Decision
			SD ₁			SD ₂	
1.	Lack of leadership skills by some principals.	3.02	0.68	Agree	3.08	0.66	Agree
2.	Poor knowledge of education law by some school leaders	3.15	0.64	Agree	3.18	0.61	Agree
3.	Poor funding of schools.	2.88	0.69	Agree	3.12	0.64	Agree
4.	Inadequate capacity building programmes to train and retrain school leaders.	2.88	0.69	Agree	3.06	0.68	Agree
5.	Inadequate provision of school facilities.	3.26	0.58	Agree	3.22	0.59	Agree
6.	Inadequate motivation of school principals and their staff	3.24	0.63	Agree	3.20	0.60	Agree
7.	Ineffective record keeping/management.	3.18	0.62	Agree	3.14	0.63	Agree
8.	Adequate recruitment/supply of teachers.	1.88	0.71	Disagree	1.82	0.73	Disagree
Aggregate mean and standard deviation.		2.96	0.65	Agree	2.98	0.64	Agree

Criterion mean = 2.50

Table 1 shows that all the items except item 8 had mean score values that were greater than the criterion mean of 2.50. Item 5 had the highest mean score while item 8 had the lowest mean score. Items 1, 2, 3, 4, 5, 6 and 7 were regarded as the challenges of effective leadership on secondary education service delivery in Rivers State, while item 8 was not. The aggregate mean scores of 2.96 for male and 2.98 for female teachers show that both respondents had a common view about the challenges of effective leadership on secondary education service delivery in Rivers State.

Therefore, the challenges of effective leadership on secondary education service delivery in Rivers State include the following: lack of leadership skills; poor knowledge of education law; poor funding of schools; inadequate capacity building programmes; inadequate provision of school facilities; inadequate motivation, and ineffective record keeping/management.

Research Question Two: What are the challenges of teachers' motivation on secondary education service delivery in Rivers State?

Table 2: Weighted mean scores and standard deviation of male and female teachers on the challenges of motivation on secondary education service delivery in Rivers State

S/N	Challenges of Employees' Motivation on Secondary Education Service Delivery.	Male teachers N = 404		Decision	Female Teachers N = 432		Decision
		Mean	SD ₁		Mean	SD ₂	
1.	Inadequate remuneration.	3.36	0.56	Agree	3.34	0.58	Agree
2.	Irregular payment of salaries/allowances	3.30	0.58	Agree	3.34	0.58	Agree
3.	Inadequate provision of learning resources/instructional materials.	3.18	0.63	Agree	3.22	0.61	Agree
4.	Conducive staff rooms/working environment.	3.20	0.64	Agree	3.20	0.62	Agree
5.	Large class size/poor quality students	3.12	0.67	Agree	3.16	0.63	Agree
6.	Irregular promotion of teachers	3.32	0.56	Agree	3.28	0.60	Agree
7.	Promotion without financial increment/benefit	3.24	0.62	Agree	3.30	0.59	Agree
8.	Non professionalization of teaching job/inadequate capacity building	3.14	0.66	Disagree	3.15	0.64	Agree
Aggregate mean and standard deviation.		3.23	0.62	Agree	3.25	0.61	Agree

Criterion mean = 2.50

Table 2 shows that all the items had mean scores that were greater than the criterion mean of 2.50. They were accepted as the challenges of employee motivation on secondary education service delivery in Rivers State. The aggregate mean score of 3.23 for male teachers and 3.25 for female teachers indicate that both respondents unanimously agreed on the items as the challenges of employees' motivation on secondary education service delivery in Rivers State.

Therefore, the challenges of employees' motivation on secondary education service delivery in Rivers State include the following: inadequate remuneration; irregular payment of salaries and allowances; adequate provision of learning resources and instructional resources; unconducive staff rooms and working environment; large class size and poor quality students; irregular promotion of teachers; promotion without financial increment/benefit; and non-professionalisation of teaching job/inadequate capacity building.

Test of Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Hypothesis 1: There is no significant difference between the mean response of male and female teachers on the challenges of effective leadership on secondary education service delivery in Rivers State.

Table 3: z-test analysis of the mean scores of male and female teachers on the challenges of effective leadership on secondary education service delivery in Rivers State

Gender	N	Mean	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Teachers	404	2.96	.65	834	0.448	±1.960	0.05	Ho ₁ Not Significant
Female Teachers	432	2.98	.64					

According to the data presented in Table 3, male teachers exhibited a mean score of 2.96 with a standard deviation of 0.65. Conversely, female teachers displayed a mean score of 2.98 with a standard deviation of 0.64. The z value calculated, which is 0.448, is significantly smaller than the critical z value of +1.960, given a degree of freedom of 834. As a result, the null hypothesis was upheld. This suggests that there was not a statistically significant disparity in the average responses of male and female teachers regarding the obstacles faced in achieving effective leadership in the delivery of secondary education services in Rivers State.

Hypothesis 2: There is no significant difference between the mean response of male and female teachers on the challenges of motivation on secondary education service delivery in Rivers State.

Table 4: z-test analysis of the mean scores of male and female teachers on the challenges of motivation on secondary education service delivery in Rivers State

Gender	N	Mean	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male Teachers	404	3.23	.62					Ho ₂ Not
Female Teachers	432	3.25	.61	834	0.469	±1.960	0.05	Significant

According to the data presented in Table 4, it can be observed that male teachers exhibited a mean score of 3.23 with a corresponding standard deviation of 0.52. In contrast, female teachers displayed a mean score of 3.25, accompanied by a standard deviation of 0.61. The calculated 'z' value of 0.469, given a degree of freedom of 834, is significantly lower than the critical 'z' value of +1.960. Consequently, the null hypothesis was upheld. This suggests that there was a lack of statistically significant variation in the average response of male and female teachers regarding the difficulties associated with motivating employees in the context of secondary education service provision in Rivers State.

DISCUSSION OF FINDINGS

The results of the study revealed that the challenges of effective leadership on secondary education service delivery in Rivers State include lack of leadership skills, poor knowledge of education law; poor funding of schools, inadequate capacity building programmes, inadequate provision of school facilities, inadequate motivation of teachers, and ineffective record keeping and management. Leaders require some skills and competencies for effective leadership in school organisations. They need these skills for making right decisions that will benefit the school needs, staff and students generally. They need communication skills, decision making skills, innovative/creative skills, interpersonal relationship skills and conflict management skills among others. Acquisition of these skills and knowledge of education law will help leaders to become effective in the discharge of their duties. This is supported by Abraham (2003), Basse (2011), and Abdurashied and Bello (2015). Leaders require clear sense of purpose, charisma and the ability to motivate others in a way that favours compliance, dedication and devotion to duties. It is disheartening to say that many school leaders lack these skill and competences.

Knowledge of education law will enable school leaders to understand their rights and the extent they can go in the discharge of their duties so that they will not infringe on the rights of others. Many school leaders often breach the rights of the teachers, parents, most communities

and students due to inadequate knowledge and understanding of education law. Any school principals that do not acquaint themselves with educational law cannot be effective in the execution of his/her duties. Many school principals are not professional school administrators. They did not study educational management and administration rather; they rose through the ranks of files to the position of a principal. This is a serious challenge in effective leadership for secondary education service delivery.

Inadequate funding of secondary education has posed a serious challenge in the effective leadership of principals for effective secondary education service delivery. Poor funding of secondary education in Rivers State is very clear and it is indicated by lack of instructional materials, poorly equipped laboratories and libraries, poorly equipped classrooms and staff rooms, dilapidated school buildings, lack of perimeter fencing, lack of school gate, lack of security personnel and so on. We also have inadequate supply of teachers and inadequate provision of school facilities/ amenities. These factors have adverse effects on quality education delivery. Many schools in Rivers State are confronted with these challenges and thus hinder effective leadership especially in secondary schools located in rural areas.

Most of the characteristics associated with effective leadership are not inborn. They are skills and competences which are interactional in nature and can be acquired through training and experience. Capacity building programmes are required from time to time to update leaders with new knowledge and skills relevant in the effective execution of their duties. Provision of capacity development or competency development programmes help in training/ retraining of school principals and it improves their leadership performance. Capacity building programme is seldomly provided for principals in Rivers State and this situation widens their competency and skills gap. Supporting this finding Abraham (2003), Anyaogu and Ojule (2016) stated that many school leaders are ineffective in the discharge of their roles because of their non-participation in capacity development programmes or inadequate arrangement of capacity development programmes for school leaders by government.

Ineffective record keeping/ management is another serious challenge of effective leadership on secondary education service delivery. Records are very important in effective decision making about the students, staff members and the school. Incomplete records or information could lead to wrong decisions and poor leadership. Many secondary school principals do not have adequate methods of managing school records which often results to loss of vital information. This finding is supported by Nwakudu and Okata (2015), and Abraham (2003) who in their respective works explained the importance of record keeping and management. They stated that adequate record keeping will save school leaders from a lot of troubles and arguments. It will enhance effective school leadership.

The study equally revealed that the challenges of employees' motivation on secondary education service delivery in Rivers State include: inadequate remuneration; irregular payment of salaries/ allowances; inadequate provision of learning resources; unconducive staffroom/ working environment; large class size and poor quality students; irregular promotion of teachers; promotion without financial increment/benefit; and non-professionalization of teaching and inadequate capacity building. Teachers in Rivers State are not well remunerated. Their salaries in a month can hardly sustain them. This situation has forced them to look for other things they can be doing to complement their salaries. Some engage in street trading after school, some engage in home lessons and some others in security jobs in order to take care of their families. The poor remuneration is further worsened by irregular payment of salaries and allowances. They will be last to receive their salaries every month.

The poor treatment given to teachers in Rivers State has led to some of them indulging in unethical practices such as extortion of students, truancy, examination malpractice and absenteeism from school. Supporting this finding Ige (2020) stated that money is a fundamental inducement. Adequate remuneration and prompt payment of salaries have power to magnetize, retain and motivate individuals towards higher performance. It is annoying to state that some teachers in Rivers State have not been promoted for the past 13-15 years. They have been on the same salary scale and some that were promoted did not receive any financial increment/benefit. I don't understand why this is happening in Rivers State and we are expecting effective secondary education service delivery. How do you expect the teachers to be happy and adequately execute their jobs? This is not possible because according to Ige (2020), the desire for promotion is strong among employees because it is associated with change in job content, pay package, status and responsibility. It is a major desire in his/her career progression and he/she is motivated and happy when it is regular and comes with financial benefits.

A visit to many secondary schools in Rivers State especially those located in Rural areas shows that there is inadequate provision of learning resources/instructional materials. The importance of adequate provision of learning resources such as books, libraries, ICT laboratory with internet connections, laboratories, workshops and other learning facilities cannot be over emphasized. They make teaching and learning easier. They enhance the ability of students to comprehend the lesson because the lesson will look more practical than theory. Teachers are happy and motivated when there is adequate provision of instructional materials and other learning resources. According to Abdu-Raheem (2016) quality textbooks, charts and other instructional materials are essential in quality education delivery, hence, they should be adequately provided.

Another challenge of employees' motivation on secondary education service delivery is large class size and poor quality students. So many schools in urban centres are over populated. There are large class sizes of 50-60 or more students. Controlling such a class is very difficult as teacher shout on top of their voices and stressed themselves to teach. The students and the teachers are not comfortable in such classroom. Moreover, the whole classroom will be hot and there is no public address system and enough seats for the students. Some of these students can hardly write their names or answer simple questions. One will be wondering how they got to their present class. These factors demoralize teachers and negatively affect their service delivery. Related to these factors are unconducive staff rooms and poor working environment. Employees feel happy and comfortable with decent staff rooms and physical work environment. The creation of conducive teaching/learning environment to a large extent will contribute to the attainment of education goals and successful secondary education service delivery.

The non-professionalization of teaching job in Nigeria does not make teaching job attractive and respected. Presently in Nigeria, and Rivers State in particular, teaching is still all corners affair. Politicians use teaching job to settle their friends, relatives and those who were loyal to them during their campaign and electionary period. Most of these people are not qualified to teach because they are not professionally trained for the job. This situation promotes unethical behaviours among these unqualified teachers and poor academic performance of students. It equally discourages hard work especially among those professionally trained teachers who work with them. Professionalization of teaching will encourage expertise, discipline, moral commitment to duty and the status of teachers. These in turn will improve secondary education service delivery in Rivers State.

CONCLUSION

The challenges of effective leadership and employees motivation are numerous in Rivers State. Many secondary school principals in the state are ineffective due to their poor leadership capacity, inadequate skills and experiences. This situation is compounded by poor motivation of teachers, poor conditions of service and unconducive working environment. These factors have adversely affected the competency and efficiency of secondary school principals and teachers as well as effective secondary education service delivery in Rivers State. These issues require urgent attention and should be adequately addressed, otherwise effective secondary education service delivery will continue to be a mirage in Rivers State.

Recommendations

Based on the findings and conclusion, the following recommendations were made:

- Government should arrange regular capacity building programmes for secondary school principals in Rivers State in order to enhance their leadership skills.
- Government should increase the salary of teachers in Rivers State.
- Government should promote teachers with financial benefits or increment whenever they are due for promotion in order to improve their commitment to their job.
- Government should increase budgetary allocation to education in order to enhance the provision of infrastructure and learning resources in public secondary schools in Rivers State.

REFERENCES

- Abdulrasheed, O., & Bello: A. S. (2015). Challenges to secondary school principals' leadership in Northern region of Nigeria. *British Journal of Education*, 3(3), 1-5.
- Abdu-Raheem, B. O. (2016). Effects of instructional materials on secondary school students' academic achievement in social studies in Ekiti State, Nigeria. *World Journal of Education*, 6(1), 32-39.
- Abraham, N. M. (2003). *Educational administration in Nigeria*. Port Unique Publishing.
- Adelabu, S. (2005). Teacher motivation and incentives in Nigeria. *Human and Social Science Journal*, 3(1), 92-101.
- Aghenta, J. A. (2006). *Fundamentals of educational management*. Kribec Publications.
- Anyago, R. O., & Ojule, L. C. (2016). *Leadership challenges in school organisations*. In S. O. Oluwuo & J. D. Asodike (Eds.). *Managing schools for productivity: Emerging perspectives* (pp. 149-161). Pearl Publishers.
- Bassey, S. U. (2011). *Management skills of departmental heads*. In S. U. Bassey & U. U. Bassey (Eds.). *Management of higher education in Africa*. Abaam Publishing Co.
- Charry, K. (2012). *Leadership theories: eight major leadership theories*. Retrieved from <http://psychology.about.com/od/leadership/p/leadtheories.htm>.
- Clements-Croome, D. (2000). *Creating the productive workplace*. E and FN Spoon Publishers.
- Enaigbe, A. P. (2009). Strategies for improving supervisory skills for effective primary education in Nigeria. *Edo Journal of Counselling*, 2(2), 235-244.

- George, H. (2010). Teacher attrition in sub-Saharan Africa: The neglected dimension of teacher supply challenge. Seretariat of the International Task Force on Teachers for EFA, UNESCO HQ Office, France.
- Hassan, J. A. (2013). Assessment of factors motivating employees' performance in public service: A case of selected departments in Zanzibar *Research Journal of Economics, Business and ICT*, 5(1), 71-82.
- Igbinovbo, D. A. (2015). Impact of school environment on English language learning: Issues and insights. *Journal of Teacher Perspective*, 9(1), 001-008.
- Ige, A. M. (2020). The challenge of teachers motivation and way forward in Nigeria. *Summerianz Journal of Social Science* 3(8), 107-114.
- Kusereka, A. G. (2003). *Factors influencing the motivation of Zimbabwean secondary teachers: An educational management perspective*. Unpublished Master's Dissertation, University of South Africa.
- Malik, N. (2010). A study on motivational factors of the faculty members at University of Balochistan. *Serbian Journal of Management*, 5(1), 149-149.
- Nosheen, N., & Hina, Y. (2015). Determinants of motivation in teachers: A study of private secondary schools chain networks in Bahawalpur. *Journal of Education and Practice*, 6(4), 55-63.
- Nwakudu, G. N., & Okata, F. (2015). *Improving leadership in secondary schools in Nigeria*. In F. N. Obasi; S. O. Oluwuo; J. D. Asodike & S. C. Anyamaele (Eds.), *Leadership in schools for productivity: Emerging perspectives* (79-97). Pearl Publishers.
- Obasi, F. N., & Chuu- Uzomah, F. O. (2015). *Leadership challenges in school organization*. In F. N. Obasi; S. O. Oluwuo; J. D. Asodike & S. C. Anyamaele (Eds.). *Leadership in schools for productivity: Emerging perspectives* (pp. 001–011). Pearl Publishers.
- Okorie, N. C. (2009). *Organisational setting of leadership: Theory into practice in educational organisations*. Gibson and sons press.
- Shoemaker, P. J., Krupo, S., & Howland, S. (2013). Strategic leadership: The essential skills. Retrieved from <https://hbr.org/2022/01/strategicleadershipthessentialskills>.
- Ukeje, B. O., Okorie, N. C., & Nwagbara, U. A. (1992). *Educational administration: Theory and practice*. Totan Publishers.