



Principals' application of physiological needs principle for enhancing teachers' job performance in secondary schools in Anambra State

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Abstract

The researchers examined the principals' application of physiological need principle for enhancing teachers' job performance in Secondary Schools in Awka South Local Government Area, Anambra State. One research question guided the study. The descriptive survey design was adopted for the study. The population of the study comprised 535 respondents made up of 19 principals and 516 teachers in 19 public secondary schools in the State. Simple Random sampling technique was used to draw 6 principals and 60 teachers as the sample for the study. The instrument for data collection was researchers' developed questionnaire. The instrument was validated by three experts who were lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha and it yielded the reliability coefficient of 0.97. The researchers together with five research assistants collected the data for the study. 93% return rate of the instrument administered was recorded. Mean and standard deviation were used to answer the research question. Findings of the study revealed among other things that principals' adoption of Maslow's physiological need principle would enhance teachers' job performance. Based on the findings recommendations and conclusions were made.

Keywords: physiological, Anambra State, teachers' job

Introduction

Teachers' discharging their expected duties is one of the vital reasons for various successes ever recorded in any educational sector. Okeke-James, Anyanwu, Igbokwe and Emegini (2020) ^[10, 11] noted that no school will achieve its objectives without teachers discharging their duties in the school. Arguing in this line, Ihueze, Unachukwu and Onyali (2018) ^[5] opined that teachers are instrument to effective learning and quality education. In Nigeria, teachers are the main curriculum implementers of the secondary school educational goals as stated by the Federal Government of Nigeria in her National Policy on Education (FGN, 2013). Among the secondary education goals which teacher job performance covered were to: provide the child with knowledge and skill for entrepreneurship, inspire the child on the need for harmonious co-existence, teach the child values, morals and esteem dignity of labour and to furnish the child for social development and civic responsibilities.

It is important to note that assisting teachers to accomplish the above educational goals is one of the major tasks of the school principals. The principal is the educational manager and highest in hierarchy of authority in the school who provides the necessary leadership for the achievement of school goals. The principal is an academic leader that sees to overall performance of school members. According to Isiozor (2020) ^[7] the principal create conducive learning environment, carries out administrative tasks in order to accomplish of the aim of secondary education. As academic leader of the school, Ezeugbor and Thompson (2018) stressed that principal have varied responsibility including the ability to influence subordinates through persuasion, motivation and human relations. This is to say that apart from being academic leader of the school, the principal is responsible for motivation and efficient utilization of teachers. In secondary education, the position of the principal is very crucial in motivation of teachers in order to enhance their job performance.

According to Ihueze, Unachukwu and Onyali (2018) ^[5] motivation is the inner force or urge that drives, directs, or influences an individual to attain organizational goals. Motivation is the stimulation which inspires individuals towards achieving greater productivity (Osegbue, Ohamobi & Manafa 2018) ^[13]. Teachers' motivation is about spurring teachers to discharge effectively and efficiently the expected national educational goals and school objectives.

It may be extremely difficult to spur teachers' job performance without applying the right motivation strategy. Several theories and studies have shown that teachers have diverse needs on which when adequately achieved will serve as motivation strategy to enhance job performance of teachers. In this thought line, Abraham Maslow one of the famous management theorists in 1954 propounded a theory based on the interpretation of humans' basic needs. Maslow's theory categorized human needs into five hierarchies as follows: physiological needs,

safety needs, social needs, self-esteem needs and self-actualization. According to Maslow's theory, employee is motivated when his immediate is met, and on the other hand, when employee's immediate need is not met every other form of motivation becomes relatively unimportant.

In this study, the researchers concentrated on physiological need of teachers in school environment. According to Maslow, the physiological need is the first in the hierarchy of human needs. Physiological need is composed of those need requirements that are vital to human survival; among them include: hunger, shelter, thirst and clothing etc. In the educational organization, physiological needs are liken to those important requirements necessary for school members to accomplish the educational goal of the school. Contextually, physiological needs can be said to be the primary objects, materials and facility requirement needed for easier teaching-learning exercise. Accordingly, Anugom (2019) ^[2] stated that physiological needs of a school add a lot of value to the school. Continuing, Anugom stated that physiological needs of a school include; adequate school buildings, contusive classrooms, good furniture, sporting facilities, laboratories, libraries and equipment. He also maintained that they add a lot of value to the school. Oyedeji (2017) ^[14], Ezeugbor and Anozie (2019) ^[4] maintained that a vital physiological needs in educational institution is the infrastructure or school facilities. In other words, provisions of infrastructure or school facilities are need that can spur teachers to perform their duties in the school. Based on this premise, this study was carried out using the using school facilities as yardstick for physiological needs for motivation of teachers.

School facilities are physical material resources that enhance teaching and learning delivery thereby making the process meaningful and purposeful (Iloh, Diabua, Onajite and Ezugoh, 2020) ^[6]. According to Akinnubi (2017) ^[1] school facilities constitute the non-human resources in the school system. In the views of Umar, Aliyu and Kasim (2019) school facilities consist of all types of buildings for academic and non-academic activities. School facilities to the teachers include the physical structures such as: comfortable staff/class rooms, power supply, furniture, good cafeteria services, portable pipe borne water, teaching aids; such as and books, ICT facilities among others (Yusoff & Isa, 2015, Modo & Akpan, 2017 and Akinnubi,2017) ^[15, 1]. It is important to note that adequacy of school facilities is as important as helping teachers perform maximally.

Principals of most secondary schools in Anambra State today, receive school facilities and support for school facilities such as: ICT facilities, vehicles, teaching and instructional materials, not only from government but also from different individuals, organization and committees such as: philanthropists, the Students' Alumni Associations, Parent Teachers' Association (PTA) and School Based Management Committee (SBMC) and Non-Governmental Organizations (NGOs); among others for provision of these essential school facilities such that will solve physiological need of teachers in the school.

It is the duty of the principal as school manager, administrator and leader to ensure proper maintenance, improvisation, utilization and reporting of limited in supply of the school facilities, so as to ensure that teachers are motivated to effective job performance. Unfortunately, personal observation of the researchers revealed that most of the school facilities are dilapidated, poorly maintained or poorly utilized. No wonder, Illoh, Diabua, Onajite and Ezugoh (2020) ^[6] reported inadequate and poor utilization of secondary school facilities. Thus, these seem to be the reason for consistent reported cases of poor job performance. Evidently, there are various reports of poor teachers' job performance in Anambra State, particularly in Awka-south (Okeke-James, Igbokwe, Ogbo, Ekweogu & Anyanwu, 2020 and Nwogbo, Okeke-James & Igbokwe 2021) ^[10, 11, 9]. Moreover, Okwueze (2020) ^[12] reported of poor teachers' job commitment in secondary schools. This problem seems to be as a result of principal poor application of physiological need principle for enhancing teacher job performance. In the light of the above, the problem of this study is to analyze principals' application of physiological need for enhancing teachers' job performance in secondary schools in Awka-South Local Government, Anambra State.

Specifically, this study sought to determine principals' application off physiological principle for enhancing teachers' job performance in secondary schools in Awka-South Local Government Area in Anambra State.

Research Question

This research question guided the study

1. Does principals' application of physiological need's principle enhance teachers' job performance in secondary schools in Awka-South Local Government Area, Anambra State?

Method

The study adopted a descriptive survey research design. The area of the study is Awka-South the Local Government Area. The population for this study comprised 535 respondents which are made up of 19 principals and teachers 516 teachers in 19 public secondary schools in Awka-South the Local Government Area. The sample for the study was 66 respondents which comprised 6 principals and 60 teachers. The sample was composed using simple random sampling technique. The researchers developed instrument titled "Physiological Need Principle Questionnaire (PNPQ). The 10-items instrument was structured on a four rating scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) was weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was established by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained using Cronbach Alpha method, the reliability coefficient of.97 was obtained. The researchers with the help of six research assistants who are teachers in secondary schools in Anambra State collected data for this study. A total of 66 copies of the questionnaire were distributed, 62 copies were successfully retrieved and used for the

analyses. Mean and standard deviation were used in answering the research question. The mean response were adjudged on the following basis of any mean score of 2.50 or above is taken to indicate high extent while any mean score that falls below 2.50 is taken as low extent.

Results

Table 1: Mean Scores and Standard deviation ratings of principals and teachers on principals' application of physiological need's principle for enhancing teachers' Job performance

S/N	Items	Teachers (56)		
		\bar{X}	SD	Remark
1	The principal ensures provision of comfortable staff rooms to allow teachers prepare for class	3.16	.85	HE
2	The principal ensure that teaching aids and books are supplied in the school	2.68	.92	HE
3	Well ventilated staff rooms are provided to enhance healthy teachers working condition	3.13	.81	HE
4	Classrooms are well ventilated to enhance teachers classroom performance and students' learning	2.02	1.10	LE
5	Good cafeteria services are provided during break time for teachers to get refreshed	2.36	1.05	LE
6	There is a constant power supply to maintain school properties	2.38	1.09	LE
7	Principal improvises power supply to facilities use of ICT facilities in teaching and learning	2.57	.91	HE
8	School environment are well furnished, to sustain classroom teaching	2.61	.87	HE
9	The principal recognizes the training needs of teachers promptly	2.59	.97	HE
10	There is adequate serenity in the school in order to attend to students' class and homework	2.79	.85	HE
	Grand \bar{X}	2.63	0.94	HE

The result in table 1 indicated the mean ratings of teachers and principals on the extent of application of physiological need principle for enhancing teachers' job performance in secondary schools in Awka-South Local Government Area of Anambra State. Items 1, 2, 3, 7, 8, 9 and 10 were rated to a high extent by teachers. While item 4, 5 and 6 were rated low extent by the teachers.

The grand mean for teachers is 2.63 indicating high extent. This means that principals' application of physiological need principle would enhance teachers' job performance to a high extent.

Discussions

Data analysis revealed that when the school principal ensures provision of comfortable staff rooms, well ventilated classrooms, teaching aids and books, maintains adequate serenity in the school in order to attend to students' academic needs. The findings imply that the physiological need also encompass facilities in the school. This is in agreement with the views of Umar, Aliyu and Kasim (2019) school facilities consist of all types of buildings for academic and non-academic activities. Independently Yusoff and Isa (2015) ^[15], Modo and Akpan, (2017) and Akinnubi (2017) ^[11] listed the school facilities to include the physical structures such as: comfortable staff/class rooms, power supply, furniture, good cafeteria services, portable pipe borne water, teaching aids; such as and books, ICT facilities among others

The findings of this study also revealed that physiological need principle when applied by principal will enhance teachers' job performance to high extent. This is to say that the above are physiological need of teachers and that teachers can be motivated when school principal apply them. This finding is supported by Anugom (2019) ^[2] who stated that physiological needs of a school add a lot of value to the school. This finding is not surprising owing to the fact that provision of essential physiological through school facilities is provided by the State government and where not sufficient the principal improvises with the support from different committees such as: Students' Alumni Associations, Parent Teachers' Association (PTA) and School Based Management Committee (SBMC). This implies that principals to a high extent; work towards enhancing teachers' job performance through application of physiological need principle propounded by Maslow.

Conclusion

From the interpretation of data and discussion of the findings of this study, it was therefore concluded that principals' application of physiological need principle would enhance teachers' job performance to a high extent in secondary schools in Awka-South Local Government Area in Anambra State.

Recommendations

Based on the result of this study of this research, the following recommendations were made

1. Secondary school principal should apply to high extent the physiological need principle for enhancing teachers' job performance.
2. The state government should provide essential infrastructure and facilities because they serve as physiological need for enhancing teachers' job performance in the school.

3. The school principal should endeavour to maintain the available school facilities, so as to spur teachers commitment to their duties in the school
4. The school principal should improvise school facilities where inadequate in the school. This is to a way of showing expertise and discharging his role as instructional and transformational leader of the school.
5. The school principal should seek the assistance of the Students' Alumni Associations, Parent Teachers' Association (PTA) and School Based Management Committee (SBMC) for support and provision of school facilities.
6. The ministry of education should regularly investigate from the teachers their physiological needs that are lacking in the school
7. The school principal should rapport with the teachers so as to inquire from them on the areas of lapses in their physiological need and then report to appropriate quarter for necessary action
8. The school principal should maintain serene school environment and well ventilate classrooms for teachers to get refreshed and ready to discharge duties in the school.

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