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**EFFECTS OF MOTIVATION ON LEADERS PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN RUIRU SUB COUNTY KIAMBU COUNTY KENYA**

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ABSTRACT

The research study main objective presented is to evaluate the effect of motivation on the performance of learning institutions taking Ruiru Sub-county Kiambu as a case study. The research cites some theories of motivation, as a prove that there is a need for motivation in all workplaces. The research purpose further explain some most effective theories of motivating employees with financial and non-financial as the new technology techniques are implemented in all the department of the institution. The specific objectives are; To examine how “Intrinsic and Extrinsic Motivations goal setting impact the performance of leaders in public primary schools. To investigate how financial incentives/monetary factors affect the performance of leaders in public primary schools and to assess whether recognition and rewards are effective in addressing the needs of leaders in public primary schools. A descriptive research design was used in this study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The researcher used both primary and secondary data sources. Once the questionnaires are received they were coded and edited for completeness and consistency. Quantitative data was analyzed by employing descriptive statistics and inferential analysis using statistical package for social science (SPSS). The study revealed that the government through the Ministry of education used motivational goal-setting to motivate primary school leaders. The study showed that the government through the Ministry of Education allowed primary school leaders to participate in the setting of their goals although they didn't have difficult and challenging goals to meet. The study also showed that leaders understood the importance of their goals and had specific, clear and realistic goals to achieve. The study revealed that in as much as the respondents had specific, clear goals that they were allowed to set, the goals in themselves were quite challenging or difficult for them. The study recommends that the government maintains training of leaders so as to support them when handling difficult situations and to address the emerging issues effectively. Additionally, the study recommends that the government includes mentorship and regular training as a way of keeping the workforce motivated and accountable to their goals. The study revealed that the respondents were not satisfied with the financial/monetary needs of the leaders. This study therefore recommends that the government re-evaluates its salary and benefits package as the employees perceive the money they are paid as a direct indication of the value the organization has placed on their services. This can help boost the morale and motivation of the employees and consequently, their performance.

Keywords: *performance, financial and non-financial, motivation and employees.*

Background of the Study

Over the past few years poor performance has been witnessed at the Kenyan public schools. This has especially been evidenced by the many public complaints in the media, Human rights organizations and other respective Government organs. This therefore, suggests the need to study factors affecting leaders performance. In order to operate competitively, both nationally and internationally, public schools require performing better in terms of improved students' performance in national examinations. Dynamic institutions, in such a set-up, are strategizing to have a massive cultural change so as achieve remarkable changes in school performance. In this context it would be meaningful to identify and delineate the critical factors in the school environment that have the most positive impact on students' performance.

Motivation is further an essential element for working autonomously, as well as for collaboration and effective teamwork (Stanley, 2012). Motivating determines satisfaction for Leaders/employees for better performance. This which encompasses critical factors leading to: leader/employee engagement, institutional vision and values, management acknowledgment and appreciation of work well done, and overall authenticity of leadership (Neeraj, 2014).

The Performance appraisals based as a balanced scorecard for proving how the leader has changed work systems or developed the employees to produce better result. This curbs leaders from expecting an external department for assistance such as Safety, in case of any slight accident in the institution to Quality, Assurance Officer to attend classes or Human Resources to solve these institutions dilemma across multiple process groups. It is one of the most important human resource (HR) practice, administered in organizations by which supervisors evaluate the performance of leaders (Neeraj, 2014). Aguinis (2013) implies that the focus of the performance appraisal is measuring and improving the actual performance of the leaders/ employee and also gauge the future potential of the employee; Much more purposes of performance appraisal is to measure what an employee does .generally regarded as the most crucial gauge to performance functions (Judge and Ferris 2013 Further states the competent performance appraisal and management system is an indispensable part of institutions or an organizations. Human resource management adequacies (Guest, 1997). Employee reactions to appraisal in terms of perceived leaders fairness, accuracy, and satisfaction are important components of performance appraisal effectiveness. These perceived leaders reactions motivate employees to improve their performance, Nwali and Nkwede (2013) advocates motivation as the ability of influencing the activities of inner self and others without any form of coercion or threat towards the realization of the goals of a group, enterprise, learning institution or organization and nation. They added that the followers must be influenced to work enthusiastically towards the realization of stated goals. Thus, the function of motivation as according to Nwali and Nkwede explained should always induce or persuade all followers to contribute willingly to organizational needs (Agena and Oketa, 2002).

This action can make the leader to exert much influence on his followers as having confidence in them. The leader becomes responsible for the safety, cost, quality, and people metrics that his/ her processes produce over time. The motivation balanced scorecard for proving how he / she has changed work systems or developed the employees to produce better

Learning could be defined as a process in which learners acquire new information or build on information previously learnt. On the other hand Performance is an accomplishment of a task. The major goal of instruction whether in the classroom or in the field is to equip the learner with the type of knowledge or skills that are required. The goal of instruction is to facilitate learning, which must be inferred at some point after instruction. Learning, however, can be distinguished from performance, in the sense of what can be observed and measured during instruction or training. Different people learn in different ways; some may have a preference for a particular style of learning and teaching. (Peter Scales 2008) Learners will become more effective if they extend their range of learning styles and experiences.

In the process of Distinguishing between learning and Performance early research revealed that learning can occur even when no discernible changes in performance are observed. According to earlier researchers literature suggested that considerable learning could occur well after performance where one learns on the job or after performing a certain task. For example in a learning organization, people learn on the job training.

Early research demonstrated that learning could occur without changes in performance. On the other hand performance of a task does not mean the performer has learnt anything. This is because a learner can accomplish a task but after evaluation one records poor performance. An example of this is where a teacher completes the syllabus but the student has not learnt anything.

This could be further explained in the following clear distinctions about learning and performance.

Learning is a process that continues lifelong in the lives of human beings as long as there is desire and motivation to learn. Learning is all about mastering new skills, and developing a greater understanding about things not known to us and also about making a better sense of our surroundings. We grow and develop mentally with the help of this process of learning as our mind or brain develops to its full potential. Peter Scales (2008) observed that there are main learning theories namely Behaviorism, cognitivism, Humanism, brain-based learning, Learning Styles, Adult Learning and situated learning. He however adds that none of these theories provides the correct answer to how people learn.

Statement of the Problem

The main purpose of this study is to train leaders through theories in the leadership position to motivate leaders to think improving results for performance as the key objective. A leader who is motivated performs despite the leadership level as described and contained in the five steps Levels of John Maxwell. Thus position, permission, production, people relationship and persuasion.

The leadership differences categorize leaders differently such like; of the lowest level where is mostly associated with upcoming leaders. The leaders associate themselves with the position. So keeps on referring to the position Am the Leader of this organization's it is basically a leader practicing time after promotion or appointment.

The 2nd level known as permission, where the leader application of stamina and energy influence and develops staff relations. These type of Leadership is illustrated as the most difficult part within the five groups. The leader in this juncture creates cohesiveness of the group for performance and production where the leader initiates persuasion to its members and the other stakeholders.

The 3rd stage as regarded by Maxwell as _production needs results for a performance as the key objects. These turns to be the psychological stress time for the leader. He / she is required to perform in order to produce result. demonstrate results within the the organization or an institution. The leader organizes the management to do the right thing instead of doing things right therefore, motivates the workers.

The 4th stage which implies People Development is referred as the relationship as depicted by John Maxwell stage. The significance of the group harmonious interaction of the organization workers. The leader tends to develop other leaders from within the group. He /she uses other leadership styles like servant leadership methods of delegating power to other skilled personnel. Though the education programs training, the leader liaises with other leaders of different organization and institutions to improve on the institutional vision Other leaders are mentored to climb the ladder of leadership hence production is improved as each member is involved leading to the satisfaction of individual leader enjoys working at the right place. This stage is considered very spiritual where no member within the institution judges another hence institutional maturity patience, collaboration and honest are enhanced.

The 5th stage portrays Personhood' as demonstrated by John Maxwell reflects the viewing of the organizational legacy for the individual leader. It is associated with the characteristics of the charisma, and integrity as the leader's leadership is interpreted and communicated to the coming up made leader The leader prepares to retire to pave way for the upcoming leader.

Motivation, Performance Leadership style

LITERATURE REVIEW

Ryan and Deci (2000-a), state that motivation can vary in the *level* as well as in the *orientation* of motivation. The level of motivation refers to how much motivation one person feels, the orientation of motivation concerns the type of motivation and reveals ‘the why of actions’ (Ryan & Deci, 2000-a). The orientation of motivation is primarily related to task characteristics such as *job autonomy, skill variety, task significance, task identity, and feedback from the job* (Houkes, Janssen, Jonge & Nijhuis, 2001). The leaders being motivated on this relation *task significance and task identity* can be made to reach higher order needs of actualization as according Maslow (1943). Osterloh and Frey (2000) state, that under specific conditions, intrinsic motivation is superior to other forms of motivation in circumstances relevant for organizations.

Intrinsic motivation is also referred to as ego motives (Reiss, 2004). Briefly summarized; intrinsic motivation is internally driven – it derives from within the person or from the activity itself – and therefore, certain task characteristics are important in the sense that employees must perceive the work content as being satisfactory and fulfilling. The desires and concepts that cause staff to act in a particular condition which influences the arousal, direction and maintenance of relevant in the work setting. It is an inner state that energizes and through the manipulation of incentives into the management while Steers and Porter (1975) cleared better grounds when they averred that work motivation is an inner state that energizes, activates, moves, directs or channels behavior toward a goal. Motivation generally includes: - Financial incentives, Cordial working environment, Challenging and responsibility, Personal accomplishment, recognition for accomplishment achieved, and- Opportunity for growth and advancement in the work place.

METHODOLOGY

A descriptive research design was used in this study. A sample population of 650 respondents was adequate for due to limitations in time finances and accessibility. The researcher used both primary and secondary data sources. Primary sources used allowed the researcher to form reasoned conclusions, base conclusions on evidence, and connect primary sources to the context in which they were cited, synthesizing information from multiple sources “Primary sources originate in the time period that historians are studying. A sample of 65 respondents was adequate for the purpose of limitations in time finances and accessibility. The research instrument used for collecting primary data was Questionnaire, which is the most widely used data collection methods in evaluation research. The Questionnaires used for the final data collection were close ended questionnaires. Questionnaires helped gather information on attitudes, opinions, behaviors, facts, and other information. This study was expected to produce both quantitative and qualitative data. Once the questionnaires are received they were coded and edited for completeness and consistency. Quantitative data was analyzed by employing descriptive statistics and inferential analysis using statistical package for social science (SPSS). This technique gives simple

summaries about the sample data and present quantitative descriptions in a manageable form, (Orodho, 2003). Together with simple graphics analysis, descriptive statistics form the basis of virtually every quantitative analysis to data, (Kothari, 2005). Correlation analysis to establish the relationship between the independent and dependent variables were employed.

RESULTS AND DISCUSSIONS

Correlation results

Correlation analysis is conducted to study the level at which two variables move or diverge together from one case to the next, and to assess the significance of the connection. This analysis generates a correlation coefficient which explains the extent to which the two variables move together. The correlation coefficient is coded as “r”. The “r” value range is between 0 to ± 1 . The value of zero (0) indicating that there is no relationship between the two variables. The value of ± 1 showing that there is a perfect linear relationship between the two variables. A positive value shows that the two variables move together in the same trend, and when the “r” is a negative value, it shows that the variables move in opposite direction or trend.

TABLE 4. 1: CORRELATION RESULTS

	performance of primary schools	Intrinsic Extrinsic Motivations	and Financial incentives	leadership motivation
performance of primary schools	1			

Intrinsic and Extrinsic Motivations	.319** (0.001)	1		
Financial incentives	.667** (0.000)	.326** 0.001	1	
Leadership motivation	.717** (0.000)	.369** (0.000)	.676** (0.000)	1

Table 4.10 presents Pearson correlation results of the study dependent and independent variables to assess the association of the variables. Findings revealed that Intrinsic and Extrinsic Motivations was positively and significantly associated with performance of primary schools ($r = 0.319$, $\rho < 0.01$). Further, financial incentives was positively and significantly correlated to performance of primary schools ($r = 0.667$, $\rho < 0.01$). Likewise, leadership motivation was positively correlated with performance of primary schools ($r = 0.717$, $\rho < 0.01$). Also, was indicated to positively relate with performance of primary schools ($r = 0.721$, $\rho < 0.01$). This implies that Intrinsic and Extrinsic Motivations, financial incentives, leadership motivation are expected to influence performance of primary schools.

Regression Results

According to table 4.11, the R value indicates a relatively strong correlation between predictor variables and the consequent variable (performance of primary schools). This is because the R value is positive (.812). This means that performance of primary schools that the studied primary schools recorded was attributed to a certain percentage of predictor variables. According to the value of the R-Square, 65.9% of the performance of primary schools could be explained by independent variables. Therefore independent variables would have a 65.9% influence on the performance of the studied primary schools while the remaining 34.1% could be attributed to other factors other than predictor variables.

TABLE 4. 2: MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.812a	0.659	0.645	0.61941	1.77

a Predictors: (constant), Intrinsic and Extrinsic Motivations, financial incentives, leadership motivation

b Dependent Variable: performance of primary schools

Source: (Field Data, 2016)

Findings in table 4.12 showed that Intrinsic and Extrinsic Motivations had coefficients of estimate which was significant basing on $\beta_1 = 0.097$ (p-value = 0.001 which is less than $\alpha = 0.05$) thus we conclude that Intrinsic and Extrinsic Motivations has a positive and significant effect on performance of primary schools. This suggests that there is up to 0.097 unit increase in performance of primary schools for each unit increase in Intrinsic and Extrinsic Motivations. The effect of Intrinsic and Extrinsic Motivations is more than the effect attributed to the error, this is indicated by the t-test value = 1.486. Consistent with the results, Thompson *et al.*, (2007) posit that Intrinsic and Extrinsic Motivations helps in building a market position strong enough to produce successful performance despite potent competition, unforeseeable events and internal difficulties. This implies that those firms that have made use of Intrinsic and Extrinsic Motivations are likely to outperform those with no strategic change on all the performance measures.

The results are also in line with that of Johnson, Scholes & Whittington (2005) elucidating that companies with strategic change outperformed companies with little strategic change. In a similar vein, Johnson *et al.*, (2005) in their meta-analytic approach concluded that strategic change positively influences schools performance. Further support to the study findings is by Rukunga (2003) who postulates that organization structural change at the Nairobi Bottlers Ltd positively affected their operations and improved their overall performance. The results are also in line with that of Balkin (2000) asserting that structural change within an organization is inevitable if great performance is to be achieved.

TABLE 4. 3: COEFFICIENT OF ESTIMATE

Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
B	Std. Error	Beta	t	Sig.	Tolerance VIF

	-						
(Constant)	1.048	0.444		-2.362	0.02		
Intrinsic and Extrinsic Motivations	0.179	0.121	0.097	1.486	0.001	0.819	1.221
Financial incentives	0.329	0.115	0.237	2.846	0.005	0.507	1.974
leadership motivation	0.303	0.118	0.246	2.575	0.012	0.385	2.599

a Dependent Variable: performance of primary schools

Source: (Field Data, 2016)

Research findings also showed that financial incentives had coefficients of estimate which was significant basing on $\beta_2 = 0.237$ (p-value = 0.005 which is less than $\alpha = 0.05$) implying financial incentives has a significant effect on performance of primary schools. This indicates that for each unit increase in financial incentives, there is 0.237 units increase in performance of primary schools. Furthermore, the effect of financial incentives was stated by the t-test value = 2.846 which implies that the standard error associated with the parameter is less than the effect of the parameter. Cognate to the results, Crespi (2003) in his study argues that owner/CEOs of small schools have a strong influence on schools functioning and overall performance. Similarly, Avolio, (1999) notes that financial incentives are an essential ingredient in the mix of factors that influence a schools success. The results are also in tally with that of McShane & Von Glinow, (2000) indicating that financial incentives creates a strategic vision, communicate the vision through framing and use of metaphor hence improving the overall performance of primary schools.

In addition, findings showed that leadership motivation had coefficients of estimate which was significant basing on $\beta_3 = 0.246$ (p-value = 0.012 which is less than $\alpha = 0.05$) implying leadership motivation has a significant effect on performance of primary schools. The results suggest that leadership motivation brings about improved performance of primary schools. As such, for every unit increase in leadership motivation there is also an increase in performance of primary schools by the same unit. Furthermore, the effect of leadership motivation was stated by the t-test value = 2.575 which implies that the standard error associated with the parameter is more than the effect of the parameter.

In line with the results, Zhang & Liu (2006) indicate that leadership motivation contributes to the organizations healthy working environment which in turn increases the proficiencies of individual, teams and the entire organizations. In a similar vein, Lee & Yu (2004) reported that leadership motivation was found to impact a variety of organizational processes and performance. As well, Oparanma (2010) found that organizational leadership motivation is an important variable to be considered if organizational performance is to be improved. Further support to the study findings

is by Jang, (2001) who provided evidence of link between organizational leadership motivation and schools related performance outcome. Also, Klette & Kortum (2004) observed a positive correlation between technological change and productivity across schools. The results are also in tally with that of Cainelli *et al.* (2006) indicating that technological change has a positive impact on the economic performance of schools. Besides, Hall (2011) found out that there is a positive relationship between technological change and productivity.

Finally, findings showed that had coefficients of estimate which was significant basing on $\beta_4 = 0.407$ (p-value = 0.000 which is less than $\alpha = 0.05$) thus has a significant effect on performance of primary schools. This suggests that there is up to 0.407 unit increase in performance of primary schools for each unit increase in . The effect of is four times the effect attributed to the error, this is indicated by the t-test value = 4.846. This conforms to a study by Farooq (2011) indicating that training and development programs positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. The results also corroborate with that of Sultana *et al.*, (2012) indicating that the variation in employee performance is brought by training programs. Also, Harrison (2000) posits that learning through training influence the organizational performance by greater employee performance. Besides, Wright & Geroy (2001) elucidates that employee competencies changes through effective training programs which in turn improves the overall performance.

Optimal Model

$$Performance = 1.048 + 0.508(TR) + 0.329(L) + 0.303(T) + 0.179(OS)$$

Where; TR=Training

L=Leadership

T=Training

OS=Organizational Structure.

Summary of the Findings

The purpose of this study was to determine the effect of motivation on the performance of leaders in public primary schools. The study was guided by the following research questions: How does motivational goal setting impact the performance of leaders in public primary schools? How do financial incentives/monetary factors affect the performance of leaders in public primary schools?

The study revealed that the government through the Ministry of education used motivational goal-setting to motivate primary school leaders. The study showed that the government through the Ministry of Education allowed primary school leaders to participate in the setting of their goals although they didn't have difficult and challenging goals to meet. The study also showed that leaders understood the importance of their goals and had specific, clear and realistic goals to achieve. The study also showed that leaders were satisfied with the challenges provided by their job and that they received feedback regularly related to their goals. The study showed that the leaders were regularly trained to acquire key skills and knowledge towards their work. Additionally, they were provided mentors to help guide them in achieving their goals.

The study revealed that the government did not use monetary incentives to motivate the leaders. The study showed that the leaders were unhappy with the level of pay they received and did not think that the pay received is competitive to their counterparts in private primary schools. The study showed that the government did not offer a competitive benefits package and did not also use monetary rewards like allowances and commissions to motivate the school leaders. Additionally, the study revealed that leaders would be happy to receive a monthly expense allowance which was not currently being provided by the government. The study showed that the salary paid to leaders had led to dissatisfaction with employment and that it was an indication of the value the government had placed on leadership services. The study also showed that the leaders placed high importance on money because they believe it is a crucial incentive to work motivation.

The study revealed that government through the Ministry of Education used recognition but did not use rewards to motivate the leaders. The study showed that the current recognition and reward programs do not motivate them. The study showed that it was important for leaders to be recognized by government agencies and their employer for a job well done.

The study showed that the government uses recognition, inclusive decision making and flexible working hours. However, use of rewards like gift and meal vouchers to motivate employees and rewards were not viewed as goals that leaders generally strive for. The study revealed that if the government implemented a wellness benefit reward program, it would motivate the leaders. Additionally, the government used training and development to motivate leaders and long term improvement to quality of work was being observed. Moreover, the study revealed that the current recognition and reward system is seen as being inequitable.

The study revealed that the government used motivational goal-setting to motivate the leaders 66 % of leaders agreed that they participated in the setting of their goals while only 6 % disagreed. This is consistent with Dubrin (2012) who states that managers widely accept goal-setting as a means to improve and sustain performance. The study showed that 66 % of the leaders understand

the importance of their goals in relation to the overall national goals of education while only 6 % disagreed. . Additionally, 5 % of the leaders strongly agree that they have specific goals that motivate them. This is congruent with Locke and Latham (2002) who state that specific goals increase desirable organizational goals such as high performance thereby reducing undesirable ones such as turnover and absenteeism. The 66 % of leaders agreed that their goals are realistic and achievable while 30 % remained neutral or disagreed. This is in tandem with what Riggio (2014) states that for employees to be motivated, goals must be important, specific and realistic. Moreover, Locke and Latham (2002) state that employees will work hard towards challenging goals only if they believe that they are realistic and achievable.

The study revealed that 66 % of leaders agreed that they were satisfied with the challenges at work while 6 % disagreed. Additionally, 67 % agreed that they had difficult and challenging goals to meet at work while only 5 % disagreed. Locke and Latham (2002) state that the greatest motivation and performance is achieved with moderately difficult goals that are attainable and at the same time challenging. The study showed that leaders in public primary schools were regularly trained on new trends of education so as to acquire and improve their knowledge, skills and attitudes towards their work as shown by 100 % of the respondents. These results concur with Cole (2011) who states that, the main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. Cole (2011) further states that training is one of the most important motivators and has both long and short term benefits both for the organization and the individual.

The study showed that, 54 % of the leaders were supported by mentors to guide them in achieving their goals, 14 % of the respondents strongly agreed compared to 9 % who disagreed with the statement. Deci (2014), states that, mentoring offers a wide range of advantages for achievement of goals, development of the responsibility and relationship building. Furthermore, Cole (2011) asserts that mentorship is a crucial ingredient in motivating leaders to enhance their performance.

The study showed that 63 % of respondents agreed that the feedback they received was constructive while 5 % disagreed. Only 5 % of the respondents neither agreed nor disagreed which indicates presence of clear feedback practices in the organization. Feedback helps leaders attain their performance goals and is critical in order for goals to remain effective and retain commitment (Redmond, 2015). Lunenberg (2011) states that feedback helps employees attain their performance goals by highlighting the areas they need to improve and also by boosting their morale in areas where they are excelling.

The study showed that goal-setting had an impact on improving leaders overall performance.. This is in tandem with Lunenberg (2011) who stipulates that goal setting enhances commitment and

performance. The study showed that the respondents were not satisfied with the level of pay they received. This is shown by only 7 % of the respondents who agreed compared to 77 % who either disagreed or strongly disagreed. This indicates that most respondents were unhappy with their salaries. Giancola (2011) states that people primarily work to make money and therefore, it is a good way to motivation.

The study revealed that the respondents were not offered competitive salaries when compared to other leaders in private primary schools. The study showed 9 % of respondents agreed that the salary was competitive while 73 % either disagreed or strongly disagreed. Additionally, the study showed that organization did not offer a competitive benefits package with only 6% agreeing with the statement while 27 % disagreed. This is in tandem with Locke and Latham (1990) who state that money is the principal inducement and no other incentive comes close to it with respect to its influential value. The study revealed that the respondents would appreciate a monthly expense allowance to cover fuel and telephone airtime costs. Denisi and Pritchard (2016) state that a useful principle of using financial incentives is to investigate which incentives are most appealing to employees.

The study showed that the respondents were not offered monetary rewards such as base pay, allowances or bonus's. Giancola (2011) states that, financial incentives are more effective when they are linked to pay for performance plans such as bonuses. Additionally Armstrong (2007), states that compensation is among some of the physical needs that affect motivation, which consequently affects organizations/ institutions performance.

Conclusions

From the study, it can be concluded that leaders participate in setting their goals and they understood the importance their goals have on the overall performance of the learning institutions. The study also concluded that the goals set were specific and clear and also challenging. Additionally, constructive feedback was offered, mentorship and training which had an impact on the overall motivation of the leaders.

The study concluded that respondents were not happy since no monetary incentives were given. It can be observed that monetary rewards are not employed to motivate the respondents and that they perceive money as a crucial incentive to work motivation. It can also be concluded that competitive payment and benefits package were fewer when compared to private primary schools.

Recommendations

The study revealed that in as much as the respondents had specific, clear goals that they were allowed to set, the goals in themselves were quite challenging or difficult for them. The study recommends that the government maintains training of leaders so as to support them when handling difficult situations and to address the emerging issues effectively. Additionally, the study recommends that the government includes mentorship and regular training as a way of keeping the workforce motivated and accountable to their goals.

The study revealed that the respondents were not satisfied with the financial/monetary needs of the leaders. This study therefore recommends that the government re-evaluates its salary and benefits package as the employees perceive the money they are paid as a direct indication of the value the organization has placed on their services. This can help boost the morale and motivation of the employees and consequently, their performance.

The study showed that the current recognition and reward program was perceived as being inequitable by the respondents. Therefore, to that end, the government should re-evaluate the current program and also get feedback plus buy-in from the employees on how to make it fair and equitable for all. Additionally, the study recommends that the government implement nonmonetary rewards as a cost-effective way of boosting morale of the workforce.

5.5.2 Recommendations for Further Research

The direct focus of this study was public primary schools. The results therefore were limited with regard to generalizations, and therefore are not a complete representation of the entire public primary schools. Considering the numerous complex issues that surround the topic of leadership motivation that have not been addressed by this study, additional research should be carried out in order to improve the current study and increase information and understanding on leadership motivation.

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