
**PRINCIPALS' JOB ENRICHMENT PRACTICES AS PREDICTORS
OF TEACHERS' QUALITY INSTRUCTIONAL DELIVERY IN
SECONDARY SCHOOLS IN RIVERS STATE NIGERIA**

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Abstract

The study investigated principals' job enrichment practices as predictors of teachers' quality instructional delivery in secondary schools in Rivers State, Nigeria. two research questions and hypotheses guided the study. The study adopted a correlation research design with a population of 8620 teachers in 285 schools in Rivers state. The sample size of the study is 862 teachers in 26 secondary schools representing 10% of the population. The sample size was arrived at through simple random sampling technique. Two instruments, Principals' Job Enrichment Practices Questionnaire (PJEPQ) and Teachers' Instructional Delivery Questionnaire (TIDQ) were used for data collection. The instruments were face validated by three experts. The internal consistency reliability coefficients of 0.88 and 0.87 were computed for PJEPQ and TIDQ through Cronbach alpha method. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the hypotheses at 0.05 level of significance. The study revealed that there is a significant high positive prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria. More so, there is a significant high positive prediction of teachers' engagement on their instructional delivery in secondary schools in Rivers State, Nigeria. the researchers recommended that teachers should be motivated based on need areas by the principals in order to enhance quality instructional delivery. More so, responsibilities should be assigned to the teachers by the principals based on their functional abilities.

Keywords: Job Enrichment Practices and Teachers' Quality Instructional Delivery

Introduction

The quality of education in the recent past seems not to be palatable and such has been bemoaned by educational stakeholders. This perceived state of affair by the researchers is worrisome because of the enormous importance ascribable to quality instructional delivery in secondary schools in the realization of the noble goals and objectives. Quality depicts the required standard for acceptable product. More so, quality can be seen as the degree to which an activity, person, object or entity meet the defined requirements. In the educational system, it can be seen as the measure to assume excellence in the instructional process. Quality instruction can be seen as the instruction that passed through the required instructional preparation standard. This means that quality instruction is one that has the expectations of instructional preparations such as lesson preparation, content coverage and effective assessment measures (Mojeed, 2023). Mojeed further explained that quality instruction is one that is prepared by a qualified teachers who with the application of content experience, training, and available instructional and learning environment. Quality instruction can be delivered in the educational system in order to achieve the instructional purposes. Quality instructional delivery entails all that happens in the process of lesson preparation and delivery. It implies effective interaction that exists in the classroom among the teachers, students and classroom environment (Agbo, 2023). Quality instructional delivery can be seen as a mix of job enrichment practices.

The enrichment of job in an organization is posited to be very much expected at every point in the job's responsibility. Job enrichment can be seen as the addition of new dimensions to existing jobs in order to enhance encouragement of the employee (Sanda, Asikhia, & Magaji, 2015). Sanda, Asikhia, and Magaji added that job enrichment involves adding extra tasks (also called job

enlargement), increasing skill variety, adding meaning to jobs, creating autonomy, and giving feedback. Job enrichment can be seen as a tool that can be used to get employees committed to their job demands. In the same vein, job enrichment involves creating meaningful roles through feedback, encouragement, communication, and autonomy. Managers who focus on job enrichment focus on creating jobs with meaning (Valier, 2023). Job enrichment entails the various approaches to improve the job in its entirety in the work place (Vijay & Indradevi, 2015). According to Vijay and Indradevi, creating a work culture based on psychological safety at work where managers encourage a growth mindset and employees strive to take on more responsibility. This implies that job enrichment is a technique used by an organization to promote work life balance as well as the performance of employees. Job enrichment is important because it leads to job satisfaction, commitment, engagement and possibly job productivity.

The principals can enrich jobs in different areas. The easily applicable ones are motivation and engagement. Motivation is seen as the provision of incentives or forces to complete an assigned task. Motivation according to Betterhelp (2023), motivation is the process that initiates and maintains certain behaviors needed to achieve goals. Betterhelp further explained that motivation entails the driving force behind every action and is often used to describe why someone does anything. According to Cherry (2023), motivation is the force behind our actions. Cherry further reported that motivation is associated with teaching effectiveness. In the same vein, Betterhelp (2023) submitted that work motivation is a determinant of employees' satisfaction and commitment. Motivation cannot be disassociated from job engagement.

Job engagement is necessary for the achievement of the organizational goals and objectives. the level of enthusiasm and dedication a worker feels toward their job (Smith, 2022). Work engagement is a positive and complete emotional and cognitive state related to work, associated with the characteristics of persistence and dispersion (Li & Ling, 2007; Aldabbas, Pinnington, & Lahrech, 2021). Based on findings from previous studies, there remains debate regarding the relationship between job involvement and job performance. Some researchers have proposed that with an increase of work engagement, employee emotional, cognitive and forward-looking behaviors will positively improve, which will also lead to an increase in job performance (Wang and Chen, 2020). Similarly, Yao, Qiu, Yang, Han and Li (2022) found that there is a relationship between work engagement and job performance. Based on the review done, it is believed that job organization can lead to teachers' commitment. It is not clear whether principals' job enrichment practices as predictors of teachers' quality instructional delivery. The researchers therefore, investigated to find out in principals' job enrichment practices as predictors of teachers' quality instructional delivery secondary schools in Rivers state Nigeria.

Purpose of the study

The study investigated principals' job enrichment practices as predictors of teachers' instructional delivery in secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. Find out the prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria.
2. Determine the prediction of teachers' engagement on their teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions were answered in this study.

1. What is the prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria?
2. What is the prediction of teachers' engagement on their teachers' instructional delivery in secondary schools in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. Motivation does not significantly predict teachers' instructional delivery in secondary schools in Rivers State, Nigeria.
2. Teachers' engagement does not significantly predict their teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Methods

The study adopted a correlation research design with a population of 8620 teachers in 285 schools in Rivers state. The sample size of the study is 862 teachers in 26 secondary schools representing 10% of the population. The sample size was arrived at through simple random sampling technique. Two instruments, Principals' Job Enrichment Practices Questionnaire (PJEPQ) and Teachers' Instructional Delivery Questionnaire (TIDQ) were used for data collection. The Principals' Job Enrichment Practices Questionnaire (PJEPQ) has two sections of A and B. Section A was used to elicit demographic information of the respondents such as designation and names of schools while section B has 20 items with ten items measuring motivation and teachers' engagement respectively. The Principals' Job Enrichment Practices Questionnaire (PJEPQ) was structured to have four response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The second instrument, Teachers' Instructional Delivery Questionnaire (TIDQ) has ten items with four response options of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instruments were face validated by three experts. Two of them are from Educational Management and Planning, University of Nigeria and the other from Measurement and Evaluation, from Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt. The internal consistency reliability coefficients of 0.88 and 0.87 were computed for PJEPQ and TIDQ through Cronbach alpha method. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the hypotheses at 0.05 level of significance.

Results

Research question 1: What is the prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria?

Table 1: linear regression analysis of the prediction of motivation on teachers' instructional delivery

Model	R	R Square	Adjusted R Square	Decision
1	.864 ^a	.746	.746	High positive prediction

Table 1 revealed that the regression coefficient (R) is given as 0.864 while the regression square coefficient is given as 0.746 respectively. The regression coefficient of 0.864 revealed that there is a high positive prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria. This implied that an increase in motivation leads to an increase in teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Hypothesis 1: Motivation does not significantly predict teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Table 2: t-test associated with linear regression analysis of the prediction of motivation on teachers' instructional delivery

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Decision
	B	Std. Error	Beta			
1	(Constant)	6.34	.96	6.65	.00	
	Motivation	.83	.03	.864 30.55	.00	Significant

P<0.05

Table 2 revealed that t-test associated with simple regression is given as 30.55. The hypothesis is rejected because the probability value of 0.00 is less than the alpha level of 0.05. This implied that motivation significantly predicts teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Research question 2: What is the prediction of teachers' engagement on their instructional delivery in secondary schools in Rivers State, Nigeria?

Table 3: linear regression analysis of the prediction of motivation on teachers' instructional delivery

Model	R	R Square	Adjusted R Square	Decision
1	.825 ^a	.680	.679	High positive correlation

Table 3 revealed that the regression coefficient (R) is given as 0.825 while the regression square coefficient is given as 0.680 respectively. The regression coefficient of 0.825 revealed that there is a high positive prediction of teachers' engagement on their instructional delivery in secondary schools in Rivers State, Nigeria. This implied that an increase in teachers' engagement leads to an increase in their instructional delivery in secondary schools in Rivers State, Nigeria.

Hypothesis 2: Teachers' engagement does not significantly predict their teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Table 4: t-test associated with linear regression analysis of the prediction of motivation on teachers' instructional delivery

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
(Constant)	9.05	1.02		8.87	.00	
1 Teachers' engagement	.79	.03	.83	25.97	.00	Significant

P<0.05

Table 4 revealed that t-test associated with simple regression is given as 25.969. The hypothesis is rejected because the probability value of 0.00 is less than the alpha level of 0.05. This implied that Teachers' engagement does not significantly predict their teachers' instructional delivery in secondary schools in Rivers State, Nigeria.

Discussion of Findings

The study revealed that there is a significant high positive prediction of motivation on teachers' instructional delivery in secondary schools in Rivers State, Nigeria. The findings of this study are supported by Betterhelp (2023) who submitted that work motivation is a determinant of employees' satisfaction and commitment. The findings were further buttressed by Cherry (2023) who revealed that motivation cannot be disassociated from job engagement. This findings of this implied that the more motivated teachers are, the more they are committed towards achievement of quality instructional delivery.

The study revealed that there is a significant high positive prediction of teachers' engagement on their instructional delivery in secondary schools in Rivers State, Nigeria. The finding of this study is buttressed by that of Li and Ling (2007) who reported that work engagement is a positive and complete emotional and cognitive state related to work, associated with the characteristics of persistence and dispersion. In the corroboration to the finding of this study, Aldabbas, Pinnington and Lahrech (2021) sound that teachers' job engagement is a factor of production in an organization, Similarly, Yao, Qiu, Yang, Han and Li (2022) found that there is a relationship between work engagement and job performance. The result appears so because job engagement is necessary for the achievement of the organizational goals and objectives. Therefore, the level of enthusiasm and dedication a worker feels toward their job,

Conclusion

Based on the findings of this study, the researcher concluded that job enrichment are very indispensable in the actualization of quality instructional delivery in secondary schools in Rivers State. Specifically, teachers' motivation and job engagement are necessary for the realization of quality educational delivery in secondary schools in Rivers state.

Recommendations

The following recommendations were made as follows:

1. The teachers should be motivated based on need areas by the principals in order to enhance quality instructional delivery
2. Responsibilities should be assigned to the teachers by the principals based on their functional abilities.

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