MEASURES FOR PROMOTING GREATER PERFORMANCE OF TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN AWKA NORTH LOCAL GOVERNMENT AREAS OF ANAMBRA STATE

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Abstract

*The study examined the teaching staff management for greater performance in public secondary schools in Awka North Local Government Area of Anambra State. The study employed a descriptive survey design. The population of the study comprised 8 principals and 131 teachers from eight (8) public secondary schools in Awka north Local Government area. A census and simple random sampling technique was employed because the population was manageable. Therefore, the sample size of the study was 139 respondents. Three research questions were posed and three null hypotheses were formulated and tested at 0.05 level of significance to guide the study. Structured questionnaire titled ''*Teaching Staff Management for Greater Performance Questionnaire (TSMGPQ)'' *was used for data collection. Cronbach Alpha Reliability Coefficient was used to test the instrument and was found to have 0.91. Data collected were analysed using mean statistics and standard deviation with an acceptance mean value of ≥2.50 whereas mean value <2.50 were rejected. Findings revealed that regular payment of salary to teachers, promoting teachers regularly as at when due, organizing adequate correspondence programmes, such as on-the-job training, part-time programmes among others are motivating and development programmes for teachers greater performance. Also, it was further revealed that poor working condition of administrators, inadequate funding, administrative incompetence and others were some challenges rocking staff greater performance in public secondary schools in the study area. Therefore, the study*

recommend that government should help revenging the secondary school section by providing teachers with in-service programmes that will help them in getting up to speed information on the technological world as to compete favourably with their counterparts; also the government should the much that they can to reveal the teacher's salary and allowance as the befit their status and make the profession more attractive and envious as to motivate teachers in carrying out their obligations effectively.

Keywords: Measures, promotion, greater performance, management

INTRODUCTION

A teacher can be described as that personality equipped with the necessary capacity to inspire, facilitate, transmit and sustain the process of teaching and learning in order to achieve the desired goals and objectives of education most optimally. No wonder, scholars over the years have always emphasized that no school can rise above the quality of its teachers. Teachers are undeniably indispensable in the actualization of the goals and objectives of education at all levels in the country (Emmanuel &Adamu, 2018). Teachers are the most important input in the school system besides the students (Fadipe cited in Chuu-uzomah&Nwafor, 2018). Hence, they translate and interpret government educational policies and issues to the students and are equipped with various desirable attributes which makes them resourceful and productive in the school organization. In order to meet up with these challenges, they need to be effective in their dealings.

Teachers' effectiveness depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support staff are dysfunctional, staff are likely to lose their sense of professional responsibility and commitment. Teaching staff management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision. Consequently, adequate management of staff can never be over estimated because through the right management approach, the totality of the teachers attributes can be properly harnessed and manipulated in order to achieve the desired educational goals and objectives as well as to enable individual staff achieve their life goals(Chuu-uzomah&Nwafor,2018). In collaboration Iloabuchi, Abraham and Afangideh (2016) described teacher performance management as the process of identifying, evaluating and developing the work performance of teachers in order to optimally achieve the goals and objectives of the school at the same time professionally benefit the teachers in building their careers for future relevance. Adequate management indeed occupies a very important strategic role in the educational enterprise. This is why, Amosas cited in Duru (2008) observed that if teachers are not well motivated, they may become apathetic, uncommitted, uninspired, lazy, unmotivated and anti-social. If they are also

ignorant in their discipline and impact wrong knowledge, then they become not only useless but terribly dangerous. Therefore, teachers need to be adequately motivated. The word "motivation" comes from a Latin word "movers" which means to move. This implies making something move its original position to another or making something work for better. Motivation brings about positive change on individual attitude and performance. This attitudinal change is regardless of whether it is a teaching or non-teaching organization. Motivation, for this reason can be regarded as a universal agent of change. Specifically, teacher motivation concerns teachers' attitude to work. It concerns with teachers need to be involved in the teaching processes around the school environment. It also concerns teachers' eagerness on students discipline and control, most especially as it relates to the classroom (Ofoegbu, 2004).Bernard in Ogwu et al (2015) defines motivation as those phenomena which are involved in the stimulation where there was little or no movement towards goals. Reeve (2009) defines motivation as inner state of need or desire that activates an individual to do something that will satisfy that need or desire. Mele (2003) is of the view that motivation is a set of force that compels human being to act in a given way. His view is suggestive of the view that human action irrespective of the internal force varies based on individual difference. Agbakwuru in Fisher et al. (2009) considered motivation as human internal force that ignite, propel, poke, energize, arouse, spur, direct, regulate and sustain behaviour towards goal attainment. The logic of this description points that human being are motivated when the desire or need makes them restless. Such restlessness will necessitate human action geared towards the attainment of such desire. This implies that motivation could be a function of both an internal or external force. It is an internal force when there is a desire, need or interest that will condition your mind to act in a certain way, while as an external force when you are looking up to something (Mele, 2003). Adequately motivated teachers are more creative in the classroom.

The teacher's duty simply concerns translating the educational ideology and objective into knowledge and skill as well as transferring it to the students in the classroom. Classroom environment is also crucial in teacher motivation. If a teacher understands that the classroom is safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she is expected to participate more than expected in the process of management, administration and the overall improvement of the school. (Ofoegbu, 2004).Teacher's motivation is both intrinsic and extrinsic needs. An intrinsically motivated teacher may undertake responsibilities on his or her own for his or her own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, a teacher who is extrinsically motivated may seriously get involved in discharging his/her duty in order to obtain some rewards such as salary. Extrinsic motivation appears to significantly perform an important role in employee's life. It is a strong weapon of force in influencing teacher's behaviour. For this reason, the main aim of the school

organization should be to improve upon the existing motivational strategies, support and provide new motivational initiatives for educational improvement. Similarly, extrinsic motivation of teachers is commonly noticeable among teachers. It either influences teachers positively when adequate provision is made and negatively when teachers suffer lack of motivation. Hence, there are various ways in which teachers can be motivated extrinsically in the school such as status of teaching and professional condition of teaching. It can also be influenced through promotion of teachers, adequate provision of teaching aids, teacher welfare package, and adequate job assignment and teachers award.

In addition, the school organization should be working out modalities on how to constantly improve on the existing motivational strategies. This is because, pooreducational outputs normally starts with poorly motivated teachers who have lost interest in performing their jobs(Chuu-uzomah&Nwafor, 2018). However,Georgewill and Agabi (2018) noted that an adequately motivated teacher is likely to diligently discharge his/her duties in order to get some rewards. In addition Obasi and Asodike cited in Chuu-uzomah and Nwafor (2018) concurred that staff motivation will increase staff morale, improve productivity, inspire staff loyalty and bring about performance effectiveness. Basically, there are various ways of motivating staff in a school organization. These ways include improvement on status of teaching, improvement on professional condition of teaching, promotion of teachers, adequate provision of teaching aids,improvement of teachers welfare package, adequate job assignment and award for teachers (Georgewill& Agabi, 2018). However, there is need for development of teachers knowledge to meet up with new trends.

Teachers' development is one crucial way in which teachers can be motivated to achieve greater performance. Teachers' development simply means providing teachers the opportunity to improve their knowledge from time to time. Developing the capacity of teachers in our school organizations is an important aspect of staff management. Basically, teachers' development is a way of identifying staff needs in order to systematically equip them to meet the changes and demands in education (Chuu-uzomah cited in Chuu-uzomah andNwafor, 2018). Infact it is crucial for an oganisation to constantly engage in the training of employees, addressing their needs, fostering a workplace culture. That will enable them to achieve high level of performance. In addition, Chuu-uzomah and Nwafor(2018) affirmed that it is necessary to continuously expose teachers to training through teacher education such as sandwich programme,conferences and workshop. This will enable them to be updated with the latest teaching methods, skills and learning practices. Similarly, Ilueme and Ebong(2018) also added that teachers' knowledge and skills can be developed by attending workshops, conferences and seminars.Also, the researcher is of the opinion that on the job training methods will enable teachers to update their knowledge with new techniques or skills that will enhance effective performance of

their job. Thus, other ways of developing the staff is by encouraging them to read professional literature, exposing them to observation visits to model schools and encouraging exchange of ideas among teachers in the area of spsecialization.

Teachers' management is faced with some challenges in public secondary schools .First is poor salary structure, even with the new minimum wage, teachers are still under paid. Secondly most of the teachers lack professional qualifications, skills and charisma or good human relations necessary for effectiveness and efficiency. Thirdly, government is not forthcoming with in-service training or incentives that will motivate teachers for greater performance. uncoordinated and lack administrative skills.Most directors and executives of educational institutions in Nigeria lack the professional qualifications, skills and charisma or good human relations necessary for effectiveness and efficiency in teacher management. Thus, may lead to gross decline in teacher performance. Further consequence may be neglect of staff welfare, poor control of staff and students as well as low vision for such institutions (Ogumode,Wama&Dilmurd, 2020). More so, it may lead if the reason for poor salary structure for all levels of education institutions in Nigeria and can constituted a stumbling block to effective management of teachers.

Statement of the Problem

Generally, the performance of secondary schools in Nigeria has continued to attract poor comments from major stakeholders in Education. It is believed that the poor performance from this level of education is due to poor development and lack of motivation of teachers which has resulted in poor performance by both teachers and students. This has resulted in the new trend whereby many parents now send their children to private schools instead of the supposedly free public schools.The researcher is therefore, bothered about how teaching staff are being developed and motivated in order to achieve greater performance by both teachers and student in Awka North Local Government Area of Anambra state.

AIM AND OBJECTIVES OF THE STUDY

This study examined teaching staff management for greater performance in public secondary schools in Awka North Local Government Area of Anambra State. Specifically, the study sought to:

1. Examine teachers' motivation for greater performance inpublic secondary schools in Awka North Local Government Area of Anambra state.
2. Ascertain the various development programmes made accessible to teachers for greater performance in secondary schools in Awka North Local Government Area of Anambra state.
3. Examine the challenges faced by school administrators for greater performance in secondary schools in Awka North Local Government Area of Anambra state.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What are the motivational measures needed for teachers' greater performance in public secondary schools in Awka North Local Government Area of Anambra state?
2. What are the various development programmes made available for teachers for greater performance in secondary schools in Awka North Local Government Area of Anambra state.
3. What are the challenges facing school administrators for greater performance in secondary schools in Awka North Local Government Area of Anambra state?

HYPOTHESES

The following hypotheses guided the study and tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of principals and teachers on the measures of teachers' motivation for greater performance in public secondary schools in Awka North Local Government Area of Anambra state.
2. There is no significant difference between the mean scores of principals and teachers on the various development programmes made available for teachers for greater performance in secondary schools in Awka North Local Government Area of Anambra state.
3. There is no significant difference between the mean scores of principals and teachers on the challenges facing school administrators for greater performance in secondary schools in Awka North Local Government Area of Anambra state.

METHODOLOGY

The design for this study was a descriptive survey. The population for this study was the eight (8) public secondary schools(8 principals and 131 teachers) in Awka north Local Government Area. The principals and teachers were selected using the census sampling technique due to the population was manageable. The instrument used for data collection wasa questionnaire titled:Teaching Staff Management for Greater Performance Questionnaire (TSMGPQ) designed by the researcher, using a 4-point rating scale of agreement of SD-4, A-3, D-2 and SD-1. The instrument was validated by experts in Educational Management Department. The Crombach Alpha Statistical method was used to determine the reliability of the instrument which yielded a coefficient of 0.91. Mean and standard deviation was used to answer and analyze the research questions while z-test statistical Method was used to test the hypotheses at 0.05 significant levels.

RESULT OF ANALYSES

Research Question 1: What are the motivational measures needed for teachers' greater performance in public secondary schools in Awka North Local Government Area of Anambra state?

Table 1: Mean assessment of the responses onteachers' motivation for greater performance *(N=139 respondents)*

		Principals (n=8)			Teachers (n=131)		
S/N	**Variables**	$\bar{x}_1$	**SD**	**Decision**	$\bar{x}_2$	**SD**	**Remark**
1.	Regular payment of salary to teachers	2.54	0.83	Agreed	2.66	0.90	Agreed
2.	Organizing periodic capacity development for teachers	2.68	0.84	Agreed	2.63	0.91	Agreed
3.	Promoting teachers regularly as at when due	2.50	0.86	Agreed	2.70	0.94	Agreed
4.	Adequate provision of teaching aids for teachers for lesson delivery	2.58	0.88	Agreed	2.54	1.04	Agreed
5.	Ensuring that teacher are well placed on the job	2.64	0.94	Agreed	2.54	1.05	Agreed
	Grand Mean & SD	**2.59**	**0.87**		**2.61**	**0.97**	

Source: *Field Survey, 2022,* $\bar{x}$ *≥2.50 agreed, otherwise disagreed; SD= standard deviation*

Result in Table 1 above shows the mean response of principals and teachers on measures of teachers' motivation for greater performance in public secondary schools in Awka North Local Government Area of Anambra state. Based on the mean responses obtained, both respondents agreed that: regular payment of salary to teachers, organizing periodic capacity development for teachers, promoting teachers regularly as at when due, adequate provision of teaching aids for teachers for lesson delivery are motivational measures needed for teachers greater performance in public secondary schools in Awka North Local Government Area in Anambra State.

Research Question 2: What are the various development programmes made available for teachers for greater performance in secondary schools in Awka North Local Government Area of Anambra state.

Table 2: Mean assessment of responses on various **developmentprogrammesavailableforgreaterperformance** ***(N=139 respondents)***

S/N	Variables	Principals (n=8) $\bar{x}_1$	SD	Decision	Teachers (n=131) $\bar{x}_2$	SD	Remark
6.	Sandwich programmes	2.67	0.91	Agreed	2.57	0.87	Agreed
7.	Part-time Programme	2.60	1.01	Agreed	2.59	0.96	Agreed
8.	Week-end Programme	2.99	0.94	Agreed	2.56	0.90	Agreed
9.	Correspondence Programme	2.59	0.90	Agreed	2.79	0.83	Agreed
10.	On-the-Job Training	2.57	0.95	Agreed	2.54	0.90	Agreed
	Grand Mean & SD	**2.68**	**0.94**		**2.61**	**0.89**	

Source: *Field Survey, 2022,* $\bar{x} \geq 2.50$ *agreed, otherwise disagreed; SD= standard deviation*

Result in Table 2 above shows the mean response of principals and teachers on development programmes made available for teachers for greater performance in public secondary schools in Awka North Local Government Area of Anambra state. Based on the mean responses obtained, both respondents agreed that: sandwich programme, part-time programme, week-end programme, adequate correspondence programme, on-the-job training are the available developemental programmes for teachers' greater performance in public secondary schools in Awka North Local Government Area in Anambra State.

Research Question 3: What are the challenges facing school administrators for greater performance in secondary schools in Awka North Local Government Area of Anambra state?

Table 3: Mean assessment of responses on challenges facing school administrators for greater performance
(N=139 respondents)

S/N	Variables	Principals (n=8) $\bar{x}_1$	SD	Decision	Teachers (n=131) $\bar{x}_2$	SD	Remark
11.	Poor working condition of administrators	3.59	1.32	Agreed	3.74	1.20	Agreed

12.	In adequate funding	3.71	1.30	Agreed	3.60	1.14	Agreed
13.	Administrative incompetence	3.77	1.25	Agreed	3.86	1.02	Agreed
14.	Poor human relations between teachers and administrators	3.32	0.82	Agreed	3.49	0.91	Agreed
15.	Inadequate facilities	3.96	1.20	Agreed	4.02	0.88	Agreed
	Grand Mean & SD	**3.67**	**1.18**		**3.74**	**1.03**	

Source: *Field Survey, 2022, $\bar{x}$ ≥2.50 agreed, otherwise disagreed; SD= standard deviation*

Result in Table 3 above shows the mean response of principals and teachers on the challenges facing school administrators for teachers for greater performance in public secondary schools in Awka North Local Government Area of Anambra state. Based on the mean responses obtained, both respondents agreed that: Poor working condition of administrators, inadequate funding, administrative incompetence, Poor human relations between teachers and administrators, inadequate facilities are all challenges facing school administrators for greater performance in public secondary schools in awka north local government area of Anambra state.

Result of Test of Hypotheses

Hypothesis 1: There is no significant difference between the mean scores of principals and teachers on the motivational measures needed for teachers' for greater performance in public secondary schools in Awka North Local Government Area of Anambra state.

Table 4: z-Test Analysis on teachers'motivationforgreaterperformance

Categories	$\bar{x}$	**SD**	**df**	***z-calz-crit***	**α**	**Decision**
Principals	2.59	0.87	8			
				0.06	1.96	0.05
Accept						
Teachers	2.61	0.97	131			

Table 4 shows that principals had mean and standard deviation score of 2.59 and 0.87, while teachers had 2.61 and 0.97 respectively. The z-cal value was 0.06, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, therefore, the null hypothesis stated was accepted. Thus, there was no significant difference between the mean scores of principals and teachers on the motivational motivational measures needed for teachers' greater performance in public secondary schools in Awka North Local Government Area of Anambra state.

Hypothesis 2: There is no significant difference between the mean scores of principals and teachers on the various development programmes made available for

teachers for greater performance in secondary schools in Awka North Local Government Area of Anambra state.

Table 5: z-Test Analysis on development programmes made available for greater performance

Categories	$\bar{x}$	SD	df	*z-calz-crit*		α	Decision
Principals	2.68	0.94	8				
				0.21	1.96	0.05	
Accept							
Teachers	2.61	0.89	132				

Table 5 shows that principals had mean and standard deviation score of 2.68 and 0.94, while teachers had 2.61 and 0.89 respectively. The z-cal value was 0.21, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, therefore, the null hypothesis stated was accepted. Thus, there was no significant difference between the mean scores of principals and teachers on development programmes made available for teachers for greater performance in public secondary schools in Awka North Local Government Area of Anambra state.

Hypothesis 3: There is no significant difference between the mean scores of principals and teachers on the challenges facing school administrators for greater performance in secondary schools in Awka North Local Government Area of Anambra state.

Table 6: z-Test Analysis on challenges facing school administrators for greater performance

Categories	$\bar{x}$	SD	df	*z-calz-crit*		α	Decision
Principals	3.67	1.18	8				
				0.16	1.96	0.05	
Accept							
Teachers	3.74	1.03	131				

Table 6 shows that principals had mean and standard deviation score of 3.67 and 1.18, while teachers had 3.74 and 1.03 respectively. The z-cal value was 0.21, while the z-crit was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was less than z-crit, therefore, the null hypothesis stated was accepted. Thus, there was no significant difference between the mean scores of principals and teachers on challenges facing school administrators for teachers for greater performance in public secondary schools in Awka North Local Government Area of Anambra state.

DISCUSSION OF FINDINGS

The finding in Table 1 revealed that both respondents agreed that regular payment of salary to teachers, organizing periodic capacity development for teachers, promoting teachers regularly as at when due, adequate provision of teaching aids for teachers for lesson delivery and ensuring that teacher are well placed on the job can enhance greater performance. This

finding is supported by Georgewill and Agabi (2018) who stressed that there were different ways of motivating staff in a school organization which among such ways include improvement on status of teaching, improvement on professional condition of teaching, promotion of teachers, adequate provision of teaching aids, improvement of teachers welfare package, adequate job assignment, award for teachers, among other factors. Adequate motivation of teachers indeed occupies a very important role in the educational enterprise as is seen in the views of Amosas cited in Duru (2008) when he observed that if teachers are poorly motivated, they become apathetic, uncommitted, uninspired, lazy, and anti-social.

Result in Table 2 revealed that both respondents agreed that: sandwich programmes, part-time programme,week-end programme, adequate correspondence programme and on-the-job training are the available development programmes made available for teachers in the area. The finding is supported by study of Chuu-uzomah and Nwafor (2018) who acknowledged that it is necessary to continuously expose teachers to training through teacher education such as sandwich programme, conferences and workshop as this will enable them to be updated with the latest teaching methods, skills and learning practices. More so, Ilueme and Ebong (2018) also supported the above statement by stressing that teachers' knowledge and skills can be developed by attending workshops, conferences and seminars.

Result in Table 3 revealed that both respondents agreed that: poor working condition of administrators, inadequate funding, administrative incompetence, poor human relations between teachers and administrators and inadequate facilities are some challenges facing school administrators in the management of teachers. This finding is supported by Ogumode, et al (2020) who noted that most directors and executives of educational institutions lack the professional qualifications, skills and charisma or good human relations necessary for effectiveness and efficiency in teacher management. This however, may lead to gross decline in teacher performance in schools. In addition, Ogumode, Wama and Dilmurd (2020) stressed that the consequence of lack of professional knowledge on teachers management may result to neglect of staff welfare, poor control of staff and students as well as low vision for such institutions.

CONCLUSION

Based on the findings of the study, it was discovered that, the motivational measures for teachers greater performance in public secondary schools are; regular payment of salary to teachers, regular promotion of teachers, adequate provisions of teaching aids to teachers etc.

It also revealed that on-the-job training, part-time programmes among other sare motivating and development programmes for greater performance in public secondary schools in Awka North Local Government Area of Anambra State.

The result also revealed that poor working condition of administrators, inadequate funding administrative incompetence, poor human relations between teachers and administrators, and others are some challenges rocking staff greater performance in public secondary schools. In conclusion, the government, the school administrators and teachers need to work in consonance in order to achieve greater performance of teachers in public secondary schools in awka north local government area of anambra state.

RECOMMENDATION

Based on the findings of the study, it is recommended that:

1. Government should provide adequate incentives like, regular payment of salary, regular promotion, teaching aids, etc. for teachers. This will motivate teachers for greater performance the public secondary schools.
2. Government should strengthen secondary schools by providing/ sponsoring teachers to undergo in-service programmes.
3. Government should improve the working conditions of the administrators by making adequate funds available for them to achieve administrative competence for teachers' greater performsance in public secondary schools in awka north local government area of anambra state.

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