**STRATEGIES FOR PROMOTING PRODUCTIVITY OF TEACHERS IN SECONDARY SCHOOLS IN UDI LOCAL GOVERNMENT OF**

**ENUGU STATE**

**BY**

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**ENUGU STATE**

**JULY, 2017.**

**TITLE PAGE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF ECONOMICS**

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**HONOURS IN ECONOMICS EDUCATION**

**SUPERVISOR: DR. E.N. EZUGWU**

**JULY, 2017**

**CERTIFICATION**

Eze Lilian Onyinye, an undergraduate student in the Department of Arts and Social Science Education, with the Reg. No: U13/EDU/ECO/007, has satisfactorily completed the Requirements for course and research Work for the award of Bachelor of social science education, B.sc. (Ed).

Head of Department Supervisor

**APPROVAL PAGE**

This project has been approved for the Department of Arts and Social Science Education, Godfrey Okoye University, Ugwuomu Nike, Enugu.

By

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(HOD ECONOMICS EDUCATION)

EXTERNAL EXAMINER DATE

**DEDICATION**

I dedicate this work to God Almighty, and lovely Uncle and wife Mr. Ezeh Valentine .C. and Mrs. Ezeh Amaka .S., also to my late parents (guardian) Late Mr. Eze Anthony Okafor (Papa Nwaeze) and Mrs Ezeh Monica Mgbori (Mama Nwaeze). Also dedicating it to late Dad Mr. Ezeh Celsius Chijioke. (Nwannem)

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**Abstract**

This study looked at strategies of promoting productivity of teacher in secondary school. The purpose of this study is to determine the strategies that can be employed to promote productivity of teacher in secondary schools in Udi local government area of Enugu state. The study adopted a descriptive research design. Three research questions were formulated to guide the study. The instrument used for data collection was the questionnaire. The question was subjected to both content and face validation .two experts lecturers from science and vocational education and one from economics education validated the contents of the questionnaire on their appropriateness in addressing the problems of the research question. A sample size of 225 was used in this study. The researcher personally administered the questionnaire to the respondents. Data collected were analyzed using mean. A mean value of 2.5 and above was accepted while that below 2.5 was rejected. Finding showed that more need to be done to encourage workers at their work places. Based on the finding of the study, recommendations were made.

**CHAPTER ONE**

**INTRODUCTION**

In this chapter, background of the study, statement of the problem, purpose of the study, scope of the study, significance of the study and research questions were discussed.

**Background of the Study**

This project is on the strategies for promoting productivity of teacher in secondary schools in Udi local government area of Enugu. Promoting productivity of teachers in secondary schools deals with the way things can be done in various schools to reach an effective end. These include the use of work hours and mode of motivation on the teachers.

Production in economics is a process of workers combining various material inputs and immaterial inputs in order to make something for consumption.

Economic well-being is created in a production process, meaning all economic activities that aim directly or indirectly to satisfy human wants and needs.

The word Productivity first came in writing in 1776. According to Sumanth (1990), the term productivity was probably first time used by French mathematician in an article in 1776. Littre in 1883 defined productivity as the faculty to produce. In discussing how different people look at productivity, it will be necessary to name examples of some people who would at one time or the other be involved in promoting productivity. Eatwell and Newman (1991) defined productivity as a ratio of some measures of output to some index of input. Regardless of the type of production, be it economic or political system, this definition of productivity remains the same as long as the basic concept is the relationship between the quantity and quality of resources used to produce them. According to the department of labour, productive workplace is built on teamwork and is shared vision of where a business is heading. Before an effective productivity could be attained, there must be willingness among the staffs at all levels to keep learning and investing in skills.

Productivity describes the various measures of the efficiency of production. It is also the measure of the efficiency of a person, machine, factory and system. Productivity is computed by dividing average output per period by the total cost incurred. Productivity is much more important than revenues and Profits of the organization because profits only reflect the end result whereas Productivity reflects the increase efficiency as well as effectiveness of business Policies and processes. The importance of productivity can never be under looked by any diligent business owner. Successful ventures are often those that give priority to productivity compared to solely looking into revenues and profits of the company.

The public complaint about the continuous fall in productivity of teachers in secondary schools in Udi Local Government is now at an alarming rate. It is for this reason that this work is carried out in the view to finding the cause of low productivity, how to eliminate them and bring about recommendations that will promote productivity of teachers in secondary schools in Udi general to achieve a successful result in the programme. Hence, productivity can actually be evaluated with respect to level of growth rate. A high productivity represents good use of resources and high returns. High growth rates show an active and growing economy or industry with potential. It is argued that productivity is one of the basic variables governing economics production activities or rather the most important one.

However, productivity is seen as one of the most vital factors affecting an educational institution’s competitiveness. According to Koss and Lewis, (1993) many educators who every day make decisions about improving teaching efficiency do not know how to answer the question: what do we really mean by productivity? So far, the term productivity may seem rather easy to understand, however, there are several implications which have caused much confusion. A common mistake is, for instance, to use productivity measures of production, which refers to the amount of a product or service produced.

Promoting productivity is the volume of goods and services produced per worker within some specific unit of the year. High productivity comes from having the right leaders creating the right environment that allows employees to increase in their skills, knowledge and feel empowered. To promote productivity of teacher, there must be visionary leaders who are trained to be more goal oriented, and focused on results and also hold a clear picture of where they are taking the community or organization.

By way of analogy, Amadi (1991) explained that example of productivity ratio is kilometers driven per gallon of petrol where petrol is the input and kilometers covered constituted the output. However, input measure of petrol is not used to determine the efficiency of the car’s performance. Together, related factors such as speed, traffic flow, the engine’s efficiency and the fuel’s efficiency are equally involved in the computation of the input index. The output measure of kilometer driven therefore becomes a gauge of the effectiveness of the result achieved. Smith (2017) divided up labor into two broad categories, productive and unproductive labor. Productive labor, according to Smith, was any work which fixed itself in a tangible object. Unproductive labor was any work where the value was consumed as soon as it was created. Smith contrasted the role of laborers in a manufacturing plant (productive work) with the tasks of a servant (unproductive work).

**Statement of the Problem**

The researcher was spurred to embark on this work following reported cases of poor performance of teachers in secondary schools in Udi Local Government. There has been continuous decrease in productivity of teachers since Nigeria independence resulting in poor achievement of students in external examinations over the year. This study was carried out to investigate the causes of low productivity of teachers in secondary schools in Udi Local government with a view to proffering solutions to the menace.

**Purpose of the Study**

This study aimed at investigating the strategies for promoting productivity of teachers in secondary schools Udi Local Government Area of Enugu State of Nigeria. Specifically the study sought to;

1. Identify the causes of low productivity of teachers in secondary schools in Udi local government.

2. Identify how productivity and academic growth could be increased in the community.

3. Identify the mode of teachers’ recruitment in the post primary schools in Udi Local Government Area.

**Scope of the Study**

The focus of the study will be on strategies for promoting productivity of teacher in Udi Local Government Area.

**Significance of the Study**

Findings from of this study will benefit parents, students, ministry of education. The higher recruitment of experienced and professional teachers into the teaching profession will create more chances of high productivity in the government and the classroom.

Therefore, if ministry of education applies the recommended approach derived from the result of the study they will be more productive. The management will be directed on what should be done by the teachers to promote productivity in the system. Teachers will impact more knowledge in their students. The students will benefit by acquiring knowledge and performing better in their examinations. Parents will be happy seeing their words performing excellently well and their money not being wasted. The society will have highly intelligent individuals who will contribute to the growth of the nation.

**Research Questions**

To guide the study the following research questions were used.

1. What are the causes of low productivity of teachers in secondary schools?
2. How can productivity and academics growth be increased in Udi Local Government
3. What are the modes of teachers’ recruitment in post primary schools?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

In this chapter, conceptual frame work, theoretical frame work and summary of literature review will be reviewed.

**Conceptual framework**

**Concept of strategies**

According to Thompson et al. (2004) strategy is a game plan which management of an organization adopts to stake out market position, attract competent employee and please costumers, compete successfully, conduct operations and achieve organizational goals.

According to Wikipedia, strategies are high levels plan to achieve one or more goals under conditions of uncertainty.

Strategy is a method, road map, blue print worked out in advance for achieving some objectives (Nicholas, 2000). It also a means or procedure for doing something. This implies that strategy is a careful plan or method for achieving a particular goal usually over a period of time. However, strategies for promoting productivity in civil service can be worked out through Technical, Vocational education and Training (TVET). Technical, Vocational Education and Training (TVET) is the type of education which provides individual with skills, knowledge and attitudes for accurate employment in a specific occupation. According to chandler (1962), strategy is the determination of long-term good and objectives of an enterprise and the adoption of cause of action and the allocation of resources necessary to carry out organizational objectives.

**Concept of Productivity**

The concept of productivity has been defined in different ways by different scholars. Productivity according to Iyaniwura and Osoba (1983), Antle and Capalbo (1985) is a quantitative relationship between output and input. Wikipedia defines productivity as various measures of the efficiency of production. When economist refers to productivity at the highest level, they are referring to an economist’s ability to convert inputs into outputs. Productivity results when an organization or company is productive. When people are engaged, thriving and are able to perform at high levels it is productivity.

Productivity is broadly defined as the relationship between output of one or more of associated inputs used in the production processes (national research council, 1979). The divergence in opinion among researchers centers on the choice of concept for a specific measurement purpose, and how to measure output and inputs. In essence, the selection of an appropriate concept of productivity depends on the objective of measurement, availability of data and preference of research. Conceptually, productivity is a simple metric. The metric is a sign of how efficiency a team or organization has organized and managed the piece of work being measured. There are four types of productivity, the four types are:

* Labor productivity: This is the ratio per person. It measures the efficiency of the transformation of something into a product of higher value.
* Capital productivity: This is the ratio of output to the input of physical capital. Improving physical capital yields an increase in output.
* Material productivity: This is the ratio of output to the input of material.
* Total factor productivity (TFP): This is not a simple ratio of output, but rather it is a measure that captures everything that is not as labor, capital, or material productivity.

In 1995, the productivity movement reached an innovative driven phase. Labor productivity has been a major source of economic growth. Olaoye (1985) observed that as a concept, it can assume two dimensions: namely total factor productivity and partial productivity. The total factor productivity relates to productivity that is defined as the relationship between output produced and an index of composite inputs; meaning the sum of all the input of basic resources notably labour, capital goods and natural resources. Newman (1991) caption total factor productivity as multi-factor productivity. Productivity is not an easy concept to define. Essentially, it is a measure of the efficiency with which we can turn inputs into outputs, based on new technologies and business models, a capable and educated workforce and effective management of firms and organizations.

NECA2 (1991) observes that it is more common in productivity studies to see emphasis placed on labour productivity. By coincidence, at national level, labour productivity translates to what is known as human productivity. It is the typeof productivity that affects directly the purchasing power of the population since: National productivity = gross national product

Working population

Theoretically, it goes without saying that there is a link between per capita income.

There are different measures of productivity and the choice between them depends either on the purpose of the productivity measurement and/or data availability. One of the most widely used measures of productivity is Gross Domestic Product (GDP) per hour worked. This measure captures the use of labour inputs better than just output per employee. Generally, the default source for total hours worked is the OECD Annual National Accounts database, though for a number of countries other sources have to be used. Despite the progress and efforts in this area, the measurement of hours worked still suffers from a number of statistical problems. Namely, different concepts and basic statistical sources are used across countries, which can hinder international comparability. In principle, the measurement of labour inputs should also take into account differences in workers’ educational attainment, skills and experience. Accordingly, the OECD has started to develop adjusted labour input measures. To take account of the role of capital inputs, an appropriate measure is the flow of productive services that can be drawn from the cumulative stock of past investments (such as machinery and equipment). These services are estimated by the OECD using the rate of change of the ‘productive capital stock’, which takes into account wear and tear, retirements and other sources of reduction in the productive capacity of fixed capital assets. The price of capital services per asset is measured as their rental price. In principle, the latter could be directly observed if markets existed for all capital services. In practice, however, rental prices have to be imputed for most assets, using the implicit rent that capital goods’ owners ‘pay’ to themselves (or the ‘user costs of capital’).

Productivity measurement is the qualification of both the output and resources of a productive system. The goal of productivity measurement is productivity improvement, which invades a combination of increased effectiveness and a better use of available resources. Given the significance of this challenge, the Federal Government called in the Productivity Commission. Its discussion paper highlights the “justified global anxiety” that “growth in productivity — and the growth in national income that is inextricably linked to it over the longer term — has slowed or stopped. Across the OECD, growth in GDP per hour worked was lower in the decade to 2016 than in any decade from 1950 economy**”** Whatever measurement tools are adopted, productivity-enhancing reform will be a key driver of long-term growth and jobs. It will enable us to compete globally not just on cost, which promotes a self-defeating “race to the bottom”, but on quality, design and innovation as the framework conditions of a high wage, high productivity.

**Concept of teacher**

Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress.

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise [study halls](https://en.wikipedia.org/wiki/Study_hall), help with the organization of school functions, and serve as supervisors for [extracurricular activities](https://en.wikipedia.org/wiki/Extracurricular_activities). In some education systems, teachers may have responsibility for student [discipline](https://en.wikipedia.org/wiki/Discipline). The OECD has argued that it is necessary to develop a shared definition of the skills and knowledge required by teachers, in order to guide teachers' career-long education and professional development. Some evidence-based international discussions have tried to reach such a common understanding. For example, It has been found that teachers who showed enthusiasm towards the course materials and students can create a positive learning experience. These teachers do not teach by rote but attempt to find new invigoration for the course materials on a daily basis. One of the challenges facing teachers is that they may have repeatedly covered a curriculum until they begin to feel bored with the subject, and their attitude may in turn bore the students. Students who had enthusiastic teachers tend to rate them higher than teachers who didn't show much enthusiasm for the course materials.

Teachers that exhibit enthusiasm can lead students who are more likely to be engaged, interested, energetic, and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students' intrinsic motivation to learn and vitality in the classroom. Controlled, experimental studies exploring intrinsic motivation of college students has shown that nonverbal expressions of enthusiasm, such as demonstrative gesturing, dramatic movements which are varied, and emotional facial expressions, result in college students reporting higher levels of intrinsic motivation to learn.

There are various mechanisms by which teacher enthusiasm may facilitate higher levels of intrinsic motivation. Teacher enthusiasm may contribute to a classroom atmosphere of energy and enthusiasm which feeds student interest and excitement in learning the subject matter. Enthusiastic teachers may also lead to students becoming more self-determined in their own learning process. The concept of mere exposure indicates that the teacher's enthusiasm may contribute to the student's expectations about intrinsic motivation in the context of learning. Also, enthusiasm may act as a "motivational embellishment", increasing a student's interest by the variety, novelty, and surprise of the enthusiastic teacher's presentation of the material. Finally, the concept of emotional contagion, may also apply. Research shows that student motivation and attitudes towards school are closely linked to student-teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environments that foster student achievement depends on the kind of relationship they build with their students. Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide her student in aligning her personal goals with her academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions.

Students are likely to build stronger relations with teachers who are friendly and supportive and will show more interest in courses taught by these teachers. Teachers that spend more time interacting and working directly with students are perceived as supportive and effective teachers. Effective teachers have been shown to invite student participation and decision making, allow humor into their classroom, and demonstrate a willingness to play.

The way a teacher promotes the course she is teaching affects how much benefit the student will get out of the subject matter. The three most important aspects of teacher enthusiasm are enthusiasm about teaching, enthusiasm about the students, and enthusiasm about the subject matter A teacher must enjoy teaching If they do not enjoy what they are doing, the students will be able to tell They also must enjoy being around their students. A teacher who cares for their students is going to help them succeed in their life in the future. The teacher also needs to be enthusiastic about the subject matter she is teaching. For example, a teacher talking about chemistry needs to enjoy chemistry and show that to her students. A spark in the teacher may create a spark of excitement in the student as well. An enthusiastic teacher has the ability to be very influential in the young student's life. In many countries, a person who wishes to become a teacher must first obtain [specified professional qualifications or credentials](https://en.wikipedia.org/wiki/Certified_teacher) from a [university](https://en.wikipedia.org/wiki/University) or [college](https://en.wikipedia.org/wiki/College). These professional qualifications may include the study of [pedagogy](https://en.wikipedia.org/wiki/Pedagogy), the science of teaching. Teachers, like other professionals, may have to, or choose to, continue their education after they qualify a process known as [continuing professional development](https://en.wikipedia.org/wiki/Continuing_professional_development).

The issue of teacher qualifications is linked to the status of the profession. In the twentieth century, many intelligent women were unable to get jobs in corporations or governments so many chose teaching as a default profession. As women become more welcomed into corporations and governments today, it may be more difficult to attract qualified teachers in the future.

Teachers are often required to undergo a course of initial education at a [College of Education](https://en.wikipedia.org/wiki/College_of_Education) to ensure that they possess the necessary knowledge, competences and adhere to relevant [codes of ethics](https://en.wikipedia.org/wiki/Ethical_code).

There are a variety of bodies designed to instill, preserve and update the knowledge and professional standing of teachers. Around the world many teachers' colleges exist; they may be controlled by government or by the teaching profession itself.

They are generally established to serve and protect the public interest through [certifying](https://en.wikipedia.org/wiki/Certify), governing, quality controlling, and enforcing standards of practice for the teaching.

The functions of the teachers' colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into [allegations](https://en.wikipedia.org/wiki/Allegation) of professional misconduct and taking appropriate disciplinary action and [accrediting](https://en.wikipedia.org/wiki/Accredit) teacher education programs. In many situations teachers in [publicly funded schools](https://en.wikipedia.org/wiki/Public_school_(government_funded)) must be members in good standing with the college, and [private schools](https://en.wikipedia.org/wiki/Private_school) may also require their teachers to be college members. In other areas these roles may belong to the State [Board of Education](https://en.wikipedia.org/wiki/Board_of_Education), the [Superintendent of Public Instruction](https://en.wikipedia.org/wiki/Superintendent_of_Public_Instruction), the [State Education Agency](https://en.wikipedia.org/wiki/State_Education_Agency) or other governmental bodies. In still other areas [Teaching Unions](https://en.wikipedia.org/wiki/Teaching_Union) may be responsible for some or all of these duties.

**Theoretical Framework**

Strategies for promoting productivity have been found to be rooted in the theories of motivation.

**The five (5) psychological theories of motivation to increase productivity are:**

1. **HERTZBERG’S TWO FACTOR THEORY.**

In the search for the strategies for promoting productivity of teacher in secondary schools in Udi Local Government, this study will find Herzberg’s two factor theory very important. The two factor theory of motivation (otherwise known as the dual factor theory or motivation hygiene theory) was developed by psychologist Fredrick Hertzberg in the 1950s. Analyzing responses of 200 accountants and engineers who were asked about their positive and negative feelings about their work, Hertzberg found 2 factors that influence employee motivation and satisfaction. They are motivation and hygiene factors.

**MOTIVATION FACTORS**-Are factors that lead to satisfaction and motivate teachers to work harder. Example might be, enjoy your work, and feel recognized and career progression. In this factor, the employees should be motivated by given them moral or material supports where moral support includes praising and commending them whenever they carry out functions intelligently and excellently while in material support includes allowances, free medical services and promotion if possible. All these are essential motivations factors which if well applied will raise the morals of workers and thereby induce them to increase their performance which in turns lead to increase productivity.

**HYGIENE FACTORS**- Are those that can lead to dissatisfaction and a lack of motivation if they are absent. Examples include salary, company policies, benefits, relationship between teachers and principals and teachers and students. According to Herzberg’s findings, while motivator and hygiene factors both influenced motivation; they appeared to work completely independently of each other.

#### While motivator factors increased teachers’ satisfaction and motivation, the absence of these factors didn’t necessarily cause dissatisfaction. Likewise, the presence of hygiene factors didn’t appear to increase satisfaction and motivation but their absence caused an increase in dissatisfaction.

#### How to use them in promoting productivity of teachers in secondary schools

This theory implies that for productivity to be promoted in schools, the teachers needs to work on improving both motivator and hygiene factors.

To help motivate teachers, make sure they feel appreciated and supported. Give plenty of feedback and make sure the teachers understand how they can grow and progress through the system.

To prevent job dissatisfaction, make sure that the teachers feel that they are treated right by offering their schools the best possible instructional materials and fair pay. Make sure you pay attention to their team and form supportive relationships with them.

**2. MASLOW’S HIERARCHY OF NEEDS THEORY**

This theory was coined by psychologist Abraham Maslow in his 1943 paper entitled“ A Theory of Human Motivation”.

The crux of the theory is that individuals’ most basic needs must be met before they become motivated to achieve higher level needs.

The hierarchy is made up of 5 levels:

1. **Physiological** – these needs must be met in order for a person to survive, such as food, water and shelter.  
   2. **Safety** – including personal and financial security and health and wellbeing.  
   3. **Love/belonging** – the need for friendships, relationships and family.  
   4. **Esteem** – the need to feel confident and be respected by others.  
   5. **Self-actualization** – the desire to achieve everything you possibly can and become the most that you can be.

**How to use the levels in promoting productivity in post primary schools**

In order to get the most out of teacher, the government and ministry of education should also make sure they support them in other aspects of their lives outside work. Perhaps they can offer free books and other instructional material to give teachers moral to focus on their students and make sure they are paid fairly to help them feel financially stable. In doing so, the teacher will be encouraged to tighten their belt to bring out the best in them thereby achieving the main aim.

According to the hierarchy of needs, you must be in good health, safe and secure with meaningful relationships and confidence before you are able to be the most that you can be. In the search for the strategies for promoting productivity of teachers, this study will find Herzberg’s two factor theory very important.

**3. HAWTHORNE EFFECT THEORY**

This theory was first described by Henry A. Landsbergis in 1950 who noticed a tendency for some people to work harder and perform better when they were being observed by researchers.

The Hawthorne Effect is named after a series of social experiments on the influence of physical conditions on productivity at Western Electric’s factory at Hawthorne, Chicago in the 1920s and 30s.

The researchers changed a number of physical conditions over the course of the experiments including lighting, working hours and breaks. In all cases, teachers productivity increased when a change was made. The researchers concluded that teachers became motivated to work harder as a response to the attention being paid to them, rather than the actual physical changes themselves.

The Hawthorne Effect studies suggest that employees will work harder if they know they’re being observed. While I don’t recommend hovering over teachers watching them all day, you could try providing regular feedback, letting your team know that you know what they’re up to and how they’re doing. The government showing teachers that they care about them and their working conditions may also motivate them to work harder. Encourage them to give you feedback about their students’ level of understanding and suggestions on how to improve their knowledge, hence the import of this study. The Hawthorne Effect studies suggest that teacher will work harder if they know they’re being observed.

**How to apply them to its effectiveness**

Showing the students that their teachers care about them and their improvement may also motivate them to read harder and also ask questions in the classroom. The principals should always encourage their teacher to give them feedback and suggestions about their happenings within the school premises and changes noticed on any of students by so doing, the students will be more serious with their studies and there will be effective result.

1. **EXPECTANCY THEORY**

Expectancy theory proposes that people will choose how to behave depending on the outcomes they expect as a result of their behavior. In other words, we decide what to do base on what we expect the outcome to be. At work, it might be that we work longer hours because we expect a pay rise. However, Expectancy Theory also suggests that the process by which we decide our behaviors is also influenced by how likely we perceive those rewards to be. In this instance, teachers may be more likely to work harder if they had been promised a pay rise (and thus perceived that outcome as very likely) than if they had only assumed they might get one.

Expectancy Theory is based on three elements:

1. **Expectancy** – the belief that your effort will result in your desired goal. This is based on your past experience, your self-confidence and how difficult you think the goal is to achieve.  
   2. **Instrumentality** – the belief that you will receive a reward if you meet performance expectations.  
   3. **Valence** – the value you place on the reward. The key here is to set achievable goals for the teachers and provide rewards that they actually want.

**How to add them to work**

Rewards don’t have to come in the form of salary increase, bonuses or all-expensive paid nights out Praise, opportunities for progression and “teacher of the month” style rewards can all go a long way in motivating the teachers.

Therefore, according to Expectancy Theory, people are most motivated if they believe that they will receive a desired reward if they hit an achievable target. They are least motivated if they don’t want the reward or they don’t believe that their efforts will result in the reward.

**5. Three-Dimensional Theory of Attribution**

Attribution Theory explains how we attach meaning to our own, and other people behavior. There are a number of theories about attribution. Bernard Weiner’s three dimensional theory of attribution assumes that people try to determine why we do what we do. According to Weiner, the reasons we attribute to our behavior can influence how we behave in the future. For example, a student who fails an exam could attribute their failure to a number of factors and it’s this attribution that will affect their motivation in the future.

Weiner theorized that specific attributions (e.g. bad luck, not studying hard enough) were less important than the characteristics of that attribution. According to Weiner, there are three main characteristics of attributions that can affect future motivation.

1. **Stability** – how stable is the attribution? For example, if the teachers believe they failed the work because they weren’t smart enough, this is a stable factor. An unstable factor is less permanent, such as being ill.

According to Weiner, stable attributions for successful achievements, such as passing exams, can lead to positive expectations, and thus higher motivation, for success in the future. When add to this, if teachers can be stable in their work, there will be more great out come.

However, in negative situations, such as teachers failing to achieve their goals, stable attributions can lead to lower expectations in the future.

2. **Locus of control** – was the event caused by an internal or an external factor?

For example, if the student believes it’s their own fault they failed the exam, because they are innately not smart enough (an internal cause), they may be less motivated in the future. If they believed an external factor was to blame, such as poor teaching, they may not experience such a drop in motivation.

3. **Controllability** – how controllable was the situation? If an individual believes they could have performed better, they may be less motivated to try again in the future than someone who believes they failed because of factors outside of their control. The teachers should endeavor to give their students take home assignment, letting them know they can improve and how they can go about it and anyone who doesn’t do his/her own will be severely punished. This theory will help prevent them from attributing their failure to an innate lack of skill and see that success is controllable if they work harder or use different strategies.

#### Teachers could also praise the students for showing an improvement, even if the outcome was still not very correct. For example, teacher might praise a student for using the correct methodology even though the results weren’t what you wanted. This way, you are encouraging them to attribute the failure to controllable factors, which again, can be improved upon in the future thereby promoting teachers productivity.

#### How to apply it to the workplace

The principals should give the teachers specific feedback, letting them know that they (the principal) know that they (the teachers) can improve and how they can do it. This, will help prevent them from attributing their failure to an innate lack of skill and see that success is controllable if they work harder or use different strategies.

**Summary**

In this chapter, the concept of strategies, concept of productivity, and the concept of teachers was explained in the conceptual framework. In the theoretical framework, the five (5) psychological theories of motivation to increase productivity were exhaustively reviewed.

**CHAPTER THREE**

**RESEARCH METHOD**

In this chapter, design of the study, Area of the study, Population of the study, Sample and Sampling Techniques, Instrument for Data collection, Validation of the Instrument, Reliability of the Instrument, method of data collection and method of data analysis were discussed.

**Design of the Study**

This study was carried out using descriptive survey design which entails the gathering, analyzing and interpretation of a set of data in view of explaining the strategies for promoting productivity in secondary schools in Udi Local Government Area of Enugu State.

**Area of the Study**

The area for this study is Udi Local Government Area of Enugu State, Situated at Udi on the A232 highway Abia Udi Enugu State.

**Population of the Study**

The population comprises of all the secondary school teachers in Udi Local Government Area of Enugu State which have a record of 25 secondary schools with the total number of 832 teachers.

**Sample and Technique and** **Sampling Technique**

The Researcher based on the population of the study gathered, applied a simple Random of Sampling Technique without replacement in selecting the particular schools investigated. Three secondary schools out of the 25 secondary schools were used to ensure fair representation of the sample, proportional random sampling was used to select the teachers. Taro Yamene statistical tool was used in getting the sample size, which is worked thus:

N

1+N (e)2

Where n = sample size

N=population size

e =level of significance

1 = constant value

150

N= 1+150(0.05)2

150

1+150(0.0025)

150

1+0.375

150

1.38

n=108.7 sample size

**Instrumentation**

The method of investigation adopted was a combination of both primary and secondary sources of data. Questionnaire was used as an instrument of data collection. Its open ended structured questions were used to enable the researcher to eliminate irrelevant materials to the study. During the time of this research work, questionnaires were distributed personally by the researcher to the staff of the local government. The delivery of the questionnaire by the researcher was in order to avoid loss, through postage.

**Primary Source**

In the course of this study, the researcher collected primary information through the use of personal interviews as well as structured questionnaire. Oral questions

were also put to some members of the staff who do not have enough vacant spaces to give responses to the questions in the questionnaire.

**Secondary Source**

The secondary data were gotten from textbooks, journals, internet, and lecture notes.

**Validation of the instrument**

To make sure the instrument measures what it’s supposed to measure, content and face validity was used to validate the instrument for the study. The researcher gave the supervisor the instrument for correction, advice and vetting. Proper correction was given by the supervisor in form of ideas, corrections which assisted the researcher in reconstructing and modifying the items contained in the questionnaire.

**Reliability of the instrument**

Mugenda and Mugena (1999), defined reliability as a measurement technique to test whether the researcher instrument produces consistent result or data after repeated trials**.** to ensure the reliability of the instrument,.

**Method of data collection:**

The researcher personally administered the questionnaires to the respondent. The questionnaires were dropped in the potential respondents to be filled at their own pace and later collected by the researcher from the office of each staff.

**Methods of data analysis**

In analyzing the data collected, mean score will be used to achieve this, the four point-rating scale was given value as SA=Strongly Agreed 4, A= Agreed 3,SD= Strongly Disagree 2, D=Disagree1. The cut off mean score was 2.5, this forms the standard for accepting or rejecting any item on the questionnaire. Any item with a mean response of 2.5 and above is accepted, while those that recorded a mean response below 2.5 were rejected. The mean score was presented in a tabular form.

**Decision Role**

Any item with mean 2.5 and above is regarded as agree while any item with mean less than 2.4 and below is regarded as disagree.

**CHAPTER FOUR**

**DATA ANALYSIS**

In this chapter, data were analyzed using the three research questions generated to guide the study as follows:

**Research Question 1:**

**What are the causes of low productivity of teachers in secondary schools in Udi Local Government Area of Enugu State?**

**Table 1:** Mean response on what are the causes of low productivity of teachers in secondary schools in Enugu State?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SD**  **(1)** | **D**  **(2)** | **A**  **(3)** | **SA**  **(4)** | **X** | **DECISION** |
| 1 | Inconsistence salary. | 10 | 35 | 60 | 45 | 2.9 | ACCEPTED |
| 2 | Outdated teaching method and poor instructional materials. | 20 | 30 | 45 | 55 | 2.9 | ACCEPTED |
| 3 | Late payment of salary. | 30 | 55 | 35 | 30 | 2.4 | **REJECTED** |
| 4 | Poor school management | 12 | 38 | 40 | 60 | 3.0 | ACCEPTED |
| **Total (Grand Mean) = (ƩX)**  **N** | | | | | | **11.2**  **4**  **=2.8** | **Accepted** |

Accepted x > 2.5

The table 1above shows that the respondents agreed that all the items in the table on the causes of low productivity of teachers in secondary schools are correct except no 3 which is rejected. The table has four (4) items of which three reached the agreed mean score of 2.5. Items 1, 2 and 4 were accepted with a higher significant mean score of 3.0 and 2.9 where item 1and 2 have mean score of 2.9, while item 3 was rejected with mean score of 2.4. and item 4 has the highest score of 3.0. The total grand mean score of 2.8 shows that there is actually low productivity of teachers in secondary schools in Udi local government area of Enugu state.

**Research Question: 2**

**How can productivity and academic growth be increased in secondary schools in Udi Local Government?**

**Table2:** Mean response on how productivity of teachers and academic growth can be increased in secondary schools in Udi Local Government?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SD**  **(1)** | **D**  **(2)** | **A**  **(3)** | **SA**  **(4)** | **X** | **DECISION** |
| 5 | Having effective learning environments. | 22 | 38 | 51 | 39 | 2.7 | ACCEPTED |
| 6 | By being a friendly and supportive teacher to the students. | 22 | 32 | 57 | 33 | 2.6 | ACCEPTED |
| 7 | Preparing lessons in accordance with the curriculum. | 31 | 23 | 41 | 55 | 2.8 | ACCEPTED |
| 8 | Assessing pupil performances. | 15 | 27 | 38 | 70 | 3.1 | ACCEPTED |
| **Total (Grand Mean) = (ƩX)**  **N** | | | | | | **11.2**  **4**  **=2.8** | **Accepted** |

Accepted x > 2.5

The table two above indicates that all the items in the table on how productivity and academic growth can be increased are all accepted with total grand mean score of 2.8. The respondents agreed that all the items in the table on how productivity and academic growth can be increased are correct. The table has four (4) items of which all reached the agreed mean score of 2.5 where item 5 obtained 2.7, item 6 with the mean score of 2.6, item 7 has mean score of 2.8 while the 8th item has the highest mean score of 3.1.the total grand mean of 2.8 was obtained which shows that productivity and academic growth can be attained in the secondary schools in Udi Local Government Area of Enugu State.

**Research Question 3:**

**What are the modes of teacher’s recruitment into secondary schools?**

**Table 3:** Mean response on what are the modes of teacher’s recruitment into secondary schools?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SD**  **(1)** | **D**  **(2)** | **A**  **(3)** | **SA**  **(4)** | **X** | **DECISION** |
| 9 | Employing someone with good qualification. | 15 | 30 | 42 | 63 | 2.8 | ACCEPTED |
| 10 | By assessing their level intelligence by interviewing them before employment. | 11 | 29 | 65 | 45 | 3.0 | ACCEPTED |
| 11 | Employ by the level of teaching experience. | 13 | 43 | 65 | 29 | 2.7 | ACCEPTED |
| 12 | By employing experts into their field of study | 19 | 38 | 39 | 59 | 3.0 | ACCEPTED |
| 13 | By examining them with written exam before employment. | 17 | 28 | 58 | 47 | 2.9 | ACCEPTED |
| 14 | Employ fresh graduate with personal influence. | 31 | 53 | 43 | 23 | 2.4 | **REJECTED** |
| 15 | By employing for attitude and train for skill. | 21 | 29 | 41 | 59 | 2.9 | ACCEPTED |
| 16 | By the use of external sources of recruitment like advertisement. | 26 | 31 | 41 | 52 | 2.8 | ACCEPTED |

Accepted x > 2.5

Table 3 above reveals that the respondents agreed that the post primary school board can employ her teachers with the above strategies or methods except the item number 14 which says employ fresh graduates with personal influence. Seven out of the 8 items in the above table 3 reached the agreed mean score of 2.5, except item 14 which was rejected with mean score of 2.4. Items 9 was accepted with the mean score of 2.8, item 10 was accepted with mean score of 3.0, item 11with the mean score of 2.7, item 12 with the mean score of 3.0,item 13 with mean score of 2.9, 15was also accepted with the mean score of 2.9 where item 16 was accepted with mean score of 2.8. The total grand mean score of 2.8 shows that for productivity of secondary schools teachers to be increased, there are certain effective modes with which to employ teachers to the benefit of the students, parents and community at large.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION, RECOMMENDATIONS, IMPLICATION OF THE STUDY, LIMITATION OF THE STUDY, SUGGESTIONS FOR FURTHER STUDY, AND SUMMARY**

This chapter discussed: discussion of findings, conclusion, recommendation, implications of the study, limitation of the study suggestions for further study and summary.

**Discussion of Findings**

Table one with items 1-4 dealt with research question. It was the opinion of the respondents that there still exist effective causes of low productivity of teachers in secondary schools. Such causes include; inconsistence salary, outdated teaching methods and poor school management of which poor school management and outdated teaching methods are the main causes. The finding is in agreement of with the view of Kristen May (2017) from small business.chron.com copyright. In his view, any company with the levels of low productivity could theoretically get more work to be done which leads to wasting of money and losing ground to competitors.

Table two with 4 items dealt with research question 2. The result of the finding reveals that all the strategies for promoting productivity and academic growth in the in the secondary schools are effective as advised by George .N. Root 111 (2017) in smallbusiness.chron.com where he said that increasing employee productivity is a key component in growing company revenue therefore increasing teachers productivity is to impact more knowledge on the students thereby achieving their goals. Any school where there qualified teacher always stand the chances of having more students thereby increasing the revenue of the school. These strategies include; having effective learning environments, by being a friendly and supportive teacher to the students, by preparing lessons in accordance with the curriculum, assessing pupils’ performances.

. These responses reveal that when a company takes the time to promote productivity in workplace, it is making positive changes in the associations’ future.

Table three with 8 items dealt with research question 3. The finding shows that some of the ways through which effective and professional teachers can be employed to the benefit of ministry and society at large. These ways are; Employing someone with good qualification, By assessing their level of intelligence by interviewing them before employment, Employ by the level of teaching experience, By employing experts into their field of study, By examining them with written exam before employment, Employ fresh graduate with personal influence, By employing for attitude and train for skill, By the use of external sources of recruitment like advertisement.

**Conclusion**

In conclusion, based on the research carried out, the result of the analysis showed that if the post primary schools management Board can adopt the strategies mentioned here which are;

* By creating a forum where the students will be allowed to express their feelings in the secondary schools.
* By rewarding teachers who excel in the discharge of their duties.
* To make sure that teachers and management have an open line of communication.

There will be increase in the productivity of teachers in secondary schools as well showing its effective impact on the behavior of the students.

**Recommendations**

Following the findings of this research, the following recommendations will be made in order to promote productivity of teachers in secondary schools in Udi Local Government Area of Enugu State.

1. Post primary schools management Board should map out strategies for effective recruitment of teachers into the system.
2. The ministry of education must employ a qualified candidate because his/her effective contributions will help increase productivity which will translate into excellent performance of the students.
3. The ministry of education should continuously check the activities of teachers in secondary schools to fish out the ghost workers among the teachers.

**Educational Implication of the study**

The finding of the study will be of immense benefit to secondary schools in Udi local government and also to the teachers by increasing their level of productivity.

More importantly, the outcome of this analysis has implications for general and specific methodologies for the government to provide room for seminars and workshops for skill acquisition based on the teacher’s area of interest and improve their knowledge. This will help the teachers to be more focused and achieve better result.

**Limitations of the study**

During the finding of this research, the researcher encountered some challenges on the process of carrying out this study. The challenges include;

* The researcher faced some delay due to inability of the respondents to answer the questions within the time given to them.
* The researcher also encountered financial problems as regards the production of the questionnaire.
* The researcher encountered difficulty in transportation while going to the places where the questionnaire was distributed.
* The researcher also encountered the challenges getting the right materials for the work.
* Combining the research work with assignments, exams and class attendance was too hectic for the researcher.

**Suggestions for further study**

In view of the limitations to the study, the researcher suggests that further studies should be carried out on:

1. Similar studies should be carried out in other Local Government Area of the State.
2. The correlation between teachers’ effectiveness and students’ achievement should studied.

**Summary of Findings**

The result of the analysis based on the responses of the respondents to questionnaire items revealed that;

There still exist some major causes of low productivity of teachers which includes outdated teaching methods, poor school management, and inconsistence salary. All this affects the activities of the secondary school teachers thereby causing continuous reduction in their achievement. And in order to solve these issues there will be a need to adopt the five psychological theories of motivation to increase productivity. The theories include: Hertzberg’s two factors theory which dealt on employee’s satisfaction and motivation, Maslow Herarchy of needs which dealt on the needs of the employees, Hawthorne effect theory which suggest that teachers will work harder if they know they’re being observed, Expectancy theory which believes that people will choose how to behave depending on the outcomes they expect as a result of their behavior. In other words, they decide what to do base on what they expect the outcome to be, Attribution Theory that explains how people attach meaning to their own, and other peoples’ behavior.

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**Appendix A**

Department of Art and Social Science Education,

Godfrey Okoye University,

Enugu.

18/05/2017

Dear respondent,

The researcher is a final year student of economics education of the above named university and department carrying out a research. The research is purely an academic exercise and is based on the public perception of the people on strategies of promoting productivity of teachers in secondary schools in Udi Local Government Area of Enugu state.

You have been selected to assist in providing the necessary information for this research. The information you provide is strictly anonymous and will be treated with utmost confidentiality.

Thank you for your cooperation.

Yours faithfully,

…………………….

**Eze Lilian.O.**

**QUESTIONNAIRE**

Please give the right answer about yourself by ticking the appropriate box or filling the blank space**.**

1. Gender: Female [ ], Male [ ]
2. Occupation: teache[ ] junior staff [ ] chairman [ ]manager[ ]
3. Marital status: Single[ ] married[ ]
4. Education: Non formal[ ] Primary Certificate[ ] SSCE[ ] OND/NCE[ ] B.Sc[ ] HND[ ]
5. Age: 20-29[ ] 30-39[ ]40-49[ ]50-59[ ]60 and above[ ]

Instructions: the questionnaire is being structure on a four-point response scale of Strongly Agreed (SA) with 4 points, Agreed (A) with 3 points

Disagreed (D) with 2 points, strongly disagree (SD) with 1 point.

The responses were assigned in the value of 4, 3, 2 and 1 respectively.

**Question 1**: What are the causes of low productivity of teachers in secondary schools in Udi Local Government?

|  |  |  |
| --- | --- | --- |
| **S/N** | **ITEMS** |  |
| 1 | Inconsistence salary |  |
| 2 | Outdated teaching methods |  |
| 3 | Late payment of salary |  |
| 4 | Poor school management |  |

The table below consists of (4) items to be answered, at the right hand side of the table is provided, four spaces containing numbers that represent how you feel about these suggested measures as in 4= Strongly Agreed, 3=Agreed, 2= Disagree, 1= Strongly disagree.

**Question 2**: How productivity of teachers and academic growth can be increased in secondary schools in Udi Local Government Area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 5 | Having effective learning environments. |  |  |  |  |
| 6 | By being a friendly and supportive teacher to the students. |  |  |  |  |
| 7 | Preparing lessons in accordance with the curriculum. |  |  |  |  |
| 8 | Assessing pupil performances. |  |  |  |  |

This final section contains eight (8) items. You are also required to tick the number of your choice.

**Question 3**: What are the modes of teachers’ recruitment in secondary schools?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS** | **SA** | **A** | **D** | **SD** |
| 9 | Employing someone with good qualification. |  |  |  |  |
| 10 | By assessing their level of intelligence by interviewing them before employment. |  |  |  |  |
| 11 | Employ by the level of teaching experience. |  |  |  |  |
| 12 | By employing experts into their field of study |  |  |  |  |
| 13 | By examining them with written exam before employment. |  |  |  |  |
| 14 | Employ fresh graduate with personal influence. |  |  |  |  |
| 15 | By employing for attitude and train for skill. |  |  |  |  |
| 16 | By the use of external sources of recruitment like advertisement. |  |  |  |  |