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EVALUATING FACTORS ENHANCING TEACHERS' PRODUCTIVITY FOR QUALITY LEARNING OUTCOMES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study evaluated the factors enhancing teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State. Two research questions guided this study. A descriptive survey research design was employed in the study. Population for the study comprised 5,867 teachers from the 259 public secondary schools within 6 education zones in Anambra State. Sample size of the study constituted a total of 587 teachers and 181 public secondary schools within the 6 education zones, selected at 10% and 70% respectively, from the entire teacher and public secondary schools' population using stratified random sampling technique. A researcher-developed 23-item questionnaire titled: "Teachers' Productivity for Quality Learning Outcomes Questionnaire (TPQLOQ)" was the instrument for data collection. The research instrument was validated by three experts from the Department of Educational Management and Policy. A pilot-test was carried out in order to establish reliability of the questionnaire. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The findings of the study revealed among others that such factors as adequate mobilization of instructional resources likewise teaching aids, effective, participatory and supportive leadership styles of the principals, use of constructive supervision, teacher qualification and constant engagement in professional development programmes for capacity building and so on, enhanced teachers' productivity for quality learning outcomes in the management of secondary schools in Anambra State. Among the recommendations which were proffered from the findings of the study are that Anambra State government through Post Primary Schools Service Commission (PPSSC) should provide adequate funding, allocate adequate resources, improve infrastructure in order to create good work environment with sufficient instructional materials and technological facilities, supportive school leadership with effective styles and skills to monitor teacher's work, which will facilitate effective teaching and learning likewise enhanced teacher productivity for quality learning outcomes in the management of secondary schools in Anambra State.

Keywords: Factors, Enhancing, Teachers, Productivity, Quality, Learning, Outcomes, Management

Introduction

Education involving secondary education is one of the great instruments for sustainable development in the Nigerian society. Secondary education is equally an effective and aggregate tool which maximizes the potentials and skills of the individual for self-fulfillment and general development of the society (Federal Republic of Nigeria, FRN, 2014). Secondary education thus, is vital for the preparation of students for future employment in the world of work. This level of education also prepares students for higher

education, which is known for manpower training and development in different fields of studies. From all the foregoing statements, the benefits of secondary education to both students and Nigerian society cannot be overemphasized. Secondary education has been established to achieve certain goals and objectives by offering diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles. It provides trained manpower in the applied sciences, technology and commerce at sub-professional grades. Secondary education also provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development (Federal Republic of Nigeria, FRN, 2014). Attainment of all the goals and objectives of secondary education not only rest in the hands of principals alone but teachers as well. Teachers are one of the important school personnel the see to students' learning in the secondary schools. Teachers can be termed as professionals or experts who stand at the forefront of students' learning. Their effectiveness and productivity will always lead to quality learning outcomes for attainment of educational goals and objectives. The role of teachers in the areas of providing qualitative teaching, monitoring students' academic progress, coordinating students' assessment, supervising students' projects and assignments, rendering efficient guidance and counselling services, can never be over-emphasized. Hattie (2012) opined that the teachers' role is multifaceted and dynamic, extending beyond the mere transmission of knowledge. A teacher serves as an educator, mentor, guide and facilitator, contributing significantly to the academic, social and emotional development of students. The responsibilities of teachers can be categorized into several core functions of stimulating critical thinking, creativity and problem-solving skills among students; imparting subject-specific knowledge and fostering the intellectual growth of their students; creating a supportive learning environment that promotes students social interactions and emotional well-being; and continuously update their knowledge and skills to stay current with educational advancements and changing student needs, among many others (Hattie, 2012). All-round development of the students is highly dependent of the teachers whose productivity counts for quality learning outcomes in school. The quality of teachers' work productivity is known to be a key predictor of students' academic performances and achievements.

Teacher productivity entails the efficiency and effectiveness with which teachers perform their instructional duties and responsibilities (Marzano, Marzano, & Pickering, 2021). Ibi, Gwary and Adamu (2020) described teacher productivity as a measure of how goals of school as a learning center are being achieved through learners' productivity in the classroom. Ibi et al (2020) further asserted that productivity is the hall mark of growth and development of a nation as effective and efficient way for measuring or getting things done. Productivity is seemingly considered as a factor that could determine teacher's effectiveness in the teaching profession. Productivity, in its simplest term, is defined as the result of the efforts exerted and the resources utilized in teaching/learning interactions. Assessing teachers' productivity therefore, can involve evaluating lesson planning, instructional delivery, and students' engagement (Marzano et al, 2021). Quality learning outcomes on the other hand, can be referred to the desired achievements, skills, and knowledge acquired by students as a result of effective teaching and learning processes. Measuring quality learning outcomes involves assessing student mastery of curriculum standards and application of knowledge in real-world contexts (Wiggins & McTighe,

2021). In the realm of secondary education in Anambra State, Nigeria, the productivity of teachers plays a pivotal role in managing and shaping the quality of learning outcomes, which is usually enhanced by several factors. Factors can simply be referred to as those elements or variables that influence a particular outcome or decision. In educational management and research, factors influencing students' academic achievements can include socioeconomic status, teacher quality and parental involvement, among others (Leithwood & Riehl, 2021). However, several factors could enhance teacher productivity in secondary schools and they include: adequate mobilization of instructional resources likewise teaching aids, effective, participatory and supportive leadership styles of the principals, use of constructive supervision, teacher qualification and constant engagement in professional development programmes for capacity building among many others, have been reported in most empirical studies to have enhanced teachers' productivity for quality learning outcomes in the management of secondary schools. Hallinger (2023), Leithwood and Riehl (2021) and Marzano, Marzano and Pickering (2021) opined that factors such as teacher professional development opportunities, supportive school leadership and effective classroom management techniques and strategies, among others, enhanced teachers' productivity. Teachers' job productivity is influenced by a multitude of factors that contribute to their effectiveness and they include various aspects of professional practice, institutional support, and personal motivation. These factors as further observed by Epstein (2021), Fullan (2021), Guskey (2021), Little (2021), Mishra and Koehler (2021), Skaalvik and Skaalvik (2021), Tomlinson (2021), and Wiggins and McTighe (2021) encompasses teacher collaboration and professional learning communities (PLCs), use of data to inform instruction, clear educational goals and expectations, parental and community involvement, technology integration in teaching, teacher well-being and work-life balance, inclusive teaching practices, professional autonomy and decision-making, teacher motivation and professional engagement, adaptation to changing educational policies, cultural competence and diversity awareness, collaboration with support staff, among others. These factors collectively contribute to enhancing teachers' productivity and play a critical role in improving the quality of learning outcomes in secondary schools in Anambra State.

Prince-Ifoh (2022) identifying the factors improving teacher productivity opined that high teacher-student ratio, inadequate facilities and infrastructure, equipment and materials could affect teachers' effectiveness and could also reduce the performance level of an average learner. In a situation of unconducive school climate, teachers may find it difficult to function effectively. Eke (2013) opined that teachers engaging in training such as induction training and orientation, in-services training, intra-school and inter-school visitation programme, assisted to stimulate teachers' productivity. Kulkarni (2013) added that training and development programmes play a vital role in every organization. These programmes improve employee performance at workplace, it updates employee knowledge and enhances their personal skills and it helps in avoiding managerial obsolescence. Kisiruli (2012) study as reported by Prince-Ifoh (2022) indicated that working environment must be improved to enhance working productivity. Organizations need to place all efforts to ensure that incentives such as intrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers' efforts, commitment. Researchers like Ozoemena (2013) have also

investigated the place of motivation on teachers' productivity. Different motivational factors have been considered by researchers to establish their influence on teachers' productivity. Specifically, incentives like monetary incentive (salary), non-monetary incentives like promotion, job security etc. have been linked directly to staff productivity. Promotion is another social benefit that creates an avenue that can motivate teacher to work actively, it is seen as a feed-back that the workers have performed well. It has been observed that both motivation and promotion tend to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Ozoemena, 2013). The presence of many of these factors make significant impact and contributions in the management of secondary education. Besides, management of secondary schools entail the process of planning, organizing, coordinating, and controlling resources and activities to achieve organizational goals. Management determines how the resources of the school can be effectively organized, applied, utilized and coordinated for achievement of educational goals and objectives (DuFour, 2023). Effective school management thus, includes strategic planning, budgeting, and personnel management to ensure efficient operation and educational excellence (DuFour, 2023). Enhancing means to improve or increase the quality, value, or effectiveness of something. Strategies for enhancing teacher effectiveness may include professional development programmes and mentoring initiatives (Hallinger, 2023). Hence, the positive impacts and collective contributions of these factors on teacher job productivity for quality learning outcomes can be reflected in their effectiveness in classroom management, instructional delivery, counselling services and student engagements. These factors to creating a supportive and effective learning environment in secondary schools in Anambra State, thereby enhancing the quality of learning outcomes. The positive impacts of these factors can be observed in several ways of enabling teachers who participate in professional development programmes and use effective instructional strategies to become better equipped to engage students and improve academic performance (Leithwood & Riehl, 2021). Supportive leadership and collaborative environments contribute to higher levels of teacher morale, job satisfaction, and retention. Teachers feel valued and supported, which positively impacts their motivation and commitment to student success (Hallinger, 2023).

Effective classroom management and differentiated instruction address individual student needs, reducing student disengagement and dropout rates. This creates a more inclusive and supportive learning environment that promotes student persistence and success (Marzano et al, 2021). Clear educational goals and data-driven instruction ensure that teaching practices are aligned with curriculum standards and educational objectives. This alignment enhances instructional coherence and consistency, leading to more coherent and effective learning experiences for students. Defined learning objectives provide clarity for both teachers and students, guiding instructional planning and assessment practices (Wiggins & McTighe, 2021). Furthermore, collaboration among teachers promotes the sharing of best practices, increases instructional effectiveness, and supports student learning (DuFour, 2023). Data-driven instruction enables teachers to tailor their teaching to meet individual student needs and address learning gaps effectively (Guskey, 2021). Engaged parents and community stakeholders support student learning outside the

classroom, reinforcing academic success (Epstein, 2021). Effective use of technology enhances learning experiences, facilitates access to resources, and prepares students for a digital world (Mishra & Koehler, 2021). Supported teachers are more motivated and effective in their roles, positively impacting student outcomes (Skaalvik & Skaalvik, 2021). Addressing diverse student needs promotes equity and enhances overall learning outcomes for all students (Tomlinson, 2021). All these aforementioned factors underscore the importance of investing in teachers' professional development, fostering supportive leadership, and implementing evidence-based instructional practices to enhance the quality of learning outcomes especially in the management secondary schools in Anambra State. Never minding the importance of these factors in the secondary school system, yet many schools including those in Anambra State are devoid of these factors. Many lack the necessary educational and instructional resources, educational infrastructure and technological facilities, including other factors that could aid teacher productivity for school's improvement. It has equally been noticed in Anambra State that many teachers do not undergo quality professional development training programmes for their capacity building which indirectly impacts on their teaching in the classroom and students' academic performance. Additionally, due to the absence of most of these factors in secondary schools, several misconducts, malpractices and indiscipline has become that order of the day. This poor situation draws attention and focus to the researcher towards finding out those factors that could significantly enhance teachers job productivity for quality learning outcome in the management of secondary schools. Previous empirical studies like those of Adamu (2019), Dinensio, Anumaka, Tamale and Mugizi (2021), Eke (2013), Gbesoevi, Salami, Akinlade, Oluwatunbi and Ola (2023), Hallinger (2023), Kulkarni (2013), Leithwood and Riehl (2021), Marzano, Marzano and Pickering (2021), Ozoemena (2013) and Prince-Ifoh (2022) have been conducted looking at a few of these factors. Because of the dearth of research in this area, the researcher has been motivated to carry out this present empirical study. This empirical study therefore, sought to delve into the factors that enhance teachers' job productivity and their impact on achieving high-quality learning outcomes in the management of secondary schools in Anambra State. Understanding these factors is crucial for improving educational standards and fostering a conducive learning environment in Anambra State and beyond.

Statement of the Problem

In Nigeria and Anambra State inclusive, many secondary schools face ongoing challenges in achieving consistent and high-quality learning outcomes. Despite efforts to improve educational standards, there remains a need to comprehensively understand and enhance factors that contribute to teachers' productivity. The effectiveness of teachers in delivering quality education is pivotal to student successes and academic achievements, yet the specific factors that significantly influence their productivity in this context remain underexplored. Existing researches highlight various factors that contribute to enhancing teachers' productivity in secondary schools, such as adequate mobilization of instructional resources, effective leadership styles, constructive supervision, and continuous professional development. However, there still remains a gap in understanding how specific contextual factors within Anambra State influence the effectiveness of teachers' productivity. Additionally, there is a need for more empirical studies that explore the nuanced interactions between these factors and their impact on

AJEMATES
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educational outcomes, particularly in the local context of Anambra State secondary schools. By filling this gap, future research can contribute to a more nuanced understanding of effective strategies for enhancing teachers' productivity and, consequently, improving the overall quality of learning outcomes in secondary schools within Anambra State. Therefore, the problem addressed by this study is to identify and evaluate the factors that enhance teachers' productivity and their impact on achieving quality learning outcomes in secondary schools in Anambra State. Key questions guiding this study include: What are the critical factors that enhance teachers' job productivity in secondary schools in Anambra State? How do these factors contribute to improving the quality of learning outcomes among students? This study aims to fill gaps in current knowledge by providing empirical insights into the factors that positively influence teachers' productivity and their implications for educational management and student achievement in Anambra State secondary schools.

Purpose of the Study

The purpose of this study was to evaluate factors enhancing teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State. Specifically, the study aimed to:

1. Ascertain the factors that enhance teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State.
2. Assess the contributions of these factors to enhancing teachers' job productivity for quality of learning outcomes among students in the management of secondary schools in Anambra State.

Research Questions

The following two research questions guided the study:

1. What are the factors that enhance teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State?
2. How do these factors contribute to enhancing teachers' job productivity for quality learning outcomes among students in the management of secondary schools in Anambra State?

Methods

A descriptive survey research design was employed in the study. This research design entailed using a research instrument, the questionnaire, to collect data from a sample of teachers within a large population of teachers in the public secondary schools in Anambra State. Information retrieved from the sample of teachers was thereafter analyzed using a statistical tool in other to generate data and draw generalization given based on the findings. Population for the study comprised 5, 867 teachers from the 259 public secondary schools within 6 education zones in Anambra State. Justification for choosing only the teacher population was based on the fact that they were in a better position to expose and describe the reality likewise true situation of things as they existed in the area of study regarding the study. Sample size of the study constituted a total of 587 teachers and 181 public secondary schools within the 6 education zones, selected at 10% and 70% respectively, from the entire teacher and public secondary schools' population using stratified random sampling technique. A researcher-developed 23-item questionnaire titled: "Teachers' Productivity for Quality Learning Outcomes Questionnaire (TPQLOQ)" was the instrument for data collection. Construction of the questionnaire was based on the purpose of the study and research questions. The questionnaire was

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (1), January-April, 2025 https://ajemates.org

structured on 4-point rating scale of Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) -1 point, in order to answer the two research questions. The research instrument was validated by three experts from the Department of Educational Management and Policy. The experts determined the face and content validity of the questionnaire by making some necessary corrections on few items on the instrument and which were equally incorporated before the final distribution of the questionnaire. A pilot-test carried out once on a single administration was used in order to establish reliability of the questionnaire. The test involved sampling 15 teachers from 3 public secondary schools in Anambra State which were not part of the study. After the pilot-test, scores obtained were collated and computed using Cronbach Alpha statistics which gave internal consistency reliability value 0.77 and 0.79 for each of the two clusters respectively and summed up to yield an overall reliability value of 0.78, showcasing that the questionnaire was reliable for conducting the study. Method of data collection was through a personal contact with the respondents, involving the help of six research assistants representing each of the education zones in this area. An on-the-spot method was also adopted in distributing all the copies of the questionnaire. These research assistants who were familiar with both the intentions of the study and area of study, received directives and instructions on how to collect the necessary information from the teachers using the questionnaire. At first the research assistants took permission from the principals before administering the questionnaire to the teachers. Distribution of the questionnaire to the respondents took a period of five working days. A total of 587 copies of the questionnaire were distributed to the sampled teachers and all of them were retrieved at a 100% rate of return. Data collated were analyzed using mean scores rated at 2.50 and standard deviation statistics. The decision rule for taking decisions on the items on the questionnaire which was rated at 2.50 was that any mean score which rated at 2.50 and above was regarded to be in support of the statement and therefore termed as agree (A). Any mean score that rated below 2.50 was regarded as not in support of the statement and therefore termed disagree (D).

Results

Research Question One: What are the factors that enhance teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State?

Table 1: Mean Scores and SD of Respondents concerning the Factors that Enhance Teachers' Productivity for Quality Learning Outcomes in the Management of Secondary Schools in Anambra State; N = 587Teachers

S/N	Please show your agreement concerning the factors which enhance your productivity for quality learning outcomes in your school	SA	A	D	SD	X	SD	Decision
1.	Good work environment with adequate educational infrastructure, instructional materials likewise technological facilities	246	192	100	49	3.08	0.96	**Agree**
2.	Supportive school leadership with effective styles and skills	169	202	111	105	2.74	1.06	**Agree**
3.	Use of constructive supervision to monitor teacher's work	199	165	124	99	2.79	1.09	**Agree**
4.	Good teaching qualifications with pedagogical skills	222	137	127	101	2.82	1.12	**Agree**
5.	Opportunities for constant participation in professional development likewise capacity building training programmes	201	207	93	86	2.89	1.04	**Agree**
6.	Effective classroom management techniques and strategies	189	164	112	122	2.72	1.12	**Agree**
7.	Creating opportunities which fosters teacher collaborations, teamwork, professional learning communities (PLCs) including collaboration with support staff	165	177	109	136	2.63	1.12	**Agree**
8.	Promoting parental and community involvement in school management	184	213	103	87	2.84	1.03	**Agree**

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (1), January-April, 2025 https://ajemates.org

9.	Integrating technology in teaching likewise into the curriculum	166	176	140	105	2.69	1.07	**Agree**
10.	Promoting a work-life balance or well-being for teachers through adequate motivation such as welfare packages, incentives, rewards including other remunerations	197	178	110	102	2.80	1.09	**Agree**
11.	Creating opportunities to foster professional autonomy, freedom in decision-making concerning students' academics	188	146	129	124	2.68	1.13	**Agree**
12.	Maintaining conducive climate in the classroom through adaptable teacher-student ratio	204	221	84	78	2.94	1.01	**Agree**
	Overall Mean Score & SD =					**2.80**	**1.08**	**Agree**

Analysis of result in Table 1 revealed that all the items from 1 to 12 were rated above 2.50 of the acceptable mean score by the teachers to show their agreement with all these statements. None of the items was rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean score and standard deviation (SD) of 2.80 and 1.08 indicated closeness in the mean responses of the teachers. This result indicated that all the factors investigated enhanced teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State.

Research Question Two: How do these factors contribute to enhancing teachers' job productivity for quality learning outcomes among students in the management of secondary schools in Anambra State?

Table 2: Mean Scores and SD of Respondents concerning How these Factors Contribute to Enhancing Teachers' Productivity for Quality Learning Outcomes in the Management of Secondary Schools in Anambra State; N = 587Teachers

S/N	**Please show your agreement concerning how these factors contributes towards enhancing your productivity for quality learning outcomes in your school**	SA	A	D	SD	X	SD	Decision
13.	Promotes effectiveness of teaching in the classroom, counselling services likewise students' engagement in order to achieve educational goals and objectives	223	213	99	52	3.03	0.95	**Agree**
14.	Creates a positive school climate which promotes high levels of teacher morale, job satisfaction and retention for positive students' learning outcomes	195	209	100	83	2.88	1.03	**Agree**
15.	Enables teachers address individual student needs which reduces student disengagement and dropout rates	149	263	69	106	2.78	1.02	**Agree**
16.	Makes learning environment to become more inclusive, engaging and supportive which promotes student persistence likewise academic successes	240	172	80	95	2.95	1.09	**Agree**
17.	Enables teachers to provide data-driven instructions which ensures that teaching practices are aligned with curriculum standards and educational objectives leading to more coherent and effective learning experiences for students	196	169	122	100	2.79	1.08	**Agree**
18.	Supports teachers' adoption of varieties of teaching methodologies that guides instructional planning and assessment practices which promotes students' learning for positive outcomes	177	186	130	94	2.76	1.05	**Agree**
19.	Collaborations among teachers promotes the sharing of best practices, increases instructional effectiveness, and supports student learning	168	197	101	121	2.70	1.09	**Agree**
20.	Enables teachers provide quality professional services tailored towards meet individual student needs and address learning gaps effectively	231	207	60	89	2.99	1.05	**Agree**

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (1), January-April, 2025 https://ajemates.org

21.	Encourages parents and community stakeholders active support for students' learning outside the classroom in order to reinforce academic success	192	161	131	103	2.75	1.09	**Agree**
22.	Encourages teachers' motivation which positively impacts on students' outcomes	188	177	123	99	2.77	1.07	**Agree**
23.	Addresses diverse student needs which promotes equity including enhancing overall learning outcomes for all students	199	179	139	70	2.86	1.02	**Agree**
	Overall Mean Score & SD =					**2.84**	**1.06**	**Agree**

Analysis of result in Table 2 revealed that all the items from 13 to 23 were rated above 2.50 of the acceptable mean score by the teachers to show their agreement with all these statements. None of the items was rated below 2.50 of the acceptable mean score by the teachers to show their disagreement with these statements. The overall mean score and standard deviation (SD) of 2.84 and 1.06 indicated closeness in the mean responses of the teachers. This result indicated that all these factors investigated contributed to enhancing teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State.

Discussions

Findings of this study revealed the factors which enhanced teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State. This finding implied that factors including: creating good work environment with adequate educational infrastructure, instructional materials and technological facilities, supportive school leadership with effective styles and skills, use of constructive supervision to monitor teacher's work, good teaching qualifications with adequate pedagogical skills, opportunities for constant participation in professional development likewise capacity building training programmes, use of effective classroom management techniques and strategies, creating opportunities which fosters teacher collaborations, teamwork, professional learning communities (PLCs) including collaboration with support staff, promoting parental and community involvement in school management, integrating technology in teaching and into the curriculum, promoting a work-life balance or well-being for teachers through adequate motivation such as welfare packages, incentives, rewards including other remunerations, creating opportunities to foster professional autonomy, freedom in decision-making concerning students' academics, and maintaining conducive climate in the classroom through adaptable teacher-student ratio; all these factors enhanced teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State. This finding corroborates and is equally in line with Prince-Ifoh (2022) study which indicated that such factors improving teacher productivity which included high teacher-student ratio, inadequate facilities and infrastructure, equipment and materials could affect teachers' effectiveness and could also reduce the performance level of an average learner. In a situation of unconducive school climate, teachers may find it difficult to function effectively.

The present study finding corroborates with Eke (2013) study which confirmed that teachers engaging in training such as induction training and orientation, in-services training, intra-school and inter-school visitation programme, assisted to stimulate teachers' productivity. Kulkarni (2013) found out that training and development programmes played a vital role in every organization. These programmes improved employee performance at workplace, and updated employee knowledge and enhanced their personal skills and helped in avoiding managerial

obsolescence. Kisiruli (2012) study as reported by Prince-Ifoh (2022) confirmed that the working environment must be improved to enhance workers' productivity. Organizations need to place all efforts to ensure that incentives such as intrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers' efforts, commitment and productivity. The present study finding corresponds and concurs with the findings of Ozoemena (2013) study which indicated different motivational factors which had influence on teachers' productivity. Incentives like monetary incentive (salary), non-monetary incentives like promotion, job security etc. was linked directly to staff productivity. Promotion created an avenue that motivated teachers to work actively, it was seen as a feed-back that the workers have performed well. But if individuals within an organization are deprived their promotions, they would become disconnected and consequently, led to labour turnover (Ozoemena, 2013). This finding corroborates with the findings of Ibi, Gwary and Adamu (2020) study which discovered that teachers' fringe benefits namely car loan, housing loan, responsibility allowance, health insurance scheme, in-service training to enhance teacher capacity and scholarship for teachers, were factors that determined teachers' productivity in public secondary schools in Maiduguri Metropolis. Hence, these factors enhanced teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State.

It was further discovered in the present study that these factors contributed positively towards enhancing teachers' job productivity for quality learning outcomes among students in the management of secondary schools in Anambra State. This include that the presence of these factors promotes effectiveness of teaching in the classroom, counselling services and students' engagement in order to achieve educational goals and objectives. They create for a positive school climate which promotes high levels of teacher morale, job satisfaction and retention for positive students' learning outcomes. Enable teachers address individual student needs which reduces student disengagement and dropout rates. These factors also make the learning environment to become more inclusive, engaging and supportive which promotes student persistence likewise academic successes. They enable teachers to provide data-driven instructions which ensures that teaching practices are aligned with curriculum standards and educational objectives leading to more coherent and effective learning experiences for students. Support teachers' adoption of varieties of teaching methodologies that guides instructional planning and assessment practices which promotes students' learning for positive outcomes. They promote collaborations among teachers promotes the sharing of best practices, increases instructional effectiveness, and supports student learning. They enable teachers provide quality professional services tailored towards meet individual student needs and address learning gaps effectively. These factors furthermore, encourage parents and community stakeholders active support for students' learning outside the classroom in order to reinforce academic success. They encourage teachers' motivation which positively impacts on students' outcomes; and addresses diverse student needs which promotes equity including enhancing overall learning outcomes for all students.

This finding agrees and flows with the finding of Prince-Ifoh (2022) study which indicated that such factors improving teacher productivity enhanced their effectiveness to function in the school. The present study finding corroborates with the findings of Kulkarni (2013) study which discover that training and development

programmes improved employee performance at workplace, and updated employee knowledge and enhanced their personal skills. The finding of this study equally aligns with Adamu (2019) study which found out that there were significant relationships between teachers' fringe benefits, teachers' professional development and teachers' job performance in senior secondary schools in Adamawa State. The present study finding corroborates with the findings of Dinensio, Anumaka, Tamale and Mugizi (2021) study which indicated that income security schemes, had a positive and significant influence on teachers' job performance more than basic pay, bonuses, allowances and remunerations provided for the teachers. The existence of income security schemes highly increased job productivity. Gbesoevi, Salami, Akinlade, Oluwatunbi and Ola (2023) study confirmed that there was a significant relationship between interpersonal relationship and teachers' productivity: a significant relationship between school safety and teachers' productivity; a significant relationship between institutional environment and teacher's productivity; and a significant relationship between school management and teachers' productivity. By implication, all aspect of school climate identified in this previous study played an integral role in teacher's productivity.

Conclusion

Teachers' productivity and effectiveness in secondary schools are influenced by several critical factors that contribute to their professional growth and instructional effectiveness. This study concludes and submits that factors such as adequate mobilization of instructional resources likewise teaching aids, effective, participatory and supportive leadership styles of the principals, use of constructive supervision, teacher qualification and constant engagement in professional development programmes for capacity building and so on, enhanced teachers' productivity for quality learning outcomes in the management of secondary schools in Anambra State.

Recommendations

Based on the findings of this study the following recommendations were made:

1. Anambra State government through Post Primary Schools Service Commission (PPSSC) should provide adequate funding, allocate adequate resources, improve infrastructure in order to create good work environment with sufficient instructional materials and technological facilities, supportive school leadership with effective styles and skills to monitor teacher's work, which will facilitate effective teaching and learning likewise enhanced teacher productivity for quality learning outcomes in the management of secondary schools in Anambra State.
2. Constant in-service training/retraining programmes should be organized for both principals and teachers through induction and orientation, workshops and seminars on the important benefits and contributions of these factors which will encourage creating an enabling environment that encourages collaborative decision-making, provide continuous professional development opportunities, improve effective supervisory practices likewise supportive leadership that enhances teacher morale, promotes innovation in teaching practices, and cultivates a culture of continuous improvement, necessary in enhancing teachers' job productivity for quality learning outcomes in the management of secondary schools in Anambra State.

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