

School Input Factors and Teacher Effectiveness in Some Local Government Areas of Lagos State, Nigeria

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ABSTRACT The effectiveness of any educational system depends to a great extent on the quality of teachers in terms of academic training and incentive administration. The study investigated school input factors and teacher effectiveness in public secondary schools in some local government areas in Lagos. Simple and stratified random sampling techniques were used to sample two federal recognized local government areas, ten secondary schools and 200 respondents. Training and Welfare Needs of Teacher Questionnaire (TWNTQ) was designed for the study. Nine hypotheses were tested at 0.05 level of significance. Data were analysed using t- test and Pearson Product Moment Correlation Coefficient. The findings indicated that the study independent variables were significant and had very strong relationship on teacher effectiveness. It was then recommended that the relevant educational bodies and other stakeholders should ensure that teachers welfare packages are genuinely improved upon and promptly administered.

INTRODUCTION

The fundamental objective of any organisation is the accomplishment of its goals. And this could be achieved and realized when human, material and financial resources within and outside the organisation are well harnessed and judiciously used by the management (Heuneman 1983). Tsana (1988) cited in Oyekan (2012) buttressed that the quality of human development process borders mainly on the quality of education and the quality of education is largely operationalized as the quality of teaching that goes on in the school system. For sometime now, the public is increasingly inquisitive and bothered about the school activities particularly the results and products of the school in terms of graduates they turn out yearly. The stakeholders – Government, communities, proprietors, employers, parents and even the learners themselves have reasons to worry about the results and products of the schools. The declining trends and deteriorating results from schools in terms of academic achievement, attitudes, values, intelligence, psychomotor skills and other affective measures in their graduates have been matters of concern across the globe. The returns from school vis – a – vis the huge investment from both government and private individual in education are quite disturbing and have made major stateholders to associate quality of school products with the quality of school personnel

who are largely teachers. Some wondered that the achievement scores of students are a reflection of the quality of teaching and quality of teachers.

An educational system that is worth its salt is one which emphasizes quality, relevance and equity, with the products of such educational system being adequately equipped with the necessary knowledge, skills and competences required to function effectively in the competitive world and to face the realities of life. Abdul Kareem (2001) cited in Oyekan (2012) stressed that education has been universally recognized as an investment in human capital which increases the productive capacity of the people and later yields economic benefits and contributes to future national wealth. Also Aghenta (2001) cited in Oyekan (2012) argued that education is the most powerful and dynamic instrument for social, political, economic, scientific and technological development of nations meaning that nations of the world cannot be self-reliant or recognized among the committee of nations without functional and quality educational system. Literatures have shown that student learning outcome have been determined by such variables of family, school, society and motivational factors (Oyekan 2012). Academic performance is also important for the successful development of young people in contemporary societies. Researches have also shown that students who do well in schools are better able to make the

transition into adulthood and to achieve occupational and economic progress.

One primary concern of school effectiveness is the question of what constitutes school effectiveness. Cheng (1996) noted that it is a concept often used in the literature of school management and improvement and often confused with school efficiency which is the capacity of a school to maximized its functions and the degree to which a school can perform school functions giving a fixed amount of school input. Related to this but further more focused is the view that growth in student achievement is the most appropriate criterion for assessing school effectiveness. This reflects a perspective of measuring school effectiveness by an improvement in student achievement.

Medley (1982) and Medley and Shannon (1994) cited in Oladosu (2014) distinguished between teaching effectiveness, teaching competence and teaching performance. Teaching effectiveness is seen as a matter of the degree of which a teacher achieves desired effects on students. Teaching performance is the way in which a teacher behaves in the process of teaching while competence is the extent to which the teacher possesses the knowledge and skills defined as necessary or desirable qualification to teach. The main tools according to them for assessing teaching effectiveness involve collecting data about three teacher influence in the progress a specified kind of student makes towards a defined educational goal and are mostly likely be student achievement test. The main tool used in assessing teacher competences are paper and pencil test of knowledge and the main tools for assessing teacher performance are observational schedules and rating scales.

Sofoluwe (2000) cited in Akinloye (2013) claimed that the general education of the learner within the school system could be attributed to the learner, the teacher and the school administrator. The educational output of the students could be increased in terms of individual achievement. The extent of productivity accomplished by the learner is a reflection of an increased change in behaviour in an acceptable positive direction. The is then left with the significant topic of implementing the school curriculum to meet the needs of the learners. Learning outcome is an index of the quality of implementing the curriculum by the teacher in the classroom. A productive teacher therefore is one who strives

to implement the curriculum in such a way as to bring about productive learner. The term productivity according to Ahmed (2000) cited in Akinloye (2013) is the degree of efficiency and effectiveness with which an individual contributes to the achievement of set objectives. The efficient teacher to him is that person who accomplishes the tasks set out in the job description of his office schedule with minimum unsought consequences, cost and time. He puts productivity as a ratio between output and input of a teacher and observed that the main problem in measuring productivity is that no standard measurement has been agreed upon. However in a typical school system, what constitutes the productivity of each staff is the accomplishment of the total task assigned to him.

Jaiyeoba and Atanda (2005) buttressed that quality is synonymous with standard efficiency, excellence, relevance and worthiness. When it is applied to education at any level, it is the success with which an institution provides educational environment which enables students to effectively achieve worth while learning goals including appropriate academic standard. According to Ekundayo (2010) assessment of student learning behaviour is expected to be carried out in totality to reflect cognitive, affective and psychomotor domain.

Literature Review

Education Domains

The cognitive domains deals with the ability of the learners to recall or recognition of knowledge and the development of intellectual activities while Osunde (2008) cited in Ekundayo (2010) posited that cognitive outcome deals with the acquisition of knowledge. Acquisition of knowledge is believed to be demonstrated at six levels which include: knowledge, comprehension, application, analysis, synthesis and evaluation and the major instrument for assessing cognitive behaviour is the class test or examination. However, Ajayi (2002) WAEC (2007) and Adeyemi (2008) have shown at different times that the extent of poor performance of students in public to the fact that all is not well with student attainment in the cognitive domain.

The affective domain include, objectives which describe changes in interest, attitudes, values, the development of appreciation, ade-

quate and relevant adjustment. Affective domains deals with attitudes feelings, emotions, opinions, interest, values, beliefs, reactions, motivations, social relations, habit formation etc. It is being observed as personality trait such as honesty, hardwork punctuality self denial, self discipline which are necessary conditions for effective citizenship appear to be disappearing in our secondary and even tertiary institutions. Students appear to be lazy, dishonest and always searching for shortest - cut to success. These then degenerate to examination malpractices of different kinds, cultism, manifestation of juvenile delinquency, drug abuse and academic incompetence among others.

The psychomotor domains deal with motor activities such as writing smoothly and legibly, speaking fluently, drawing maps and diagrams accurately, models, ability to manipulate laboratory equipment and use effectively; maintaining farm tools, weave and make basket, perform a dance steps accurately etc. Osunde (1997), cited in Ekundayo (2010) then posited that the behaviour under the cognitive, affective and psychomotor domains should form the yardstick for measuring teaching learning process and subsequently assessment with the intention of moulding and developing the individual on his/her totality. This will make the recipient of education to live a fulfilled life and contribute meaningfully to the society he lives.

However, secondary schools system in developing nations like Nigeria appear to have failed in discharging their duties because of preceived problems of the system. According to Ekundayo (2010) some of the problems are bedeviling the system are discussed below:

First, is the problem of inadequate resources. The success of any organisation depends upon the resources available. The availability, adequacy and utilization of both human and material resources are indeed very germane to the school success. Money is indeed very important because all other vital elements in the schools can be obtained such as school building, purchase of equipment, payment of teachers' salaries and allowance and running expenses with rapid expansion of student enrolment in Nigeria since independence and free education policy embarked upon by some states there have been inadequate funding which resulted in poor teaching, dilapidated buildings thus hindering the accomplishment of some of the aims and

objectives of secondary education as contained in the National Policy on Education. The state of infrastructural decay in many secondary schools is a manifestation of poor funding of the system.

Effective Instruction in School

Effective instructional and maintenance of standards in the school system are enhanced through regular internal and external supervision. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. It has been argued severally, that the principals have been discharging their internal supervisory roles while the external supervisors from ministries of Education appear non-functional because they seldom visit schools to monitor the school operations thus hindering effective teaching learning in schools. Frequent changes in government policies is another important issue. Policy is synonymous to statement which expresses goals and the means of achieving them. Fabunmi (2005) buttressed that educational policy which could be written or unwritten is the framework within which education is administered in a given place and within specific period. Educational policy which may take the form of ordinance, code and even act, could change with changes in the political leadership. So, the inconsistencies in educational policies have been argued to be responsible for the poor service delivery in the school system.

Since the National Policy on education is the government way of facilitating that part of its national objectives that can be achieved using education as a tool. Then, no policy on education can be formulated without first identifying the overall harmony with national objectives. For the philosophy to be in harmony with Nigeria national objectives, it has to be geared towards self-realization, better human relationships, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards socio-cultural, political, scientific and technological progress (Adeyemi 2009). Hence, education no doubt remains the bedrock of growth and development of any nation. It can be regarded as the key that unlocks the development of personal and national potentials and to all kinds of rights and powers be they political, economic, religious or socio (Fa-

dipe 2000). The importance of education aptly described above can justify the recognition given to it by the Federal Government of Nigeria by adopting it as an instrument par excellence for effecting national development. This is why education in Nigeria has been regarded as a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation (Federal Government of Nigeria 2004).

To achieve the educational objectives the teacher assumes an enviable position in the curriculum implementation at any level. Ukeje (1991) cited in Adeyemi (2009) maintained that it is the teacher that translates policies and programmes into action. Again Lasa (1996) stated that the teacher is the initiator of the learning process, facilitator of the learning skills, the coordinator of the learning sequences, the assessor of the learning efficiency and indeed the pivotal element of the entire educational development. Ehendero (2006) cited Akinloye (2013) explained that the concept of learning is therefore paramount in explaining the place of teacher behavioural indicators in educational development of any nation. In Nigeria just like any other nations of the world, teaching profession is vital and strategic for national development. Teaching therefore is a normative and interactive human process involving complex decision – making on different aspects of classroom interaction. Fadipe (2000) cited in Akinloye (2013) thus noted that educational system is a function of the quality and quantity of inputs. In other words, that the quality of education can be assessed equally through the quality of its inputs. Such input include the quality of the teachers, quality of instruction and the quality of evaluation among others. Therefore, the quality of an educational system depends to a great extent on the quality of teachers in terms of competence, incentives and dedication among others.

Training and Development of Teachers

According to Ilunor (2010), training is one tool which management uses to develop the effectiveness of human resources in many organizations. The effective development of human resources of the education system is one vital contribution to the future, long term growth and survival of education. Adeleke (2000) cited in Ilunor (2010) stated that employees' competence

of the job is acquired not only by formal education but also through acquisition of specific skills and knowledge on the job by training and developing. Training pertains to the programme that facilitates the learning process, and planned approach to improving the effectiveness of groups of people and the whole organization.

The success of educational system depends mainly on the quality of teachers employed and their training is quite inevitable because of the explosion brought about by technological innovation which make the whole world a global village. Training of staff enhances organizational effectiveness for it enables employees to perform the duties and responsibilities effectively. The efficiency of an educational system lies in its ability to convert all resources employed in the teaching and learning process to produce useful product on long term benefits. Therefore adequate training and retraining of teachers are very important. Adejuwon (1984) cited in Ilunor (2010) asserted that a lot depends on the teacher who is supposed to be an embodiment of knowledge and he classified teacher's roles into three:

1. Knowledge giver because he trains students in some basic skills as stipulated in the curriculum and provides guidance for effective training activities in the class.
2. He helps in the administration of the school and relates with other teachers so as to implement the programme for secondary education.
3. He provides conducive educational climate that will facilitate learning in the class and makes the students feel part of the school programme.

Educational programme cannot achieve set goals and objectives if the required caliber of teachers are not available in the quantity and quality. Afe (1992) cited in Ilunor (2010) maintained that with the best educational policy and design and colossal sum of money for education, the ultimate realization of the aims and objectives of education depends on the teachers. It is therefore imperative that the successful implementation of the educational system will be a mirage if adequate attention is not paid to training and retraining of the required teaching personnels.

In recognition of the importance of adequate training and retraining of teachers, National Policy in Education (2004) section 8, sub-section B paragraph 70 states:

Since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development; and the goals of teacher education according paragraph 71 shall be to:

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system,
- b. Encourage further the spirit of enquiry and creativity in teachers,
- c. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals,
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations,
- e. Enhance teachers commitment to the teaching; and paragraph 72 states that

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for the effective performance of their duties. the following institutions, among others, shall give the required professional training provided they continuously meet the required minimum standards;

- a. Colleges of Education;
- b. Faculties of Education;
- c. Institutes of Education;
- d. National Teachers Institute;
- e. Schools of Education in the Polytechnic
- f. National Institute for Nigerians' Language (NINLAN);
- g. National Mathematical Centre (NMC).

It is in this generation that Ajayi (1982) cited in Iluno (2010) states that, Teachers are not finished products even after completion of preparation programme which terminates with a Bachelors or Masters Degree.

Public education keep occurring and the realities of a developing society like Nigeria seems to have caught up with the educational system thus causing considerable diversification. In respect of the number of years a teacher has worked or experienced, he/she needs to be given periodic in – service training and retraining. In teaching profession, innovations in methodology of teaching different subjects are emerging, knowledge of child's behaviour, new instructional material – print and electronic are evolving, the rate of expansion in knowledge and skills

is meteoric. Teachers could be transferred or promoted and when job changes, new skills must be learnt thus making it imperative that constant training and retraining exercises are a necessity.

Nwachukwu (1998) in Illunor (2010) asserted that many employees / teachers have failed in their organization because their need for training was not identified and provided for as an indispensable part of management function. Castler (1993) cited Illunor (2010) also noted that training activities should be seen as a means of attaining organizational goals and deserves results. Oyeme (2000) asserted that training of teachers is very important if teaching and learning process would be effective and efficient. Some teachers are good in the subject matter but not that good in the methodology of teaching thus training in communication will help teachers to develop verbal skills, empathy and ability to be patient in listening. Staff competence constantly interfaces with technological advances, employees advancement and host of other demands. The main task of the teacher retraining programme is to bridge the gap between the already acquired attribute of teacher in a school system. If teacher effectiveness and student learning outcome is to be enhanced, teacher training and retraining should be major part of the educational system.

Teacher's Motivation

Teachers are the centre piece of any educational system and whose morale is low are not likely to perform as expected in the school system. According to Ajayi and Ogunfaye (2005) cited in Ekundayo (2010), the numerous problems confronting the entire educational system in Nigeria such as cultism, examination malpractices, drug abuse, indiscipline, persistent poor academic performance of students in public examination and many more appear to suggest that teachers have not been performing their job as expected. Fadipe (2003) posted that teachers are the largest most crucial inputs of an educational system and they tend to influence to a great extent the quality of the educational output. Teacher irregular promotion, low pay package, societal perception of the job and many more have dampened the morale of teachers. Hence when teachers are not well motivated, their level of job commitment may be low and the objectives of the school may not be accomplished.

According to Aslam and Sawar (2010) cited in Oluwadamilere (2012), motivating employees have become one of the most significant and most outstanding activities for the human resource management in any organization. There is no doubt that efficiency suffers with demotivated personnel. So organizations invest in varied strategies to get motivated work force to compete in market. Various factors motivate people differently depending upon the nature of an organization and its key contributors in developing learning environment. Teachers are the building blocks of educational institution, the developers of positive and progressive society in any country. It is therefore a necessity to have highly motivated teachers in order to enhance their effectiveness.

The willingness of employees to be productive comes only when they perceive that their effort would result in their needs satisfaction. So organizations and different levels of government need to identify various internal and external motivators for its workers so that they can increase their effectiveness which will be reflected in student cognitive affective and psychomotor domains now and in the long run.

In a similar vein, motivation is a key factor influencing teacher productivity. Porter et al. (1973) cited in Oluwadamilere (2012) stated that teacher motivation is important because it leads to self – satisfaction and accomplishments which associated with decreased absenteeism and turnover. Ololube (2004) in Oluwadamilere (2012) also pointed out that increased motivation of teachers leads to increased teacher effectiveness that boosts the educational system.

In spite of the fact that teachers play very significant role in the educational system, they are neglected in terms of support and welfare. Ofoegbu (2001) cited in Ilunor (2010) reported that teacher welfare need to be seen as a viable motivational factor for the survival of the teaching profession in particular and the educational system in general.

Welfare package such as free education for teachers children, housing and car loans would if properly implemented serve as catalysts that would optimize teacher classroom effectiveness.

Ejiogu (1994) noted that poor remuneration and social conditions accorded to the teaching profession have led to the popular adage ‘teachers rewards are in heaven’. Haiyble (2001) cited in Iluno (2010) noted that the working environ-

ment of the school teacher has significant impact on their job satisfaction and effectiveness; the job performance of teachers significantly depends on their motivation and that the adequacy of teacher motivation significantly influences the level of teacher job efficiency and effectiveness. Onilade (1989) observed that a homeless teacher will probably be prone to annoyance and may refuse to cooperate with his/her principal who wants him to improve his teaching methodology.

Ofoegbu (2001) reported that problems caused by delays, inconsistencies and errors in paying teacher salaries and other remuneration has seriously conflicted with teacher classroom activities in terms of students evaluation and management. The issue of poor financial motivation all in the name of non – availability of funds has led some teachers into seeking other sources of money thus abandoning their primary assignments. He further reported that motivational resources in schools should preferentially target the teachers in terms salary, welfare packages, school teaching facilities cum infrastructure, numbers of students in the classroom and the prevailing style of leadership are motivational factors which should be designed to enable teachers produce the desired results.

Several factors contribute to low productivity among teachers in Nigeria. Some of them include inadequate human and instructional materials, inadequate training and development programmes, inadequate teacher welfare service and teachers poor attitude to the teaching profession. Olatunde (1998) pointed out that several psychological studies observed that the diversity of human motivation and its manifestations of human behaviour are central to one aspect of management of organization. It thus appears that the manifestation of the vagaries of job dissatisfaction and other factors that demotivate teachers result into low productivity, poor labour relations, sabotage, absenteeism, subsequently a breakdown of communication network of the entire organizational system. Labour motivation and job satisfaction effects could be observed in individuals level of creativity, outstanding organizational achievement, loyalty to organizational policy and esprit de corps.

Human work behaviour (Olatunde 1998) is a function of motivation that is human beings have a desire to fulfil certain needs. The urge to satisfy the needs account for the greatest variance in

human work behaviour. A satisfying job implies full employment and an opportunity to maximize the productivity capacity of an employee which invariably pins down to effectiveness. The complexity of motivational factors and its attendant job satisfaction, the interplay of variant indices should put into focus the ultimate or terminal goal of productivity of teacher. Hence, teacher motivation directly influences teacher attitude to work and creates a proportional work value; job satisfaction remains one of the uppermost individual work goal, while productivity indices such as efficiency, continuity and solid capital base remain the unswerving organizational target.

Statement of the Problem

Teacher effectiveness has been a great concern to the stakeholders in recent times. Teachers seem not to be adequately motivated and trained in relation to their counterparts in other profession. As a result of this, many people are not attracted to the profession. Many are in the profession due to unemployment, admission problem and therefore display non-chalant attitude to teaching learning process. Also the high turnout of graduates from our higher institutions with less employment opportunities has made the teaching profession a dumping ground for graduates of all disciplines. A good number of teachers in the primary and secondary schools which are the foundation do not have basic teaching qualification. The rapid changes in the school system in terms of complex techniques and application of new knowledge, ICT have necessitated their need for training and retraining of teachers, so that teachers can be kept abreast of knowledge and information about the job. Teachers seem not to be committed and motivated towards their job. They seem not ready to give all that it takes to bring out the best in their students because of poor training and poor motivation. In view of the these, the study investigated the influence of school input factors such training, motivation on teacher effectiveness in Lagos State, Nigeria.

Hypotheses

Ho₁: There is no significant difference between the effectiveness of non- motivated teachers and motivated teachers.

Ho₂: There is no significant difference between the effectiveness of teachers under an autocratic and a democratic principal.

Ho₃: There is no significant influence of gender difference of principals on teacher effectiveness

Ho₄: There is no significant difference between the effectiveness of highly paid and lowly paid teacher.

Ho₅: There is no significant relationship between adequacy of staff welfare programmes and teacher effectiveness.

Ho₆: There is no significant relationship between adequacy of staff training programme and teacher effectiveness.

Ho₇: There is no significant relationship between training programmes and teacher preparation for higher responsibilities.

Ho₈: There is no significant relationship between adequacy of training programme and school effectiveness.

Ho₉: There is no significant relationship between adequacy of training programmes for teachers and administration of school disciplinary measures.

METHODOLOGY

The study was a descriptive survey that employed the *ex-post facto* type. The study was also correlational because it investigated the relationship that exists among independent and dependent variables. The study population comprised all teachers in Ikeja and Kosofe Local Government Areas of Lagos State. Simple random sampling technique was used to select 10 schools and 20 teachers in each of the school sampled. A self developed questionnaire as research instrument was designed for the study to gather necessary information for the study and structured Likert – type. The items of the questionnaire were in line with the variables presented in the hypotheses. To ensure the validity of the instrument, items capable of measuring the variables identified in the hypotheses were drawn. The items were then validated via discussion with senior colleagues and experts in measurement and evaluation with regards to the content, format employed, general suitability and appropriateness to the purpose of the research. Split – half reliability method was employed and reliability coefficient was 0.88. The question-

naires were administered by the reseracher and two research assistants were employed. The data collected from respondents were analyzed using Pearson Moment Correlation Coefficient(r) and t – test.

RESULTS

Ho_1 : There is no significant difference between the effectiveness of non- motivated and motivated teachers.

Table 1 revealed that ‘t’ calculated is greater than that, ‘t’ tabulated. Hence hypothesis is therefore rejected.

Table 1: Test of difference between motivated and non - motivated teachers

G	N	X	SD	df	t cal	t tab
M T	100	16.4	3.32	98	11.67	1.96
NMT	100	12.21	1.43			

Legends: G- Groups, MT- Motivated Teachers, NMT- Non- Motivated Teachers, N-numbers, X-Means, SD- Standard Deviation, df-Degree of Freedom, t-cal, t calculated, t-tab-t-calculate. $P < 0.05$

Ho_2 : There is no significant difference between the effectiveness of teachers who are autocratically led and democratically led.

The hypothesis 2 is therefore rejected because significant difference exists between the effectiveness of teachers who are autocratically led and democratically led (Table 2).

Table 2: Difference in teacher effectiveness based on leadership style

G	N	X	SD	df	t cal	t tab
D P	100	70.20	7.32	98	4.60	1.96
N M T	100	68.50	6.65			

Legends: G- Group, DP- Democratic Principals, NMT- Non- Motivated Teachers, N-Numbers, -Means, SD- Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate; $p < 0.05$

Ho_3 : There is no significant influence of gender differences of principals on teacher effectiveness.

The finding shows t tabulated is greater than t calculated meaning that the hypothesis is not rejected implying that male and female principals have similar rate in the effectiveness of teachers (Table 3).

Table 3: Gender difference of the principals on teacher effectiveness

G	N	X	SD	df	p	t cal	t tab
T U	100	53.0	8.4	98	< 0.05	1.52	1.96
M P							
T F P	100	45.15	7.60				

Legends: G- Group, TUMP - Teacher Under Male Principal, TFP - Teacher Female Principal, N-Numbers, - Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

Ho_4 : There is no significant difference between the effectiveness of highly paid and lowly paid teacher.

The analysis from Table 4 shows that hypothesis 4 is rejected implying that highly paid teachers out produce lowly paid.

Table 4: The level of difference between the effectiveness of highly and lowly paid teachers

G	N	X	SD	df	p	t cal	t tab
H P T	100	65.60	7.40	98	109.54	1.96	<0.05
L P T	100	50.25	6.35				

Legends: G- Group, HPT - Highly Paid Teacher, LPT - Lowly Paid Teacher, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

Ho_5 : There is no significant relationship between adequacy of staff welfare programmes and teacher effectiveness.

Table 5 shows that the calculated Pearson Product Momonet Correlation Coefficient is 0.69 meaning strong or high relationship between staff welfare programmes and teacher effectiveness. The hypothesis 5 is therefore rejected.

Table 5: Relationship between welfare programmes and teacher effectiveness

V	N	X	SD	df	P	r cal	r - crit
TW P	80.66	27.88	21.2	98	0.05	0.69	0.195
E	19.34	28.04	31.1				

Legends: V - Variables ,TWP - Teacher Welfare Programme , E - Effectiveness, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

Ho_6 : There is no significant relationship between adequacy of staff training programmes and teacher effectiveness

Table 6 shows that the calculated Pearson Product Moment Correlation Coefficient is 0.84 meaning very high relationship between adequacy of staff training programmes and teacher effectiveness. The hypothesis 6 is therefore rejected.

Table 6: Relationship between adequacy of staff training programmes and teacher effectiveness

V	N	X	SD	df	P	r cal	r - crit
T P	100	77.1	16.44	98	0.05	0.84	0.195
T E	100	22.7	16.48				

Legends: V - Variables, TP - Training Programmes, TE - Teacher Effectiveness, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

H_{07} : There is no significant relationship between training programmes and teacher preparation for higher responsibilities.

The analysis from Table 7 reveals that there exists a significant relationship between training programmes and teacher preparation for higher responsibilities. This is due to that fact that the calculated r value 0.79 obtained is higher than the table value 0.195 at 0.05 level of significance. The hypothesis 7 is therefore rejected.

Table 7: Relationship between training programmes and teacher preparation for higher responsibilities

V	N	X	SD	df	P	r cal	r - crit
S T	100	53.6	18.9	98	0.05	0.79	0.195
H R	100	46.5	19.2				

Significant $P < 0.05$, r - critical

Legends: V - Variables ST - Staff Training, HR - Higher Responsibilities, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

H_{08} : There is no significant relationship between adequacy of training programmes and school effectiveness.

The analysis from Table 8 shows that the calculated Pearson Product Moment Correlation Coefficient (r - cal) is 0.83 which indicates very high relationship and is higher than the critical table value of 0.195 at 98 degree of freedom at 0.05 level of significance. Hence, hypothesis 8 is therefore rejected.

Table 8: Relationship between adequacy of training programmes and school effectiveness

V	N	X	SD	df	P	r cal	r - crit
T P	100	71.5	31.5	98	0.05	0.83	0.195
S E	100	28.5	32.9				

Legends: V-Variables, TP - Training Programmes, SE - School Effectiveness, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal - t calculated, t-tab-t-calculate

H_{09} : There is no significant relationship between adequacy of staff training programmes and administration of disciplinary measures.

From Table 9, it is evident that there exists a significant relationship between adequacy of training programmes and administration of disciplinary measures. This is because the calculated r value obtained which is 0.8 indicates very high relationship and is higher than the table value which is 0.195 at 0.05 level of significance and 98 degrees of freedom. The hypothesis 9 is therefore rejected.

Table 9: Adequacy of training programmes and administration of disciplinary measures

V	N	X	SD	df	P	r cal	r - crit
T P	100	65.4	25.49	98	0.05	0.80	0.195
D M	100	27.4	23.80				

Legends: V - Variables TP - Training Programmes, DM - Disciplinary Measures, N-Numbers, -Means, SD-Standard Deviation, Df - Degree of Freedom, t-cal, t calculated, t-tab-t-calculate

DISCUSSION

It could be inferred from Tables 1 and 5 that motivated teachers are more effective than non - motivated teachers. As a result, the motivational needs of the staff should be put into consideration in the course of school administration. This agrees with the findings of Olawale (2001), Rasak (2001) Iluno (2010) and Oluwadamilare (2012). In his study of relationship between the provision of welfare services and teachers attitude to work in selected public secondary schools, Adewunmi (2001) found out a significant positive correlation between the provision of free medical services, official accommodation, transport services, vehicle loans and

teachers effectiveness in this order – free medical services – $r = 0.48$, $r - \text{crit} = 0.194$ official accommodation $r = 0.55$, $r - \text{crit} = 0.1946$, transport service 0.47 , $r - \text{crit} = 0.1946$. Also, Iluno (2010) in her study of teacher training and welfare package as correlates of teacher effectiveness found a significant relationship between adequacy of staff welfare programmes and teacher effectiveness.

The finding of this study is also in consonance with the finding of Oluwadamilare (2012), a study of Demographic and Motivational Variable as correlates of teacher productivity, in public secondary schools in Oyo State, Nigeria. The results imply that there are significant relationship between intrinsic and extrinsic motivation and teacher productivity. The reason for this could not be far fetched. Individuals are concerned and significantly influenced by external factors such as conducive environment, free or subsidized medical, transport, housing and car loans.

The result also shows that there is a significant relationship between adequacy of staff training programmes and teacher effectiveness. This finding is supported by Iluno (2010) and Adewimbi (2001) who observed that training as a concept involves the preparation for particular jobs and application of knowledge and skills to the present job. They buttressed that training is a tool to direct increased job skill of an individual or a group of individual by training them how to perform their tasks more effectively. They also emphasize that training and retraining of existing teachers go a long way in making them up to date in their field of specialization. This is because retraining of workers will enable them to acquire new ideas, skills and knowledge that will make them more effective on their job which will enhance school effectiveness.

The study also showed that highly paid teachers are more effective than lowly paid teachers. Okunola (1990) cited in Olawale (2001) testified to this by submitting that provision of heavily subsidized food, medical treatment for the teacher and family, transportation to and from work, paying for accommodation, school bills of the children, provision of other facilities for teachers would accord the general welfare of teachers to promote better effectiveness in school. Money has a great symbolic value and its acquisition provides innumerable psychic satisfaction. Movix (1979) cited in Adewimbi

(2001) observed that without the inducement of financial compensation, It would be difficult to obtain and substantial productive effort from workers and that human beings work because of economic rewards.

From the study, there is no significant influence as far as the gender difference of principal is concerned with regards to teacher effectiveness. In other words the ability of the school administrator irrespective of gender act as catalyst to the effectiveness of teacher he/she is working with. This is in line with the findings of Akiri and Ugborugbo (2008), and Oluwadamilare (2012). They found that there is no significant relationship between gender and teacher effectiveness that is being a male or female does not affect effectiveness in school. According to Oluwadamilare (2012), the requirement for effectiveness in school or any job is interest and training.

The study also shows that democratically – led teachers are more effective than autocratically led teachers. This is in line with Olawale (2001) when he concluded that school administrators should belief in consultation and joint decision – making. There should be mutual interaction among super ordinates and subordinates in order to realize organisational goal and perform better. The school heads should embark in delegation, participatory management and openness of administration to develop the subordinates.

The result of the study also shows a significant relationship between training programme for teachers and their preparation for higher responsibilities. This findings corroborate the findings of Iluno (2010) who asserted that training relates, to helping the employees do their current job, while development on the otherhand helps the employees prepare for future responsibilities. The result of the study also shows that there is a significant relationship between adequacy of training programmes and administration of disciplinary measures. This result is in line with Iluno (2010) and Onyene (2001) who reported that training involves measures to ensure that the employee is not redundant and that they are able to cope with the challenges of modernization and disciplinary issues among students. Further training for teachers could be targeted at developing student three domains, one of which is affective that deals with discipline. Hence, teachers should further be exposed

to training that are expected to be equipped with skills to handle disciplinary problems.

CONCLUSION

The findings of this study have revealed that motivated teachers are more effective than non – motivated teachers. Teachers that are democratically led are more effective than those that are autocratically led. However, there is no significant effect of gender difference of school administrator on effectiveness of teachers. However, highly paid teachers are more effective than lowly paid teachers. Improvement of teacher welfare will lead to their effectiveness in schools and adequate training cum retraining programmes would also lead to effectiveness within the school system. Staff training will lead to preparation for higher responsibilities for teachers and can as well enhance the administration of disciplinary measures in schools.

RECOMMENDATIONS

Based on the findings of the study, the relevant educational bodies and stakeholders should ensure that teachers' welfare packages are genuinely improved upon and promptly administered. Teachers should be exposed to regular training cum retraining programmes via seminars, workshops etc. There is the need to utilize the skills acquired by teachers during retraining by promoting them and giving them higher responsibilities. There should also be diversification of training programmes to meet the need of the teachers in their various activities in the school system. Every teacher needs motivation to produce maximally. Ministries of Education at Federal, State and Local should do everything possible to motivate in the areas of conducive environment, staff welfare and development; appropriate and regular salary and democratic leadership. These could be achieved through financial assistance to the staff, furnishing teachers offices for their comfort, making instructional material available, encourage teachers to go for seminars, workshop, training and retraining programme, regular promotion etc. The school administrators should make their office open to staff and welcome constructive criticism from the staff.

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