



ENHANCING TEACHERS' MOTIVATION STRATEGIES AND PERFORMANCE EFFECTIVENESS IN SELECTED SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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ABSTRACT

The study sought to examine the relationship between enhancing teachers' motivation strategies and performance effectiveness in selected secondary schools in Kaduna State, Nigeria. The research design adopted for this study was ex post facto. The target population of the study consists of 23 secondary schools in selected Local Government in Kaduna State, Nigeria. According to the field survey of the secondary education Board Kaduna State, Nigeria, (SSEEB, 2019). The study adopted the multistage sampling techniques which comprised stratified, simple and purposive sampling techniques. The instrument used for data collection is a researchers' validated instrument titled "Motivational Strategies and Teachers' job effectiveness Questionnaire (MSTJEQ). To ascertain the extent to which the items in the instrument measure what it was designed to measure. Two kinds of validity were established, namely; face and content validity were established by experts in Measurement and Evaluation and Educational management and the reliability of the instrument a trial test was carried out with 30 respondents who are not part of the sample schools. The reliability was established using Cronbach alpha reliability of internal consistency after the administration the reliability was calculated and the index ranged from 0.69 to 0.82 accordingly and the data was analyzed using descriptive and inferential statistics. Findings revealed that there is a significant relationship between teachers' promotion and teachers' remuneration and teachers' fringe benefits on teachers' job effectiveness. It was recommended among others that government should determine what outcome teachers value, that is, link the reward that teachers value to their job performance, and ensure that teachers' wages and salary rates are not perceived as unfair.

Keywords: Teachers' motivation, strategies, performance and effectiveness

INTRODUCTION

The place of education in any academic environment cannot be undermined. This is because ensuring quality in the academic environment demands quality in the level of education. In light of this, education has been seen by many scholars as an instrument for national development and academic excellence. To excel in education as a teacher, motivation is very relevant. Generally, when teachers are motivated, the results are seen in the output of the students. Thus, teachers' motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. When teachers are not motivated, their level of performance is affected negatively. This may negatively affect the overall performance of the organization as a whole. It is a well-known fact that when teachers are denied being motivated their interest in the job is affected this will highly affect the image of the organization. In light of this, every school has to encourage its staff to be highly motivated for enhanced performance. In light of this, Adetunji,

Abari and Mohammed (2017) conducted a study on the way and manner teachers respond to their work positively or negatively has a long effect on its outcomes. Teachers are the major drivers that develop and nurture students' learning abilities. Hence, teachers' effort needs to be rewarded appropriately to enhance utmost productivity. Purpose: This study was designed to examine the relationship between the reward system, teachers' attitude to work and their productivity. Methodology: A descriptive survey research design was adopted. A total of 1,500 respondents from the 30 sampled schools from a population of 86 schools were used. Instruments are the Reward System Questionnaire (RSQ), Teachers' Attitude to Work Questionnaire (TAWQ) and Teachers' Productivity Questionnaire (TPQ). Data obtained were analysed using PPMC ANOVA and Multiple Regression Analysis with the aid of SPSS at a significance level of 0.05. The questionnaires were subjected to content validity using experts' opinion which was quantified by Content Validity Ration (CVR) while a cut-off of 0.56 was set. Also, the test-retest method of reliability was used and the reliability index of RSQ was 0.81, TAWQ 0.79 while TPQ yielded 0.85. Results: The results showed majorly that, the reward system has to do with teachers' attitudes to work and that there is no significant relationship between teacher's attitudes to work and teachers' productivity. Recommendations: Administrators should be trained and sensitized on the value of the reward system. They should be made to be aware that monetary rewards also motivate teachers to sure that a reward system for teachers is paramount and attractive to ensure productivity and tenure.

Again, Msusi (2016) conducted a study on teachers' high performance in schools has been discussed a lot throughout the world by many researchers. The objective of the study in general was to explore the influence of incentives and rewards on teachers' work performance. The specific objectives of the study were, to examine how teachers' recognition as a reward influence teachers' work performance, to assess how the provision of accommodation as incentives improves teachers' work performance and to find out whether salary level as an incentive and salary increment as reward improve teachers' work performance. The study employed interviews with 10 educational stakeholders including one Regional Educational officer, three District Educational officers, four Heads of schools and two Educational Administrative officers (TSD and School Inspector). The main findings showed that; Teachers' recognition influence work performance, as most respondents agreed from the interview. The findings showed that the provision of good and quality accommodation facilities improves teachers' work performance. The salary level and increment have been found in the study that improves work performance. For it was concluded that teachers' work performance is influenced by the provision of incentives and rewards, thus it is recommended that the government should introduce a recognition system for teachers, maintain the teacher's salary payment on time, build quality houses for teachers and facilitate transport to and from schools, make the teacher aware of their rights, provide hardship allowance and the general teaching allowance.

Ogada, Momanyiand Mwalw (2020) study sought to determine the influence of promotion systems on teachers' job satisfaction in public primary schools. The specific research question sought to determine the different reward systems' contribution towards teachers' job satisfaction in the 17 public primary schools in Kikuyu Sub-County, Kiambu County, Kenya. The target population comprised Principals, Boards of Management, Ministry of Education officials, Teachers Service Commission officials, teachers and students. The study adopted a Convergent Parallel Mixed Methods Design. Data collection instruments were questionnaires and interview guides which were subjected to content validity. Quantitative data analysis was done by cleaning, coding and entering into a computer SPSS software version 24 to generate

frequencies and percentages that summarized data. These were presented in frequency distribution tables. On teachers' rating on the contribution of the reward system, the normal mean of the reactions was 2.70 which implies that most of the respondents were disagreeing with a large portion of the statements' responses were varied as shown by a standard deviation of 1.4612. For the BOMs' Rating on Contribution of Promotion Systems, the normal mean of the reactions was 3.412 that implying that most of the respondents were agreeing with a large portion of the statements' responses being varied as shown by a standard deviation of 1.417. The study concluded that an organization's reward systems should also be commensurate with the effort that each staff offers as well as be at par with the other firms of the same standard that operate in an economy. It was also concluded that performance-based rewards affect the performance of teachers in different ways and it was realized that performance-based rewards motivate teachers and increase their performance, improving teachers' productivity and efficiency. The study recommends the issuance of rewards based on merit, timely rewards, and coming up with activities that will motivate their teachers and allocate funds for the same. The offer of rewards based on non-performance considerations should be done after a fair and accurate evaluation of its effects on the beneficiary. The teachers' employer should be trained and sensitized about the value of performance-based reward systems. They should be made aware that pay motivates teachers to perform at their best. The TSC should consider promotions to higher job groups based on merit and efforts put in the teachers rather than only consider promotions based on the number of years of service.

Also, Zikanga, Anumaka, Amale and Mugizi (2021) the study investigated the relationship between remuneration and job performance of teachers in government-aided secondary schools in Western Uganda. Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances. Teachers' job performance was considered in terms of classroom teaching, management of students, discipline and regularity, and interpersonal relations. The study adopted a cross-sectional research design using the quantitative approach on a sample of 333 teachers. Data were collected using a questionnaire. Descriptive results revealed that the job performance of teachers was high and remuneration moderate. Inferential analysis showed that while income security schemes had a positive and significant influence on teachers' job performance, basic pay had a positive but insignificant influence on teachers' job performance, and bonuses and allowances had a negative insignificant influence on teachers' job performance. It was concluded that low remuneration to teachers impedes high job performance, especially when basic pay is low and there is a lack of bonuses and allowances. The existence of income security schemes increases the job performance of teachers. Therefore, it was recommended that stakeholders involved in the management of schools such as the Government, headteachers, and Boards of governors, devise means of enhancing the remuneration of teachers. Teachers should be given bonuses for exceeding performance and allowances when they do extra work. The pension plan and social welfare benefits should also be made attractive to increase the job performance of teachers.

Again, Nakpodia (2011) study examined the influence of fringe benefits on teachers' productivity in Primary schools in Nigeria. Since primary education is the starting point for the citizen's general development and also the basic foundation for subsequent levels of education, a lot is expected from the teacher. Every education system depends heavily on the quality and productivity of its teachers for improving and maintaining standards and quality. This paper tried to identify and establish the relationship between the work environment and Nigerian primary school teachers' productivity. Recommendations were made for the improvement of the work

environment of Nigeria primary school teachers to greater productivity towards the attainment of the objectives of primary education.

Moreso, Oyewole (2017) study investigated the influence of fringe benefits on the job performance of primary school teachers in Ekiti State, Nigeria. The descriptive survey research design was used to carry out this study. Stratified proportionate random sampling techniques were adopted to select 500 teachers used for the study. One research instrument named the Teachers' Job Performance Questionnaire (TJPQ) was used to collect data. The study revealed that there was a significant relationship between fringe benefits and teachers' job performance. Based on the findings, it was recommended that Ekiti State Teaching Service Commission should make use of years of experience in the appointment of teachers to duty posts such as head of departments, vice principals, and principals of schools to enhance optimal performance.

Akporehe (2011) study determined the relationship between teachers' job satisfaction and their fringe benefits in the Division of Misamis Occidental during the school year 2018-2019. One hundred and four (104) school heads and three hundred and thirteen (313) teachers responded to the study. The researcher used the descriptive-correlational research design; the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and Individual Performance Commitment Review Form (IPCRF) as instruments. Mean, standard deviation and Multiple Regression Analysis were the statistical tools used. Findings revealed that the teachers were not satisfied with their fringe benefits and work performance was very satisfactory. The satisfaction of teachers with school heads' supervision and job security inversely affect the teachers' work performance. Schools have to be provided with a faculty lounge so teachers can talk freely about their well-being. Human Resource Department officers have to include in their teacher retention strategies the teachers' welfare packages. Future researchers have to look into other factors that might predict teachers' work performance.

Similarly, Genelyn, Baluyos, Helen, Rivera, Esther and Baluyos (2019) study investigated fringe benefits and teachers' performance in selected primary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at a 0.05 level of significance. Data were collected using a self-developed questionnaire tagged "Teachers' motivation and performance in primary schools". The questionnaire was validated and the Cronbach's alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. Research questionnaires were administered to two hundred (200) teachers that were randomly selected from four major (4) administrative zones in LGA but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of this study reveal a significant positive relationship between fringe benefits and teachers' job performance ($r = .567$; $p > .05$). The study also indicated that reward system, professional training and development, and work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public primary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job.

Thus, this study therefore aimed at investigating enhancing teachers' motivation strategies and performance effectiveness in selected secondary schools in Kaduna State, Nigeria

Theoretical framework

Scientific management theory by F.W. Taylor (1909)

Taylor and his associates developed the scientific management theory. This theory emphasized the efficiency of jobs than their motivation of them. Edem (1987:6) asserted that Taylor idea of efficiency demands that an organization must attain its objectives and that those responsible for its administration must aim at a result to achieve it. He also advocates the award of benefits on merit and stresses the need to keep on working until the result is achieved. The theory recognized the psychological aspects of administration. Mary Folleth happens to be the pioneer of this new line of thought, according to her the real service of a businessman is not just the production and distribution of manufactured articles as emphasized by the efficiency movement but it is to allow individuals better organization of human relationship (Edem 1987:12).

The theory is relevant to the present study in that with will give importance to the welfare of society as the product of production. She went further to stress the need to maintain a balance between efficiency and the welfare of workers and to recognize the presence of conflict in an organization which can be solved by either, domination compromise or integration.

Statement of the problem

There is a strong saying that the teacher's reward is in heaven. This assumption has been regarded by many scholars as a factor killing the interest of most youths seeking teaching as a profession. It has also made the teaching profession to be a dumping ground to many which has highly affected the teaching negatively. It has been observed that most teachers in secondary schools in Kaduna are not performing effectively. This is seen in the persistent lateness to work, poor teaching method displayed and seriousness in the teaching-learning process. Most schools have laid sanctions on teachers who lack the relevant skills to perform in terms of their pedagogical skills. There have also been issues with teachers' interest in the job as most teachers feel that they are not adequately motivated to enhance their job effectiveness. The problem has become so serious that it has caused most teachers to lose interest in the teachers. Teachers on their own have blamed the government for not being interested in giving them the appropriate materials needed for enhanced performance. It was in light of this problem that students' performance has dropped drastically. For instance, in 2017 and 2018 the Kaduna state government laid teachers off their jobs for claiming that they lack the needed skills in teaching and learning. This problem will persist if there is no room for adequate motivation from teachers. It is based on this problem that the study focused on enhancing teachers' motivation strategies and performance effectiveness in selected secondary schools in Kaduna State, Nigeria

Purpose of study

The main purpose of the study was to examine the relationship between enhancing teachers' motivation strategies and performance effectiveness in selected secondary schools in Kaduna State, Nigeria. In specific terms, the study sought to:

1. Examine the relationship between teachers' promotion and job effectiveness.
2. Find out the relationship between remunerations and teacher job effectiveness.
3. Determine the relationship between fringe benefits relate to teachers' job effectiveness.

Research questions

The research questions for this study are as follows:

1. What is the relationship between teachers' promotion and job effectiveness?
2. How do remunerations relate to teacher job effectiveness?
3. To what extent do fringe benefits relate to teachers' job effectiveness?

Statement of hypotheses

The following research hypotheses were formulated to guide the study;



1. There is no significant relationship between teachers' promotion and job effectiveness
2. Remuneration does not significantly relate to teacher job effectiveness
3. There is no significant relationship between fringe benefits and teachers' job effectiveness

RESEARCH METHODOLOGY

The research design adopted for this study was ex post facto. This is because the research topic is geared toward investigating enhancing teachers' motivation strategies and performance effectiveness in selected secondary schools in Kaduna State, Nigeria. The target population of the study consists of 25 secondary schools in selected Local governments in Kaduna State, Nigeria. According to the field survey of the secondary education Board Kaduna State, Nigeria, (SSEEB 2019), the target population of teachers stood at eight hundred and twenty-six (826) of which male are 439 (53.15%), while female is 387 (46.85%). The study adopted the multistage sampling techniques which comprised stratified, simple and purposive sampling techniques. The first stage was to stratify the local Government area into different schools. The second stage was to select the number of teachers needed in the study from selected schools in the local Government area based on gender. The third stage was to sample the required number of teachers. In using a simple random sampling technique, the researcher utilized the hat and draw method, in which pieces of paper were put in the hat comprised of Yes and No, only the one drawn with the inscription of yes was used in the study while the one with the inscription of No were not considered in the study.

To determine the sample size, fifty percent (50%) was used to select 409 teachers of which male teachers are 218 (53.30%) while female teachers stood at 191 (46.69%).

The instrument used for data collection is a researcher's validated instrument titled "Motivational Strategies and Teachers' job effectiveness Questionnaire (MSTJEQ). The instrument comprised fifteen (15) items which are made of three sections. Section A, B and C. Section A are on demographic data (gender and name of school), section B is a structured 15 questions with 6 questions about each teacher's motivation strategies, teachers' promotion, remuneration and fringe benefits. Section C comprised 10 questions on teachers' teaching effectiveness, scaled on a four-point modified Likert scale type ranging from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents were requested to tick (✓) against the option that best matched each item and the reverse is for negatively worded items. To ascertain the extent to which the items in the instrument measure what it was designed to measure. Two kinds of validity were established, namely; face and content validity were established by experts in Measurement and Evaluation and Educational management respectively for adequate scrutiny of the items. Their respective suggestion and modifications were incorporated in the final copy before administration.

To ascertain the reliability of the instrument a trial testing was carried out with 30 respondents who are not part of the sample schools. The reliability was established using Cronbach alpha reliability of internal consistency after the administration the reliability was calculated and the index ranged from 0.69 to 0.82 accordingly and the data was analyzed using descriptive and inferential statistics.

RESULTS AND DISCUSSIONS

Hypothesis one

There is no significant relationship between teachers' promotion and job effectiveness. The major independent variable in this hypothesis is teachers' promotion categorized in terms of high moderate and low, while the dependent variable is teaching effectiveness measures in terms of in



terms of lesson presentation and classroom management. To test this hypothesis, the one-way ANOVA was employed since the independent variable has more than two categories measured on a dependent continuous variable. The result is presented in Table 1

TABLE 1
Result of one-way ANOVA of the influence of teachers' promotion and teaching effectiveness

Level teachers' promotion	N	\bar{X}	SD	Std. Error
High	208	21.3750	7.79717	.54064
Moderate	72	24.4861	3.56822	.42052
Low	118	23.6780	3.57790	.32937
Total	398	22.6206	6.28695	.31514
Total	398	18.4171	4.22562	.21181

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	705.212	2	352.606	7.098	.002
Within Groups	14986.499	395	37.941		
Total	15691.711	397			

*p<.05

Table 1 revealed the analysis of the research question with descriptive statistics of the 398 respondents that were used in the final analysis for the three levels of teachers' promotion in terms of lesson presentation and classroom management. The result revealed that for the level of lesson presentation, high has a total of 208 respondents with a mean of 21.3750, a standard deviation of 7.79717, and a standard error of .54064, moderate has 72 respondents with a mean, of 24.4861 standard deviations of 3.56822 and standard error of .42052 while low have 118 respondents with a mean of 23.6780, standard deviation and standard error of 3.56950 and .28952 respectively.

The inferential statistical analysis as presented in Table 1 of the tested hypothesis revealed that the calculated p-values of .002, are significant for the sub-components of teachers' promotion of teaching effectiveness at .05 levels with 2 and 395 degrees of freedom. The null hypothesis was therefore rejected. This means that there is a significant influence of teachers' promotion on teaching effectiveness.

Hypothesis two

Remuneration does not significantly relate to teacher job effectiveness. The major Independent variable in this hypothesis is remuneration categorized in terms of (high, moderate and low), while the dependent variable is teaching effectiveness measures. To test this hypothesis, the one-way ANOVA was employed since the independent variable has more than two categories measured on a dependent continuous variable. The result is presented in Table 2.



TABLE 2
One-way ANOVA of the influence of remuneration and teacher job effectiveness

Level teachers remuneration	N	\bar{X}	SD	Std. Error	
High	109	23.9817	6.15687	.58972	
Moderate	161	22.2919	7.17342	.56534	
Low	128	21.2656	7.55712	.66796	
Total	398	22.4246	7.10115-value	.35595	
Sources of variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	439.027	2	219.514	6.912	.011
Within Groups	19580.212	395	49.570		
Total	20019.239	397			

*p<.05

Table 2 presents the descriptive statistics of the 398 respondents with the three levels of promotion strategy. While high has a total of 109 respondents with a mean of 23.9817, standard deviation of 6.15687 and standard error of .58972 moderate has 161 respondents with a mean, standard deviation and standard error of 22.2919, 7.17342 and .56534, low has 128 respondents with a mean of 21.2656, standard deviation of 7.55712 and standard error of .66796.

The inferential statistical analysis in Table 2 revealed that the p-values of .011, are significantly less than the chosen alpha of .05 for the sub-components of remuneration on teaching effectiveness. The null hypothesis is rejected. This means that there is a significant influence of remuneration on teachers' teaching effectiveness.

Hypothesis three

There is no significant relationship between fringe benefits and teachers' job effectiveness. The major independent variable in this hypothesis is teachers' work time categorized in terms of (high, moderate and low), while the dependent variable is teaching effectiveness. To test this hypothesis, the one-way ANOVA was employed since the independent variable has more than two categories measured on a dependent continuous variable. The result is presented in Table 3.

TABLE 3
One-way ANOVA of the influence of fringe benefits and teachers' job effectiveness

Level teachers' fringe benefits	N	\bar{X}	SD	Std. Error
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High	92	17.8804	4.48402	.46749	
Moderate	117	18.7265	4.35618	.40273	
Low	189	17.4497	5.36576	.39030	
Total	398	17.9246	4.90765	.24600	
Sources of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	178.034	2	89.017	5.3766	.000
Within Groups	9443.705	395	23.908		
Total	9561.739	397			

*p<.05

Table 3 shows the descriptive statistics with a total of 398 respondents for the three levels of teachers’ fringe benefits on teaching effectiveness. The result revealed that High has a total of 92 respondents with a mean of 17.8804, a standard deviation of 4.48402, and a standard error of .46749, moderate has 117 respondents with a mean of 18.7265, a standard deviation of 4.35618 and a standard error of 40273 while low are 189 respondents with a mean of 17.4497, a standard deviation of 5.36576 and a standard error of .39030.

The inferential statistical analysis revealed that the p-values of .000 are significant for the sub-components of teachers’ fringe benefits on teaching effectiveness at .05 level with 2 and 395 degrees of freedom. Thus, the null hypothesis is rejected. This means that there is a significant influence of teachers’ fringe benefits on teaching effectiveness

Discussion of findings

Promotion and Teachers’ job effectiveness

The findings revealed there is a significant relationship between teachers’ promotion and job effectiveness. The results are in this direction in that promoting teachers can serve as a reinforcement to their job which can in turn influence their academic performance in the chosen area. The findings agree with the study of Adetunji, Abari and Mohammed (2017) results showed majorly that, the reward system has to do with teachers’ attitude to work and that there is no significant relationship between teachers’ attitude to work and teachers’ productivity. Recommendations: Administrators should be trained and sensitized on the value of the reward system. They should be made to be aware that monetary rewards also motivate teachers to sure that a reward system for teachers is paramount and attractive to ensure productivity and tenure.

Remuneration and teacher job effectiveness

The study found that remuneration does significantly relate to teacher job effectiveness. The present finding agrees with Muogbo (2013) results showed that there existed a positive significant relationship between employee motivation in terms of good working conditions, fringe benefits, promotion and security and organisational performance. However, both studies showed that job security influenced employee job performance. Nonetheless, the studies were carried out in the Chinese and Nigerian contexts.

Fringe Benefits and Teachers’ job effectiveness

The results of the present study found that there is a significant relationship between fringe benefits and teachers’ job effectiveness. The finding is in agreement Akporehe (2011) findings revealed that the teachers were not satisfied with their fringe benefits and work performance was very satisfactory. The satisfaction of teachers with school heads’ supervision and job security

inversely affect the teachers' work performance. Genelyn, Baluyos' Helen, Rivera' Esther and Baluyos(2019) findings of this study reveal a significant positive relationship between fringe benefits and teachers' job performance ($r = .567$; $p > .05$). The study also indicated that reward system, professional training, and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public primary schools.

Conclusion

Understanding the various motivation strategies a company may use is key to improving or sustaining the performance of employees. In addition to assisting an organisation, these approaches can help build relationships in the workplace, reduce employee fatigue and create a healthy work environment. Ultimately, these strategies may result in the further growth of an organisation. In this article, we look at the importance and the different forms of motivation strategies that you can use to stimulate employee performance. In conclusion, knowing different motivation strategies is important to sustaining an efficient workflow.

Recommendation

Educational administrators and policymakers need to pay attention to the expectancy values that are the link between effort and teachers' needs satisfaction and job performance.

1. Government should determine what outcome teachers value, that is, link the reward that teachers value to their job performance, and ensure that teachers' wages and salary rates are not perceived as unfair.
2. The study also recommends that educational planners, policymakers, academics and human resource development, and strategic managers interested in empirical information methods conceptualize the issues raised in this study that might help them improve secondary schooling in Nigeria.

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