

## **Social Work Conditions Affecting Teachers Productivity For Secondary Education Goal Attainment In Delta State, Nigeria.**

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**Abstract:** The study dealt with social conditions of work affecting teacher's productivity for secondary educational goal attainment in Delta State. Analytical survey design was adopted for the study. The population for the study was 8,610 teachers in public secondary schools in Delta State. This comprised 3,803 male teachers and 4,807 female teachers as well as 5,550 urban and 3,060 rural teachers. The sample for the study was 1245 teachers (568 male and 677 female; 805 urban and 440 rural). The sample size was 15% of the population and the sampling technique adopted for the study was stratified random sampling technique. A 12-items questionnaire titled "Social Work Conditions and Teachers Productivity Questionnaire" (SWCTPQ) was used for data collection. The questionnaire was responded to on a four point modified likerttype scale of Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point. The questionnaire was validated by two experts in Measurement and Evaluation in the Department of Psychology, Guidance and Counseling. Faculty of Education, University of Port Harcourt. The reliability index was determined using Cronbach Alpha with a coefficient of 0.72. Data for the study was collected by the researcher with the aid of two trained Research Assistants. Mean and Standard Deviation was used to answer the research questions while z-test was used to test the hypotheses. The findings of the study revealed that performance appraisal, participatory decision making, challenging job and interpersonal relationship exists in these schools while special assistance and security were absent. It was therefore recommended that special assistance such as provision of accommodation should be provided for teachers to increase their level of productivity as well as a safe working environment.

**Keywords:** Social, Work Conditions, Secondary Education, Teachers Productivity, Delta State

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### **I. INTRODUCTION**

The ability of the teacher to contribute to the actualization of the goal of secondary education does not depend only on the teacher's personal characteristics but also on the condition of teacher's work. The social work condition under which the teacher performs his or her responsibilities has great influence on the teacher's level of productivity. Maduagwu and Nwogu (2008) pointed out that social conditions of work have to do with assignment of responsibilities, inter-personal relationships with subordinates, and inter-personal relationship with colleagues. This social interaction goes a long way in influencing the level of teacher's productivity.

The social condition of teaching staff is an important aspect of the school administrative process that must be put into consideration by both the administrators and teachers in the education system. Socialwork conditions are associated with the relationships that exist between the administrators and the teachers in terms of the non-financial obligations they stand to benefit as motivation factors while discharging their professional ethics so as to encourage productivity in the school system, and what they are to give that will also motivate the administrator to respond positively to them.

Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affect student achievement (Walsh, 2005). This phenomenon occurs because teachers who see principals as facilitators, supporters, and re-enforcers for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2003). For teachers to be productive through social condition of work, David and William (2006) opined that principals must develop the ability to improve teacher perceptions by simply attending to fundamental components inherent in quality relationships. According to them, as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom.

In this regard, Gimbel, (2003) made further sense when he stated that teachers who are working together in healthy social environments substantiate the need for relationship development on school campuses. This relationship has many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is essential that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviors is the overarching trust-promoting behavior and productivity of the principal.

Gimbel further stressed that when school climate becomes cold and teachers perceive principals as suspicious and negative, a reformation has to occur before teachers are willing to modify instruction. But how can principals ever hope to motivate their teaching staff to expand their repertoires of pedagogical skills unless some fundamental relational components have been established. He went further to state that if a school is devoid of successful scores per the established accountability system, principals quickly recognize the urgent need to achieve something outside of traditional academic standards to attract success in such a high stakes game.

Productivity refers to the quality and quantity of output generated from a production process. It can also refer to the quality of goods and services produced from inputs in a production process. Oluchukwu (2000) expressed that productivity is a resultant effect of three types of resources and they include physicals, financial and human resources. Nakpodia (2006) suggests that job security of workers in terms of income and employment will enhance stability of personnel and a long term commitment. More so, Okeke (2004) responded to this by stating that although improving condition of services always has budget implications, change in this area may be less costly and more effective than overall increase in teacher salaries. He thereby sought out other social conditions that can bring about productivity which include the following:

- Create learning communities and a sense of cohesion among teachers at school level or in peers or cluster of secondary schools that include group of teachers and their principals, developing a vision, a strong professional identity and strategies for improving the quality of teaching and quality output in secondary schools.
- Strategize with teachers about how a strong and positive professional identity can be created and how higher professional ethics in the school can be earned.
- Involve community members in the lives of schools in order to promote quality of education, better students learning and respect for teachers.
- Provide teachers with good resources for effective teaching.
- Provide adequate space for teachers to work in schools.
- Give special assistance to teachers especially female teachers in rural area in getting good accommodation.

Social work condition includes all the relationships the teachers enjoy with various stakeholders in the school. According to Suzanne, Claudius and Patricia (2010), the social environment described as interpersonal relationship, labour-management relations, motivation, workers' training and development has high influence on the workers' morale and efficiency at workplace and this forms part of the social work condition. This evidently implies high productivity. Researchers have also investigated the place of motivation on productivity. Different motivational factors have been considered by researchers to establish their influence on productivity. Specifically, incentives like monetary incentive (salary), non-monetary incentives like promotion, job security etc. have been linked directly to staff productivity (Ozoemena, 2013).

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 promotion tends 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 (Muheeb 2004). Muheeb, suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status but also the needs for achievement or recognition of competence. It follows therefore that workers will strive to perform effectively or be productive in their job if they are assured that by doing so will increase their chances of being promoted.

In addition to this, Ezeali and Esiagu (2009) classified other welfare packages that can also encourage productivity to include;

1. Security Benefits: these are related to security needs of the workers and are of two kinds-the long term and the short term security benefits. Long term benefits take care of worker's future needs, e.g. pension scheme, gratuity, life insurance etc. while short term security needs include health care scheme, bridging loans for house purchase etc.
2. Work-Related Benefits: these are benefits which impacts on the day-to-day activities of workers, and by extension of the organization. These include, meal subsidies, car loads, sick leave etc.

3. Status-Related Benefits: these are benefits given to senior employees that help to enhance their status. This is seen as a reward for those who have struggled to the top. This includes official cars, entertainment allowances etc.

Enhancing productivity is something that must be internally and artificially motivated. Nevertheless, there are uncountable challenges faced while working to be productive in an organization, this is to say productivity is affected by numerous factors. Okpechi (1991) pointed out that every organization must strive towards high productivity, enlisting the following as factors that can make an organization productive which also affects the teachers: it's organizational structure, its leadership, reward and incentive system, relationship between the employees and their jobs, and the use of modern time and energy saving technology and techniques. There are other notable challenges faced in enhancing productivity, they are:

Capacity building programmes are programmes that help to develop qualities in human resources that will enable them to be more productive and thus contribute more to organizational goal achievement. It is essentially to increase the productivity of teachers by influencing their behaviours. Thus, the state of teacher development and training had been hindered due to the inability on the part of the government to implement policy reforms. Most policies in Nigeria are known to exist and die on papers and never get implemented. These are in-service education programmes which are forms of refresher courses like seminar, workshops, and conferences, use of ICT and internet devices. This is so because a qualitative and effective education delivery solely depends on professionalized human resources who are exposed to in-service education programmes like seminar, workshops, and conferences, use of ICT and internet devices which helps to imbue knowledge, skills, abilities, attitudes, and aptitude which when brought to bear in a teaching-learning situation promotes creativity and productivity.

The National Association of Education, U.S.A, (2003:22) also outlined the following as forms of teacher programmes that encourages productivity but are neglected in some instances:

- i) Institutes: A series of lectures designed to give as much information as possible in a short time of two or three days.
- ii) Conferences: To give participants an opportunity to question others and discuss ideas presented.
- iii) Workshops: Usually a moderate sized group where each person has a problem that is related to his field to solve.
- iv) Staff meeting: Perform a useful in-service function but generally used to acquaint teachers with administrative procedures and policies.
- v) Committee: Five or seven members work on a problem that would be impossible for the whole staff to tackle.
- vi) Professional reading: With the aid of professional library, study groups, book review and so on.
- vii) Visit and demonstration: Opportunity to observe actual teaching techniques respectively.

It is a notable fact that the more one rewards or motivate workers, the harder they will work and the more they tend to respond to their responsibilities, presumably with gratitude or loyalty by performing effectively on the job. Oluchukwu (2000) expressed that productivity is a resultant effect of the internally of three types of resources and they include physicals, financial and human resources. Nevertheless, lack of adequate motivation in a system will have negative effects on staff performance. Taiwo, (2000) stated that in addition to provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits, responsibilities, rights and obligations, and pension plans. Others are reward and incentive system, relationship between the employees and their jobs respectively.

In the same vein, Nakpodia (2006) suggests that job security of workers in terms of income and employment will enhance stability of personnel and a long term commitment. When teachers' salaries are not paid as at when due, the level of commitment is reduced. Human beings generally require some sort of internal and external drivers such as incentives, encouragement and satisfaction of basic need to get the best from them towards the accomplishment of the group goals and objectives. Low pay may attract poorly qualified and unqualified teachers which might have negative effect on the quality products in the educational system.

The education system has good policy that encourages teacher's education and productivity. The policy is pattern towards achieving current educational and national development objectives by ensuring the availability of qualified and effective teachers. Notwithstanding, Okotoni and Erero (2005, p. 1) had observed that there is the absence of obligatory and periodic training and development for staff members in the educational system, as against the emphasis of public service reforms on them. In their words, "despite the recognition of the importance of training by management effort and government as expressed on white papers, various reforms in Nigerian public sector has been more of ruse and waste". Just as the Federal Republic of Nigeria (2004) stipulates that all teachers in educational institutions should be professionally trained based on clearly specified goals and objectives.

Unfortunately, despite the extensive policy enactment and legislation, teacher education and teaching profession remain problematic due to poor implementation as a result of poor attitude to work, purposive

negligence on the part of administrators, poor budgetary allocation to education sector and politically induce corruption evident in the system. All these are inimical to teacher productivity.

Within the school setting, there are too many teaching staff who are not ready to undergo self-education by learning some basic skills on their own to make them fit more in their professional ethics. Nnabuo as cited in Mmerem (2014, p. 30) opined that “organizations such as schools are faced with problems of goal-displacement, erratic and chaotic administration, disorderliness and uncoordinated behaviours, conflicts and mistakes in judgment”. These problems are unhealthy for the school and if not checked by exposing the school administrators to regular attendance of staff development programmes, where they can be acquainted with the knowledge of change and innovations in schools, schools may run into the risk of collapsing.

On the other hand, the inability of teachers to utilize ICT as part of their teaching methodology contributes to the neglect of ICT facilities given to them in some schools that would have contribute greatly to their performance. Without doubt this stand as a challenge to their productivity.

For teachers to be productive there are some specific provisions that should be made available to them while carrying out their professional responsibility. Egbo (2011) views teacher capacity building as means geared towards enhancing productivity in terms of quality in the standard of education. Teacher will always refer to modern technology like internet system for information and knowledge. Egbelogu, (2005) posits that lack of management’s will power to train staff to support the use of modern technology like internet usage is one of the greatest challenges of the school system in Nigeria that has affected their productivity. Izeuma, (2000) supported this when he observed that the right training and skills to the use of modern technology (computer and internet) has not been given extensively to both staff and students.

But, more worrisome is that the prevalent school environment is not good enough to aid or promote effective teaching and learning because of the inadequate educational resources such as school building (classrooms, dining hall, assembly hall, laboratory, library, hostel etc.), equipment (laboratory, workshop, sports, computers, instructional materials): machineries (workshops machines, tools, vehicles) furniture, books, electrical and water supply infrastructure. All these poses challenges to teacher productivity in the profession.

Finance in any organization helps to lubricate the functionality of the system. According to Obasi and Asodike (2007) funding remains one of the important resources needed to manage any school system. Meanwhile, the needed financial resources to improve on the schools and productivity of teachers and students through budgetary allocation by the government seem to be lacking outrageously and this contribute negatively to teacher’s productivity.

The aim of the study was therefore to investigate social work conditions affecting teachers productivity for secondary education goal attainment in Delta State. Specifically, the objectives of the study were to:

1. identify the social conditions of work that exist for teachers that enhances their productivity for secondary education goals attainment in Delta State.
2. examine the challenges to enhancing teachers productivity for secondary education goals attainment in Delta State.

Consequently, the research questions for the study are:

1. What social conditions of work exist for teachers that enhances their productivity for secondary education goals attainment in Delta State?
2. What are the challenges to enhancing teacher’s productivity for secondary education goals attainment in Delta State?

Furthermore, the following hypotheses were tested at 5% level of significance:

1. There is no significant difference between the mean rating of male and female teachers on the social conditions of work that exist which enhances their productivity for secondary education goals attainment in Delta State.
2. There is no significant difference between the mean rating of urban and rural teachers on the challenges to enhancing their productivity for secondary education goals attainment in Delta State.

## **II. METHODOLOGY**

The research design adopted for this study was analytical survey design. The population for the study consisted of 8,610 teachers in public secondary schools in Delta State. This was grouped into 3,803 male teachers and 4,807 female teachers as well as 5,550 urban teachers and 3,060 rural teachers. The sample for the study comprised 568 male and 677 female teachers as well as 805 teachers in urban areas and 440 teachers in rural areas. The sample size was 15% of the population. The sampling technique adopted for the study was stratified random sampling technique. The instrument used for data collection was a 12 item questionnaire titled “Social Work Conditions and Teachers Productivity Questionnaire” (SWCTPQ). The instrument was responded to on a four point modified likert type scale of Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point. The instrument was validated by two experts in Measurement and Evaluation in the Department of Psychology, Guidance and Counseling. Faculty of

Education, University of Port Harcourt. The reliability index was determined using Cronbach Alpha with a coefficient of 0.72. Data for the study was collected by the researcher with the aid of two trained Research Assistants. Mean and Standard Deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 alpha level.

**Research Question 1:** What social conditions of work exist for teachers that enhance their productivity for secondary education goals attainment in Delta State?

**Table 1: Mean Responses of Male and Female Teachers on the social conditions of work that exists which enhances their productivity for secondary education goals attainment in Delta State.**

S/N	Social conditions of work that exist for teacher's productivity	Male Teachers 568		Female Teachers 677		$\bar{X}$	$\bar{X}$	Remark
		$\bar{X}$	SD	$\bar{X}$	SD			
1	Performance appraisal exist in your school as a means of planning for career direction	3.40	1.43	3.27	1.36	3.34		Agree
2	There is existence of participatory decision making pattern in your school	3.02	1.233	3.20	1.32	3.11		Agree
3	The job is challenging	3.19	1.314	3.10	1.27	3.15		Agree
4	There is existence of inter-personal relationships with subordinates	3.01	1.23	3.19	1.314	3.1		Agree
5	Special assistance is given to teachers especially for female teachers in rural areas in getting good accommodation	2.09	0.59	2.17	0.52	2.13		Disagree
6.	Life insurance health care scheme are provided to teachers	1.60	0.49	1.48	0.50	1.54		Disagree
<b>Grand mean and standard deviation</b>		2.72	1.15	2.74	1.05	2.73		

Table 1 indicated that item number 1 had the highest mean scores of 3.34 followed by item 3 with 3.15, item 2 with 3.11, item 4 with 3.1 and item 5 with 2.13 and item 6 with 1.54 respectively. Items 1,2,3 and 4 had various scores that were above 2.50 which is the criterion mean. This simply implies that every issue investigated has strong implication on social conditions of work that exist for teachers that enhances their productivity for secondary education goals attainment in Delta State.

This is to say performance appraisal exist in the school as a means of planning for career direction, there is existence of participatory decision making pattern in the school, the job is challenging, there is existence of inter-personal relationships with subordinates, and inter-personal relationship with colleagues. Meanwhile, items 5 and 6 had mean scores below the criterion mean indicating that special assistance is not given to teachers especially for female teachers in rural areas in getting good accommodation and security needs of the workers like life insurance health care scheme are not provided to teachers.

**Research Question 2:** What are the challenges to enhancing teacher's productivity for secondary education goals attainment in Delta State?

**Table 2: Mean Responses of Urban and Rural Teachers on the challenges to enhancing their productivity for secondary education goals attainment in Delta State.**

S/N	Challenges to enhancing teachers their productivity	Urban Teachers 805		Rural Teachers 440		$\bar{X}$	$\bar{X}$	Remark
		$\bar{X}$	SD	$\bar{X}$	SD <sub>2</sub>			
7	Inconsistent capacity building programmes stand as an obstacle to enhancing teachers productivity	3.05	1.246	3.06	1.250	3.06		Agree
8	Teacher's incapacity is inimical to productivity	3.22	1.38	1.27	Agree1.27	3.2		Agree
9	Weak motivational factors reduces teachers passion to be productive	3.41	1.442	3.37	1.417	3.39		Agree

10	Policy maladjustment is a root cause to unproductiveness	3.68	1.626	3.47	1.480	3.58	Agree
11	Inadequate funding is traceable to weak achievement of teaching in school	2.63	1.13	3.1	1.27	2.87	Agree
12	Support facility and equipment are not in place in the school for teachers to be productive	2.24	1.27	3.7	1.640	2.97	Agree
<b>Grand mean and standard deviation</b>		3.05	1.35	3.3	1.39	3.18	

Table 2 indicated that item number 4 had the highest mean score of 3.58, followed by item 3 with 3.39, item 2 with 3.20, item 1 with 3.06, item 6 with 2.97 and item 5 with 2.87 which are above 2.50 criterion mean, indicating that the challenges teachers face in to enhancing their productivity in both urban and rural areas is traceable to inconsistent capacity building programmes, goal-displacement and teacher's incapacity, weak motivational factors which reduces teachers passion to be productive, policy maladjustment, inadequate funding which is a root cause of weak achievement of teaching and learning in school and the issue of support facility and equipment which are not in place in the school. Notwithstanding, the responses from urban teacher do not go in line with responses from teachers in the rural area on the issue of support facility and equipment which are not in place in the school, they responded that these facilities and equipment are in place in the urban area going by the mean score of 2.24.

**Ho<sub>1</sub>:** There is no significant difference between the mean rating of male and female teachers on the social conditions of work that exist which enhances their productivity for secondary education goals attainment in Delta State.

**Table 3: z-test Analysis of the Difference between the Opinions of Male and Female Teachers on the social conditions of work that exist which enhances their productivity for secondary education goals attainment in Delta State.**

Subject	N	$\bar{X}$	SD	df	z-cal.	z-crit.	Level of sig.
Male Teachers	568	2.72	1.15	1243	0.32	1.96	Not rejected
Female Teachers	677	2.74	1.05				

The result of table 3 showed that the z-calculated value of 0.32 is less than the z-critical value of  $\pm 1.96$  at degree of freedom of 1243 at 0.05 level of significance. Therefore the null hypothesis is not rejected and uphold that: there is no significant difference between the opinion scores of male and female teachers on the social conditions of work that exist which enhances their productivity for secondary education goals attainment in Delta State.

**Ho<sub>2</sub>:** There is no significant difference between the mean rating of Urban and Rural Teachers on the challenges to enhancing their productivity for secondary education goals attainment in Delta State.

**Table 4: z-test Analysis of the Difference between the Opinions of Teachers in Urban and Rural Areas on the challenges to enhancing their productivity for secondary education goals attainment in Delta State**

Subject	N	$\bar{X}$	SD	df	z-cal	z-crit	Level of sig.
Urban Teachers	440	3.05	1.35	1243	3.10	1.96	Rejected
Rural Teachers	805	3.3	1.39				

The result of table 4 showed that the z-calculated value of 3.10 is higher than the z-critical value of 1.96 at degree of freedom of 1243 and 0.05 level of significance. Therefore the null hypothesis was rejected and upholds that: there is significant difference between the opinions of teachers in urban and rural areas on the challenges to enhancing their productivity for secondary education goals attainment in Delta State.

### III. DISCUSSION OF FINDINGS

#### Social work conditions that exist for teachers that enhance their productivity for secondary educational goals attainment:

From table 4.1, the study revealed that performance appraisal exist in the school as a means of planning for career direction, there is existence of participatory decision making pattern in the school, the job is challenging, there is existence of inter-personal relationships with subordinates, and inter-personal relationship with colleagues. Meanwhile, it was also found that special assistance is not given to teachers especially for

female teachers in rural areas and accommodation and security needs of workers like life insurance health care scheme are not provided to teachers. This study is in consonance with Maduagwu and Nwogu (2008) who found that the social conditions that boost teacher's productivity includes assignment of responsibilities, inter-personal relationships with subordinates, and inter-personal relationship with colleagues etc. This is also in line with the works of Suzanne, Claudius and Patricia (2010) who found that the social environment described as interpersonal relationship, labour-management relations, motivation, workers' training and development has high influence on the workers' morale and efficiency at workplace which make teachers to be productive. In the same vein Nwagene (2014) also found that welfare packages like medical allowances, transportation allowances are available for teachers which makes them to be productive and this will bring about the attainment of secondary educational goals which includes: increase in students output and performance both in internal and external examinations.

#### **Challenges to Enhancing Teacher's Productivity for secondary educational Goals Attainment:**

From table 4.4, it was revealed that the challenges both urban and rural areas faced is traceable to inconsistent capacity building programmes, goal displacement and teachers incapacity, weak motivation factors which reduces teachers passion to be productive, policy maladjustment, inadequate funding which is a root cause of weak achievement of teaching and learning in school and the issue of support facility and equipment which are not in place in the schools in rural area but are found in the urban schools. This is in consonance with the findings of Okpechi (1991) enlisting the following as factors that can make an organization productive which also affects the teachers: its organizational structure, its leadership, reward and incentive system, relationship between the employees and their jobs, and the use of modern time and energy saving technology and techniques.

In the same vein, Egbelogu, (2005) found that lack of management's will power to train staff to support the use of modern technology like internet usage is one of the greatest challenges of the school system in Nigeria that has affected their productivity. Izeuma, (2000) supported this when he observed that the right training and skills to the use of modern technology (computer and internet) has not been given extensively to both staff and students. This corroborate with the view of Mmerem (2014, p. 30) opined that "organizations such as schools are faced with problems of goal-displacement, erratic and chaotic administration, disorderliness and uncoordinated behaviors, conflicts and mistakes in judgment" Unfortunately, despite the extensive policy enactment and legislation, teacher education and teaching profession remain problematic due to poor implementation as a result of poor attitude to work, purposive negligence on the part of administrators, poor budgetary allocation to education sector and politically induce corruption evident in the system, and this continues to affect the secondary educational goals attainment in delta state.

#### **IV. CONCLUSION**

The study concluded that there is a good social condition of work in public secondary schools in Delta State. However, there are challenges in the school also limiting improvement in these social work conditions for improved teachers productivity and attainment of secondary education goals.

#### **RECOMMENDATIONS**

The following recommendations were made based on the findings of the study:

1. There is need for school administrators to provide special assistance such as good accommodation and transportation for teachers. This will help to boost their level of commitment to work and also improve their level of productivity.
2. It is important that teachers should be provided adequate security such as health care insurance. This will help to reduce the level of absenteeism from work as a result of health related challenges.
3. School administrators should also endeavor to provide adequate training for teachers. This will help to build their inter-personal relationship ability and also improve on the quality of service delivery in the school.

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