Influence of Administrative Factors on Teachers Performance In Public Secondary School In Anambra State

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ABSTRACT
This study examined influence of administrative factors on teachers performance in public secondary school in Anambra State. Two research questions guided the conduct of the study. Two hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised 2700 teachers in Anambra state secondary schools. Sample size for this study is 810 teachers drawn from 256 public schools in Anambra state. Out of the six education zones in Anambra state, three educational zones were drawn using simple random sampling technique balloting with replacement. Influence of Administrative Factors on Teachers Performance in Public Secondary School in Anambra State Questionnaire” (IAFTPSSASQ) was the instrument used for the study. Data generated were analyzed using standard deviation and mean rating for the research questions and z test for testing the hypotheses. The findings of the study include: Instructional supervision factor influence teacher performance in public secondary schools. Teachers agree to six out of the seven listed items as the factors that influence in-adequate motivational factors on teacher performance in public secondary schools. The difference in instructional supervision factor influence teacher performance in public secondary schools Anambra State was significant. The difference in the mean rating of in-adequate motivational factors influence teacher performance in public secondary schools in Anambra State was significant. The study recommended that teachers should be involved in textbook selection. For each subject, competencies to be taught should be specified to guide selection of textbooks. The government should encourage teachers by financing textbook writing by Anambra teachers. Classrooms should be decongested by erecting new buildings in individual schools or establishing more schools in the localities. The present class size which officially stands at thirty five to forty students per class should be enforced. Staff development programs should include training in the rudiments of instructional supervision to endow teachers with the necessary skills to carryout peer supervision. Every new teacher in the field should be under the supervision of a trained experienced and competent colleague for induction purpose. For the first year, the new teacher should be observed at least weekly. Strengths should be encouraged. Weaknesses identified and solutions proposed. Principals should look for ways and means of motivating teachers in their schools. They should not ignore the potential motivating factors of verbal praise and encouragement, teacher of the year awards, free school parties and an effective’s staff union.

Keywords: Instructional Supervision Factor, In-adequate Motivational Factor and Teacher Performance

INTRODUCTION
Conscious of the fact that success in the awareness of educational goals depends largely on the teacher, the National Policy on Education, FRN (2004), recognizes that the excellence of education is guaranteed by teacher performance. The teacher’s task is to teach, educate, provide educational guidance, promote the quest for scientific knowledge and conduct regular assessment (FRN, 2004). In view of the significant and diverse scenery of the teacher’s job, the necessary resources and favorable working environment must
be provided to facilitate the effective implementation of his/her task. The provision of favourable physical and psychological working environment is the task of school administrators. The quality of such administrative service rises above location so that principals and teachers in all schools are supposed to be offered a fair and equal opportunity to performance. This is predominantly important because the practice in the state has been that education zonal offices are located in the local government council headquarters and they appear to concentrate on schools nearby. As a result, teachers in the distant areas stand the risk of being deprived of needed motivation because the officers in the zonal offices do not extend their services to such areas.

The most important factor in teaching is the teacher, not technique method or curriculum because he translates all these into meaningful learning experiences for students, (Abiogu and Ugwuja 2008). Next to the quality of the teacher is the quality of administrative services provided in schools to enhance effective teaching. By implication, teacher performance goes along with the quality of administrative services provided. A teacher here refers to one who guides and tutors another towards the acquisition of desired knowledge and skills. The concept of teacher performance is elusive given that teaching is a complex activity (Zeichner, 2016) However for the purpose of this study, teacher performance refers to the process of the teacher’s interaction with the students in educating them and students performance in tests and examinations. In Anambra State factors affecting teacher performance are multiple Ada, (2010) identifies some to include: lack of professional training; physical characteristics of the teacher; personality traits, and administrative factors. Teaching is one of the most difficult jobs because human behaviour is complex and difficult to modify or change especially if one is not equipped to do so, (Abott & Wyld, 2012). This lack of professional training becomes a major constraint to teacher performance. Physical characteristics such as voice quality and non-verbal communication skills and such effective qualities as fairness, patience, humour and concern for students can enhance teacher performance (Dimmock, 2015). These personal attributes are particularly desirable if the teacher is to view teaching as a cause beyond oneself (Dimmock, 2015). This implies that love for the job itself will lead to greater commitment and self sacrifices, without which teaching becomes a stop over to other jobs or just another boring means of earning a living. In such a situation teacher performance is sacrificed. Some of the contributing factors to teacher performance, of course, lie on the school administration. The decision to dwell on administrative constraints stems from various factors. In Anambra State, 90% of teachers in public secondary schools are trained,(Anambra State Education Summit Digest,2015). The premise is that they possess adequate professional competencies. Secondly, this researcher shares the views of Bello, (2010) that it is possible for teachers lacking desirable physical and effective traits to be given adequate training and provided conducive working environment. Thirdly, because of fewer job opportunities in Anambra State, due to lack of industrialization, some people going into teaching are just looking for job and need to be highly motivated by school administrators to be effective. Finally, many of the decisions involving the organization and running of schools in the state are made by school administrators. Such decisions as organization for curriculum implementation, supervision of instruction, provision of adequate facilities and equipment, provision of favourable school community relations and staff motivation, rest with the school administration, (Focho, 2006).

The term school administrator is not limited to any one person or position; rather it refers to anyone involved in the management process of the school. These include’ principals, vice-principals, subject masters, state ministry of education, teaching service board, and local public education officers, director of secondary schools, curriculum planners, the state public, the minister of education and the federal public. Considering that teacher performance is a function of teacher characteristics (professional, and personal) and the quality of administrative service, it is evident that administrative factor that can make a teacher ineffective despite the possession of desired characteristics. Another indication of constraints to teacher performance which may be due to administrative factors is noticeable in the fact that many students in the researcher’s school attend public evening classes to ensure content coverage and better understanding. Their complaint is that their regular teachers neither teach well nor do they cover the scheme of work. This also seems to be the trend in other parts of the state. Another evidence of
constraints to teacher performance is noticeable in the frequent radio announcements made by principals on the state radio demanding some teachers to report for work or face disciplinary actions,(Torkula, 2014). There are also obvious cases that some public secondary school teachers are involved in other income generating activities. Constraints to teacher performance are again reflected in student’s poor performances in external examinations. Therefore indications of teacher performance in some public secondary schools in Anambra State do abound. In an effort to look at causes of teacher performance fingers seem to be directed to school administrators. From the researcher’s experience there is little instructional supervision leading to lack of quality control and technical support to teachers. Conversations with teachers from the area under study reveal that teachers in other schools experience similar problems. It is the feeling of this researcher that educational authorities in Anambra State are not fully aware of the nature and extent of the problems encountered by teachers. Probably, the issues raised by teachers at joint meetings are not properly oriented for example, teachers complain of poor working conditions and inadequate motivation but the nature and extent of these problems have not been fully delineated. Thus, it becomes imperative to investigate the nature and extent of the administrative factors influencing teacher’s performance in public secondary schools in Anambra State.

**Statement Of The Problem**

Public secondary school is often listed among the educationally backward states in Nigeria. The administrative structure of schools in all ramifications should be enabling rather than constituting a constraint to teacher performance as presently seems to be the case here. However, it is appalling to note that statistics from the State Ministry of Education and its affiliate agencies reveal that secondary school teachers are performing below expectation. The researchers interaction with principals, parents and teachers revealed that the conditions under which many students learn in many public secondary schools in Anambra State is un-conducive and deplorable and capable of rendering the teacher ineffective and posing a hindrance to positive educational outcomes. The Anambra State situation seems to be such that factors relating to poor teacher disposition towards quality delivery and consequent administrative constraints to efficient productivity are both at play here. The later however as a consequence of the former and needing investigation especially in public secondary schools where the situation seems most deplorably glaring. The problem of this study therefore put in question form is: what are the administrative factors influencing teacher’s performance in public secondary schools in Anambra State?

**Purpose Of The Study**

The main purpose of the study is to investigate the administrative factors influencing teachers performance in public secondary schools in Anambra State. Specifically the study intends to:

1. Examine how instructional supervision factor influences teacher performance in public secondary schools in Anambra State.

**Significance Of The Study**

Teacher performance had always been a function of both teacher characteristics and management practices of school administrators. The present study may be theoretically significant as a collaboration to the scientific management or efficiency movements of the 19th centuries as well as the human relations and job satisfaction theories of same period which posited that for the worker to be efficient and effective he must be satisfied with his job and have a conducive working environment. This study involved to a great extent principals and teachers and thus seeks to expose more recent trends as to the effects of job satisfaction and conducive working environment on the teacher especially in Anambra State. This may be of benefit to future researchers who will pick up on other aspects of administration that hinder teacher performance or cause job dissatisfaction that are not covered by this study.

Generally, results of this study may be of interest to government, educational policymakers, principals, teachers, parents and other researchers who can gain access to the findings through publications and seminars that can be generated from the findings. Specifically the findings of this study may help the
government to adopt better strategies aimed at increasing the level of teacher job satisfaction and efficiency in the state. It is hoped that by seeking to pin point specific areas of administrative hindrances and making recommendations, resultant issues may be systematically clarified. This may make it possible for the state government to adopt positive approaches aimed at curbing administrative factors that hitherto hindered teacher performance and thus enhance the teaching learning process in all government secondary schools in the state to the benefit of present and future generations.

The results of the study may also convince government that teachers are generally dissatisfied because they are ill motivated. This may spur the government to address such motivational issues as allowances and promotion opportunities. The findings of this study may help educational policy makers in the state to come up with better strategies to improve teacher performance. For instance, curriculum planers and the director of secondary education responsible for the approval of programs may review the unfavourable aspects pertaining to the organization for curriculum implementation. Identifying instructional supervision problems may also help principals and instructional supervisors to improve their supervisory practices. Publication of the results of the study may alert the Director of secondary education in the state ministry of education about the poor state of facilities and equipment particularly in rural schools with a view to remedying the situation. This may benefit the rural students as they may be better placed to compete with their counterparts in the urban schools.

The research findings may make school principals and parents aware of the special needs and gains of school community relations. This may be made possible through workshops and seminars that may be generated. These may eventually alert parents and local authorities about their level of cooperation and hopefully efforts may be made to canvas for more of their support to the benefit of the school and society at large. The school may thus be enabled to represent the society better. The findings of the study may also give the teacher union leaders first hand and concrete information as to the nature of teachers’ problems through publication of findings. This may equip them better in negotiating welfare issues with the ministry of education. In the event where identified problems are redressed, it is hoped that teacher unrest by way of strikes may be reduced and students’ academic achievements may improve.

**Research Questions**

The following research questions were formulated to guide the study;

1. To what extent does instructional supervision teacher performance in public secondary schools in Anambra State?

2. To what extent does in-adequate motivational factors teacher performance in public secondary schools in Anambra State?

**Hypotheses**

The following null hypotheses were tested at P < 0.05 level of significance:

1. There is no significant difference in the mean ratings of in-adequate motivational factors on teacher performance in public secondary schools in Anambra State.

2. There is no significant difference in the mean ratings of in-adequate motivational factors teacher performance in public secondary schools in Anambra State.

**LITERATURE REVIEW**

**Concept Of Administrative**

Administration is conceived as the art of getting things done through people. In a broader sense, it is the process of planning, organizing, leading and controlling the efforts of members of an organization/institution and using all the organizational/institutional goals and objectives. As stated by Osakwe (2015) is the allocation of resources and inputs for the purpose of producing output desired by the customers of an organization so that corporate objectives are accomplished. The interrelated activities and functions of administration include: planning, organization, leadership, control and development. These actions are normally carried out by individuals (managers, administrators, organizational/institutional stakeholders, government officials, etc) within the organization/institution to achieve organizational goals and objectives. The strategies include proper and effective leadership,
discipline, supervision, planning, delegation of duties, monitoring of staff and students activities, motivation of staff, establishment of channels of communication between themselves and their staff and identification of problems. School authorities/managers should also see that students receive adequate teaching and learning through the efforts of both academic and non-academic staff. They should create a conducive environment that will encourage staff and students to actively participate in all school activities, encourage cordial relationship between all categories of staff, and give valuable suggestions to their needs. It is against this background that this study examines the administrative strategies of departmental heads as determinants of effective management of human resources in tertiary institutions.

**Concept Of Teachers**

Teacher education refers to the whole range of activities that constitute preparation for, and improvement of members of, the teaching profession. It includes pre-service education for those who have not had teaching experience and in-service education for those who are actually engaged in teaching. A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps students to acquire knowledge, competence or virtue. Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. According to Gage, Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Edmund Amid on defined it as "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity. Brubacher, Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so.

Munroe (1950) defines teacher education" refers to the total educative experiences which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the program of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service.

Douglas (2007) mentions that “teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills. According to Harmer (2007), the term ‘facilitator’ is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge.

**Concept Of Performance**

Performance is an active ingredient for the enhancement of academic activity in the secondary school system. The policy of management in this regards is to looks in depth, targeting values that involves sustainable planned efforts to increase performance through purposeful reflection actions. In particular, the ultimate goal is to enable the organization to grow stronger in achieving its purpose and mission that reflects on: Creating an environment for reform and capacity-building, organizational conditions for empowering staff; Influence service delivery systems; Identify and grasp opportunities for collaboration in the delivery of services; Finding ways of providing choice and harnessing the energies of all users of their service;(e)Work to ensure cooperation between leaders across sectors; Ensure effective, efficient and frugal use and control of human, material and financial resources including appropriate and well-organized data and information for the delivery of the services (Edo,2016).In the same vein, the researcher observed that in learning environment, productivity of academic staff is conceived in respect of the extent in which the course load is accomplished, increase in the rate of students’ achievement, engaging in guidance and counseling on issues that addressed and related to academic progress of the students, bringing innovation to challenging academic situation, advising and attending to students’ academic challenges, carrying out assigned tasks and responsibilities articulately and assiduously,
Theoretical Framework
The theoretical framework of this study is anchored on Human Relations Theory. The proponents of human relations approach to administration and management share the view that developing and maintaining harmonious relations between employees and supervisors and among employees is quite fundamental to all organizations. Focho (2001) was one of the early advocates of this theory, and in her works, she emphasized the human side of administration. The underlying principle behind this theory is that a satisfied worker is an effective one. The theory therefore emphasizes that an increase of employee motivation and morale will increase his performances.
This theory emerged as an opposition to the classical organization or scientific management movement advocated by Taylor in (Focho 2001), which viewed man as a machine that needs to be directed to achieve high level of productivity irrespective of his personal feelings and needs. Man has to obey instructions without protest despite individual idiosyncrasies and lack of inter-personal relations with supervisor and colleagues. Focho argue that employees are human beings and not machines, whose individual differences and inter-personal relations at work ought to be taken into consideration. As a result, questions relating to the physiological and psychological factors of the work environment began to emerge followed by research on the salient issues. The human relations theory basically holds that financial remunerations though a significant motivator is not the only driving force behind workers performance (Focho 2001). Other non-economic factors such as the physical and psychological work atmosphere can be powerful motivators.
This theory still holds important implications for schools as organizations, primarily because schools are basically involved with people and not machines as is the case with some organizations. Schools as organizations are constituted of different groups of people who interact to achieve organizational goals. These include teachers, administrators, students, auxiliary staff and parents. The key personnel here are the teacher whose duty is to teach in such a way as to enable students learns. By implication he has to be effective and this has to be enhanced by the cooperation of the others involved. While the administrator has to provide the needed financial and material resources conducive school plant and nice welfare pacages, the student’s, support staff, parents, and colleagues have their own contributions to make towards a harmonious working environment. This in essence is what the human relations theorists advocate, (Focho, 2001). The teachers and others and other staff had to be satisfied with the different facets of their job and this lead to the theory of job satisfaction.

Empirical Studies
Asiago (2018) investigated the administrative factors influencing quality of education in public secondary schools in Kenya. The study objectives were to establish the extent to which school physical facilities, teacher motivation levels, financial resources and teaching/learning materials influence quality of education in public secondary schools in Kitui, Kisii and Nairobi counties.. The study used a correlational research design focusing on a target population of 783 public secondary school principals and 8617 public secondary teachers employed by the Teachers Service Commission. Kitui, Kisii and Nairobi counties represent low, medium and high social-economic potential counties in Kenya respectively. Stratified sampling was used to classify schools in these counties into National, Extra County, County and sub County categories. The sample population was 260 schools and 368 teachers. By stratified proportionate sampling, the study sample consisted of 4 national schools, 11 extra county schools, 40 county schools and 205 sub county schools. The schools were randomly selected in each category to ensure representativeness of all school types. The instruments used to collect data included the teachers questionnaire, principals’ questionnaire and observation guide. Reliability coefficient for the questionnaires was 0.7 for teacher questionnaire and 0.72 for principals’ questionnaire. Data was analyzed...
using frequencies, percentages, means, T-test, Pearson Product Moment Correlation Coefficients and regression analysis. The findings revealed that school physical facilities predicted quality of education at 9.4 percent, teacher motivation predicted quality of education at 8.7 percent, school financial resources predicted quality of education at 2.3 percent while teaching and learning resources predicted quality of education at 23.2 percent. When considered jointly, school physical facilities were found to have the greatest influence on quality of education in terms of KCSE mean score while teaching and learning resources influenced transition rate from form one to four and number of trophies won in co-curricular activities the most. Administrative factors were therefore found to influence quality of education positively. The study recommends schools to diversify their financing sources in order to provide quality education. Teachers Service Commission should come up with teacher incentive policy to motivate teachers. More research should be done to investigate administrative factors influencing quality of education in public primary schools, public primary and secondary schools; and public and public universities.

Ndambuki (2016) investigate the administrative factors influencing the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. Four research objectives guided this study. The objectives sought to assess the influence of disbursement of funds on the implementation of free secondary education; determine the influence of school size on the implementation of free secondary education; establish the influence of availability of resources on the implementation of free secondary education and lastly assess the influence of principals” financial management skills on the implementation of free secondary education in public secondary schools in Makindu Sub –County, Makueni County. This study was based on the Capital Theory of School Performance and Improvement. The target population comprised of all the 20 public secondary schools in the Sub-County comprising of 20 principals, 20 deputy principals and 100 heads of departments. The sample comprised of 20 principals, 20 deputy principals and 30 heads of departments. The study used questionnaires to collect data. The study concluded that disbursement of funds and availability of resources influenced the implementation of free secondary education in public secondary schools. The study also concludes that principals’ financial management skills and school size did not statistically influence the implementation of free secondary education in public secondary schools. The study recommends that the government should disburse adequate funds so the principals are able to implement the curriculum. The government should and disburse the funds in good time so that the principals are able to plan and implement school programmes in good time. The principals should be trained so that they are able to manage the school funds effectively.

Mwangi, (2015) investigate the administrative factors that influence students performance at KCSE public day secondary schools Thika West, District. Kiambu County, Kenya. This study sought to determine the extent to which Head teacher’s competence in inducting new teachers, benchmarking, and administration of standardized examinations and syllabus coverage influence students’ performance. This study adopted ex-post facto research design. The target population included secondary schools, 38 head teachers and 760 teachers. The sample was 14 head teachers and 56 teachers in 14 public day secondary schools in Thika West District. Kiambu County. A purposive sampling technique was used to select 14 public day secondary schools. Data was collected using two sets: head teachers’ and teachers’ questionnaires which had a reliability coefficient of 0.81. The data for head teachers and teachers was collected and presented in tables and line graphs. Various descriptive statistics like frequencies, percentages and tables were used to arrive at conclusions. The study found out that head teachers induct new teachers to be able to collectively converge in their presence to properly consult before making decisions on academic progress and this was so often used in the area of study. The study also revealed that the induction style to new teachers is helpful for them to apply varying leadership styles depending on the environment. The findings lead to the conclusion that indeed induction of teachers, benchmarking, early syllabus coverage and regular administration of standardized examinations helps in improving student performance. The study recommends that head teachers be required to take mandatory courses in education, administration and seek further guidance from experts of Kenya Educational Management.
Institute to enable them to manage schools more effectively and efficiently. Also, schools should embrace benchmarking with other well performing schools, encourage early syllabus coverage, and embrace administration of standardized examinations.

Kajo, (2011) investigated administrative constraints to teacher performance in government secondary schools in Anambra state and consequently suggest ways of curbing them. The study investigated the following issues: organization for curriculum implementation, instructional supervision, school plant management, school community relations and motivational factors. Five research questions and five null hypotheses guided the study. A questionnaire designed by the researcher, validated by experts and tested was used as the research instrument. This was administered to 33 principals and 655 teachers of government secondary schools in Benne State. The mean and standard deviation were used to answer the research questions, while the z-test was used to test the hypotheses at 0.05 level of significance. The findings amongst others, indicate that the following constitute constraints to teacher performance: organization for curriculum implementation, school plant management, school community relations and in-adequate motivation. Supervision of instruction however did not constitute a constraint. The major implications of the findings are that teachers can hardly be effective in the face of innumerable administrative constraints. Based on the findings recommendations were made.

METHOD
Design Of The Study
A descriptive survey design was used for this study. Nwana, (2010) stated that research design is a term used to describe a number of decision which need to be taken regarding the collection of data before other data are been collected. Descriptive statistics was applied because of its capability to summarize large quantities of data using understood measures in form of graphical and numerical techniques (Burns, 2010). This research approach was chosen because of its relevance to this project study, more particularly it could answer research questions in this study which described behavior/attitudes.

Area Of The Study
The area of this study is the whole of Anambra state. It is one of the thirty-six states of the federation and is located in the south-east zone of Nigeria. It shares boundaries with Delta state to the west, Imo and Abia states in the south, Enugu state in the East and Kogi state to the north. Anambra state is divided into three senatorial districts; Anambra north, Anambra central, and Anambra south. There are 21 Local Government Areas in the state and the indigenous language of the people is predominantly Igbo. The inhabitants of the area are mainly civil servants and business men, the rural areas are, however, predominantly inhabited by farmers, petty traders and craftsmen. Anambra state comprises six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, Otuocha education zones. The State Post Primary Schools Service Commission at Awka centrally controls public secondary schools in the state to ensure quality while the State Ministry of Education supervises both public and public secondary schools in the state.

Population Of The Study
The population of the study comprised 2700 teachers drawn from state public secondary schools in the six education zones in Anambra State. This figure is based on records from Post Primary School Service Commission, Awka 2019. The breakdown for the 256 state public secondary schools located in the six education zones comprised: Aguata (47), Awka (61), Nnewi (50), Ogidi (40), Onitsha (32), and Otuocha (26).

Sample And Sampling Techniques
The sample size for this study is 810 teachers drawn from 257 public secondary schools in Anambra state. The researcher used simple random sampling and proportionate stratified sampling techniques in the course of this work. The first stage involved randomly drawing three education zones out of the six education zones in Anambra state. Accordingly, Aguata, Onitsha and Otuocha zones were drawn using simple random sampling technique balloting with replacement. The second stage involved the use of proportionate stratified sampling technique to draw 30% of the teachers from the 105 secondary schools.
in the three education zones sampled. This resulted to 810 teachers. The choice of 30% is in line with Nwankwo, (2010) who stated that when the population is large, the choice of a lower percentage becomes necessary in order to have a manageable population size. Therefore, the choice of 30% becomes justified.

**Instrument for Data Collection**

The instrument which was used in collecting the data for the study is a structured questionnaire developed by the researcher titled “Influence of Administrative Factors on Teachers Performance in Public Secondary School in Anambra State Questionnaire” (IAFTPSSASQ). The IAFTPSSASQ is made up of 15 items.

**Validation Of The Instrument**

In order to ensure that the experts were properly guided in their task, copies of the purpose of the study, research questions and hypotheses were given to them. The experts were required to scrutinize the items for clarity, appropriateness of language, relatedness to research questions and hypotheses. The comments, suggestions and corrections by the experts helped in the modification and rearrangement of the items leading to the final development of the instrument.

**Reliability Of The Instrument**

The reliability of the instrument was established using Cronbach Alpha method which involved single administration of instrument. To achieve this, copies of the questionnaire for the study were administered to 20 teachers in urban area in Anambra State. The reliability coefficients of their responses were established using Cronbach Alpha formula. The reliability coefficient of .90, .78, .64 and .78, were obtained and were considered high enough for the instrument to be reliable.

**Method Of Data Collection**

The researcher administered copies of the instrument directly to the respondents with the help of six trained research assistants. The research assistants were trained and instructed on how to distribute and collect copies of the questionnaire from the respondents. The completed copies of the instrument were collected on the spot and follow up visits were made in situations where the respondents did not submit on the spot. The distribution and collection of the questionnaire lasted for four weeks. Properly completed copies were used for data analysis. Out of 810 copies of questionnaire were administered and 799 were duly completed and returned. The analysis was based on these numbers, which represent over 95% of the total questionnaire.

**Method of Data Analysis**

Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. For the research questions, mean score of above 2.50 was regarded as agreed while mean score below 2.50 was regarded as disagreed. For the hypotheses, a null hypothesis was rejected when the t-calculated value is ≥ t-critical value, reject H0 and t-calculated value ≤ t-critical value do not rejected H0.

**PRESENTATION AND ANALYSIS OF DATA**

The data obtained for this study were analyzed and presented based on the research questions that guided the study. 810 copies of questionnaire were administered and 799 were duly completed and returned. The analysis was based on these numbers, which represent over 95% of the total questionnaire.

**Research Question One: What To what extent does administrative for curriculum implementation constitute constraints to teacher performance public secondary schools in Anambra State?**
Table 1: To what extent does administrative instructional supervision constitute constraints to teacher performance?

Table 2: Mean Ratings on the administrative instructional supervision constitute constraints to teacher performance

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item Description N=799</th>
<th>X</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The principal supervises instruction</td>
<td>3.35</td>
<td>.48</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Pedagogic advisers supervise instruction</td>
<td>3.29</td>
<td>.45</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>There is usually time for post – supervision conferences</td>
<td>3.14</td>
<td>.35</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers comply with post supervision meeting</td>
<td>3.09</td>
<td>.29</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Colleagues help to supervise each other</td>
<td>3.29</td>
<td>.45</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Heads of school help solve instructional problems</td>
<td>3.20</td>
<td>.40</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Opportunities for ongoing staff development programmes are</td>
<td>3.28</td>
<td>.45</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Supervisors often recommend measures to improve incompetent</td>
<td>3.35</td>
<td>.48</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td><strong>3.16</strong></td>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>

The analysis in table 1 administrative instructional supervision constitute constraints to teacher performance in public secondary schools in Anambra State. Teachers agree that the 8 listed items should be part of the administrative instructional supervision. Their mean ratings for the 8 items ranged from 3.28 to 3.35.

**Research Question Two** To what extent do administrative in-adequate motivational factors act as constraints to teacher performance?

Table 3: Mean Ratings on in-adequate motivational administrative factors act as constraints to teacher performance

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item Description N=799</th>
<th>Mean</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Salaries and allowance are comparable to other professions</td>
<td>3.13</td>
<td>.34</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Salaries and allowances are paid promptly</td>
<td>3.08</td>
<td>.27</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Staff advancement is done regularly</td>
<td>3.33</td>
<td>.47</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Salary structure is favorable to staff</td>
<td>3.30</td>
<td>.46</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers are transferred with due consultation</td>
<td>3.03</td>
<td>.17</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Principal shows appreciation to teachers’ work</td>
<td>2.09</td>
<td>.29</td>
<td>Disagree</td>
</tr>
<tr>
<td>7.</td>
<td>Staff dismissal policies are clearly stated</td>
<td>3.05</td>
<td>.21</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td><strong>Grand mean scores</strong></td>
<td><strong>3.00</strong></td>
<td></td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table 2 shows that teachers agree to six out of the seven listed items as the factors that influence in-adequate motivational factors on teacher performance in public secondary schools in Anambra State. They include that: their salaries and allowance are comparable to other professions (3.13); Salaries and allowances are paid promptly (3.08); Staff advancement is done regularly (mean=3.33); Salary structure is favorable to staff (3.30); Teachers are transferred with due consultation (3.03) and that Principal shows appreciation to teachers’ work (3.05).
Hypothesis 1: There is no significant difference between the mean ratings of instructional supervision factor on teacher performance in public secondary schools in Anambra State.

**Table 5: z-test comparison of instructional supervision factor influence teacher performance**

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>103</td>
<td>3.50</td>
<td>.17</td>
<td>797</td>
<td>8.96</td>
<td>1.96</td>
<td>Sig</td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>696</td>
<td>3.36</td>
<td>.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 4 shows that the calculated z-value (8.96) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 797. This is an indication that the difference in instructional supervision factor influence teacher performance in public secondary schools Anambra State was significant. The null hypothesis therefore was rejected.

Hypothesis Two: There is no significant difference between the mean ratings of in-adequate motivational factors on teacher performance in public secondary schools in Anambra State.

**Table 6: z-test comparison of in-adequate motivational factors influence teacher performance**

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-adequate</td>
<td>103</td>
<td>3.41</td>
<td>.19</td>
<td>797</td>
<td>24.01</td>
<td>1.96</td>
<td>Sig</td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>696</td>
<td>3.13</td>
<td>.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Table 4, the analysis shows that the z-cal value of 24.01 is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 797. This shows that the difference in the mean rating of in-adequate motivational factors influence teacher performance in public secondary schools in Anambra State was significant. Therefore, the null hypothesis of no significant difference between the groups was rejected.

**Summary of Findings**

1. That the difference in instructional supervision factor influence teacher performance in public secondary schools Anambra State was significant.
2. Teachers agree to six out of the seven listed items as the factors that influence in-adequate motivational factors on teacher performance in public secondary schools in Anambra State.
3. The difference in instructional supervision factor influence teacher performance in public secondary schools Anambra State was significant.
4. The difference in the mean rating of in-adequate motivational factors influence teacher performance in public secondary schools in Anambra State was significant.

**CONCLUSIONS**

The following conclusions have been drawn from the major findings of the study: Principals and teachers both indicated that instructional supervision does not constitute a constraint to teacher performance in Anambra State. Both were of the opinion that on a regular basis the principal supervises instruction and pedagogic advisers (specialist subject supervisors) supervise instruction, there is usually time for post supervision conferences and colleagues help supervise each other regularly, recommending measures to help improve incompetent teachers. Principals and teachers both indicated that in-adequate motivation constitutes a constraint to teacher performance in government secondary schools in Anambra State. The following constitute the highest constraints: Salaries and allowances are not comparable to other professions, salaries and allowances are not paid promptly, staff advancement is not regular, salary structure is not favourable to staff and teachers are transferred without due consultations. The difference
in the mean ratings of principals and teachers as regards instructional supervision was not statistically significant. Both accepted this variable as not constituting a constraint to teacher performance in government secondary schools in Anambra State. As concerns motivational factors, the difference in mean ratings of principals and teachers is also not significant. Both accepted that inadequate motivation constitutes a constraint to teacher performance in government secondary schools in the state.

RECOMMENDATIONS
The following recommendations have been made in the light of the findings, the discussion that followed and the various implications which have been highlighted.

1. Teachers should be involved in textbook selection. For each subject, competencies to be taught should be specified to guide selection of textbooks. The government should encourage teachers by financing textbook writing by Anambra teachers.
2. Classrooms should be decongested by erecting new buildings in individual schools or establishing more schools in the localities. The present class size which officially stands at thirty five to forty students per class should be enforced.
3. Staff development programs should include training in the rudiments of instructional supervision to endow teachers with the necessary skills to carryout peer supervision.
4. Every new teacher in the field should be under the supervision of a trained experienced, and competent colleague for induction purpose. For the first year, the new teacher should be observed at least weekly. Strengths should be encouraged. Weaknesses identified and solutions proposed.
5. Principals should look for ways and means of motivating teachers in their schools. They should not ignore the potential motivating factors of verbal praise and encouragement, teacher of the year awards, free school parties and an effectives staff union.
6. For advancements to be regular, school principals should be given the responsibility of evaluating and compiling the names of those due and forwarding them to the Ministry of Finance for immediate action. This will reduce the practice of teachers leaving work to follow up these advancements.

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