

PERFORMANCE MANAGEMENT AS CORRELATE OF TEACHERS' PRODUCTIVITY IN CATHOLIC MISSION SECONDARY SCHOOLS IN IMO STATE

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Abstract

The study investigated performance management as correlate of teachers' productivity in Catholic mission secondary schools in Imo State. Three research questions and three hypotheses were posed to guide the study. The design used for the study was correlational design. The population of the study was the 134 Vice Principals in Catholic mission secondary schools in Imo State and the same 134 Vice Principals in these schools were drawn as the sample for the study through a purposive sampling technique. Two questionnaires were used for collecting data for the study. The first questionnaire for the study consisted of 10 items and was named "Performance Management Scale" (PMS) while the second questionnaire was also a 10 item questionnaire named "Teachers' Productivity Scale" (TPS). The questionnaire was validated by two experts in the Department of Psychology, Guidance and Counseling in University of Port Harcourt while the reliability of the questionnaire was estimated using Cronbach Alpha statistic with co-efficients of 0.73, 0.73 and 0.78 while the co-efficient of the dependent variable was 0.89. Out of the 134 copies of the questionnaires administered, 125 copies representing 93.2% were retrieved and used for the study. Pearson product moment correlation co-efficient and multiple regression were used to answer the research questions raised while t-test of correlation and analysis of variance associated with multiple regression were used to test the hypotheses formulated at 0.05 level of significance. The result of the study showed that there was a moderate positive relationship between motivation and teachers productivity, there was a strong positive relationship between performance evaluation and teachers productivity and performance management jointly predicted 57.1% of teachers' productivity. It was therefore recommended that principals should endeavor to motivate their teachers for improved productivity.

Keywords: Performance, Management, Catholic, Productivity, Secondary School

Introduction

Performance management has been adopted by different school administrators as a way of managing the level of productivity among teachers. This is because failure to manage the performance

level attained in a school can be counterproductive at the long run. Furthermore, performance management deals with the adoption of the right practices by the administrative head of the school to ensure that the educational goals and objectives of the school are

achieved. There are various performance management strategies that can be adopted by school principals to improve the level of teachers' productivity. These practices include but are not limited to staff motivation and staff performance evaluation. These practices are adopted by the school administrator in this case the principal to ensure that the educational needs of stakeholders are met.

Performance management is a common practice among Catholic mission secondary schools. This is because as faith-based educational institutions, so much is expected from these schools from educational stakeholders both academically and morally. Therefore, since the teacher plays a significant role in the achievement of the educational needs of the school based on their level of productivity, a lot is expected from the principals on how they manage performance in order to enable Catholic mission schools especially in Imo State to meet the long term educational goals and objectives.

Productivity is defined in a lay man's language as the extent to which the right quality and quantity of goods and services are produced in an organization. It can therefore be deduced that the level of teachers' productivity is the extent to which teachers are able to meet their

educational obligations as expected by various educational stakeholders. McGivney and Foda (2018) asserted that the productivity of the teacher may be determined by the amount expended on the students. The amount of time, money and intellect a teacher expends on the students is used in this case as the right indicator of a teachers' level of productivity. In this case, the teacher's level of productivity is determined from a student's performance angle. However, there are other indicators used to measure a teacher's level of productivity such as achievement of educational goals and objectives as outlined by the government. The ability of the teachers to meet these educational expectations as expected connotes the level of productivity of the teacher.

Staff Motivation and Teacher Productivity in Secondary Schools

Motivation in any formal organization is so important such that there is no organizational policy that does not make mention of the need for employee motivation. It has been pointed out by educational scholars that any organization that must enjoy continuity must have plans for staff motivation (Omollo, 2015). This is simply because employees will only contribute to the goals and objectives of their organization only when their

own needs are met in the form of staff motivation. Motivation is the one language in the teaching profession often associated with remuneration, yet, it is not only related to remuneration. Staff motivation is broad and in fact can be seen as encompassing since it comprises all other components of performance management. For a teacher to be productive, first and foremost, there should be a personal motivation, that inner drive that moves the teacher to joyfully go to work and to passionately teach the students. A teacher who is self-motivated looks forward to resumption and has the natural ambition to excel in teaching. This self-motivation is internal and it is the most crucial.

Motivation is a life wire of every organization. Mohamud, Ibrahim and Hussein (2017) stated that “motivation is the most important matter for every organization public or a private sector for the success of any organization, motivation plays an important role” (p. 17009). It can therefore be said that any organization which must achieve her goals and objectives must invest fairly in staff motivation. It is only through this means that productivity can be enhanced. Robbins as cited in Maduka and Okafor (2014) defined motivation “as the forces that energize, direct and sustain a person’s effort” (p. 139). The package that

motivates an employee may not do so for another. It is therefore the responsibility of any organization to provide diverse motivational packages to satisfy the diversity of individuals in the work environment.

Monetary incentive is good, but everything is not about money. Positive words from a principal can be more powerful than money. The importance of principals motivating their teachers cannot be overemphasized as Upev, Chorun and Idachaba (2015) stated that “motivation is a prime factor in all human activities” (p. 1). The teachers in secondary schools also need motivation like employees in other formal organizations and the principal must handle this aspect of school administration as a priority. Any principal who fails to motivate his or her teachers will find it difficult to meet the goals and objectives of the school. This is why Akide, (2012) pointed out that rising productivity should go hand in hand with improving the quality of working life which includes motivating the working force. Ordinary words of appreciation and incentive packages and notes from a principal to the teachers will spur teachers to work harder. Also providing an environment that makes teachers feel recognized and respected could be motivational. Decent restrooms and a

cozystaff room equipped with a toaster and a microwave for warming lunch and a refrigerator for preserving snack and drinks can really keep a teacher in a particular school. Even a day care centre affiliated to a secondary school will be an incentive for nursing teachers.

According to Maduka and Okafor (2014), any motivation that must meet the needs of employees must satisfy the following basic conditions:

1. It is sustained which implies that it is maintained for a long time until satisfied;
2. It is goal directed which implies that it seeks to achieve an objective and
3. It results from properly felt need and an urge directed towards a need (p. 139).

Staff Performance Evaluation and Teacher Productivity in Secondary Schools

The concept of performance evaluation is also used interchangeably with performance appraisal. It is commonly seen as a situation where workers are assessed based on what they have been able to do or refused to do considering their work specification. Performance appraisal is a systematic evaluation of the performance of an employee especially on

his present job as well as in relation to future jobs that he may be required to take up (Hartzell, 2006). Performance evaluation is therefore applied in an organization before or after a task is assigned to an employee. The principal is also expected to evaluate their teachers if they must get the best from the teaching force in the school.

Therefore, performance evaluation of teachers includes examining their statutory records, method of teaching, and knowledge of the subjects they teach. An analysis of the students' performance in every subject in terms of internal and external examination is also a way of evaluating teachers' performance. The extent to which teachers understand and keep statutory records like lesson note, scheme of work and diary reveals their commitment to the curriculum as well as the coverage of the syllabus. It is the teachers' adherence to these vital documents that helps the students to acquire the knowledge necessary for excelling in examinations.

It has been discovered that many teachers lack mastery of the subjects they teach. They restrict themselves to textbooks and fail to cover the syllabus from which external examinations are set. Even some of those who mark WASCCE and

NECOscripts lack knowledge and limit themselves to available marking scheme. Such limitations and lack of knowledge affect students who are not taught well, and who for lack of adequate knowledge engage in examination malpractice. Often times, examination malpractice is blamed on parts of the syllabus that were not covered by the teachers. This is why a principal must analyze and review annual result with the teachers for a better performance.

Furthermore, every external result analysis reveals the teachers' productivity. It is necessary to do regular analysis of students' performance in every subject. This subject analysis shows the principal how well or poorly students are doing in each and every subject. On the basis of the analysis, the principal conducts a principal-teacher conference to address areas of strength and weakness. Teachers themselves should also be quick in evaluating themselves by checking external examination papers and taking note of topics they taught exhaustively and those they did not that may have posed a challenge to their students in the exam hall.

Nevertheless, covering the syllabus is one thing and the teachers' mastery of their subjects is another thing. It is necessary for

the principal to assess teachers' adequate knowledge or proficiency in the assigned subject. On June 14, 2018, the Education Commission of the Catholic Archdiocese of Owerri organized and administered a proficiency test to all the teachers in secondary schools in the diocese according to their subject areas, principles and practice of education and general knowledge. The result of this test revealed the quality of teachers in the schools. Every principal was given the master sheet of his own school to enable a one-on-one consultation with each teacher.

Such proficiency test is practical staff performance evaluation since the teachers were given questions based on their subjects' scheme of work depending on the section (Junior or Senior Secondary). Basically, they were tested on what they teach their students and what their students should know. Hence, a teacher's failure in this test is a clear revelation of the teacher's academic stance and an evidence of teacher performance below expectation. It exposes the substandard instruction the teacher offers the students in the classroom which apparently is detrimental to students' performance.

All the same, staff performance evaluation is a process. It is ongoing and rated. Holly, Field and Barnett as cited in Mithani

and Opatha (2016) stated that “worker performance evaluation is a process by which organizations appraise worker job performance. It involves assigning a value to worker traits, behaviours and outcomes as per the set standards of criteria for a particular period of time” (p. 40). Therefore, when an employee is evaluated, he or she may be scored high, low or average based on the expectation of the employer from the employee(s). The performance appraisal is the periodic evaluation of an employee’s performance measured against the job’s stated or presumed requirements (Terry and Franklin, 2003). For example, when teachers are employed, they are assigned certain responsibilities and it is only appropriate that they are assessed based on the job they have been employed to carry out. This will help to identify their areas of strength and weaknesses and make appropriate suggestions for better work output.

Regular staff meeting that allows teachers to open up to the reality of their teaching and assigned duties’ experiences can also be helpful in performance evaluation. It is crucial that the principal, from time to time, asks the teachers how they think they are doing. They could also be given an evaluative form that will elicit from them their areas of strength and weakness. This

form will also help them to state their goals and strategies for achieving better result. Such evaluative procedures and opportunities help teachers to be reflective and it challenges them to stay on the part of productivity knowing that they are accountable and answerable to someone or some persons.

However, staff performance appraisal in formal organization is usually carried out by qualified personnel. Derven as cited in Omusebe, Gabriel and Douglas (2013) explains that if the manager or supervisor is unskilled or couldn’t give accurate feedback, then the appraisal process will have only a negative effect (p. 151). In the same vein, principals who are not experts in the area of performance evaluation may not be able to assist the teacher to improve in their service delivery even after the appraisal process. This has made scholars to suggest that staff performance evaluation should be carried out as often as possible instead of periodically. Omusebe, Gabriel and Douglas (2013) “the best performance appraisal is one that is done every day” (p. 151). Principals therefore need to put mechanism in place to be able to assess the performance of the teachers either daily or weekly in order to assist the teachers to improve in the quality of their service delivery. Teachers who

are proficient in various areas could be asked to assist with the regular appraisal.

Sometimes, students are also involved in performance evaluation. Annual teacher rating could be conducted. In this evaluation, students are asked to complete an evaluative form ticking how the teacher fared in terms of content and methodology. Also, after external examination, the principal should engage the students that wrote the exam in a conversation to know if there are subjects or topics that they found very challenging and why. The students' responses may open the eyes of the principal to the teachers who teach well and those who do not. This type of evaluation is better conducted with final year students. Since they are on their way out of the school, the students will be more open to the principal in terms of the quality of their teachers and how they perceive each and their mode of teaching. Such responses will be an epiphany to the principal in terms of teacher performance in the classroom and productivity. The information will be very relevant to subsequent subject allocation.

Aim and Objectives of the Study

The aim of the study was to investigate performance management as a predictor of teachers' productivity in Catholic mission secondary schools in Imo State.

Specifically, the study sought to determine:

1. The relationship between staff motivation and teacher productivity in Catholic mission secondary schools in Imo State
2. The relationship between staff performance evaluation and teacher productivity in Catholic mission secondary schools in Imo State
3. The joint prediction of performance management on teachers' productivity in Catholic mission secondary schools in Imo State

Research Questions

The following research questions were formulated to guide the study:

1. What is the relationship between staff motivation and teacher productivity in Catholic mission secondary schools in Imo State?
2. What is the relationship between staff performance evaluation and teacher productivity in Catholic mission secondary schools in Imo State?
3. What is the joint prediction of performance management on teachers' productivity in Catholic mission secondary schools in Imo State?

Hypotheses:

The following hypotheses were tested at 0.05 level of significance:

- H₀₁:** There is no significant relationship between staff motivation and teacher productivity in Catholic mission secondary schools in Imo State.
- H₀₂:** There is no significant relationship between staff performance evaluation and teacher productivity in Catholic mission secondary schools in Imo State.
- H₀₃:** There is no significant relationship in the joint prediction of performance management on teachers' productivity in Catholic mission secondary schools in Imo State

Methodology

Correlational design was adopted for the study. The population of the study comprised 134 Vice Principals in the 134 Catholic mission schools in Imo State and this same number; 134 Vice Principals were selected as the sample for the study using a purposive sampling technique. Two questionnaires were used for data collection in the study and these were a 10 item questionnaire named "Performance Management Scale" (PMS) for eliciting

responses on the independent variable as well as a 10 item questionnaire named "Teachers' Productivity Scale" (TPS) for eliciting responses on the dependent variable. The two questionnaires were validated by two experts in the Department of Psychology, Guidance and Counseling in University of Port Harcourt and the reliability of the questionnaires were estimated using Cronbach Alpha statistic with co-efficients of 0.73, 0.73 and 0.78 for the independent variables and the co-efficient of the dependent variable was 0.89. Pearson product moment correlation co-efficient and multiple regression were used to answer the research questions formulated while t-test of correlation and analysis of variance associated with multiple regression were used to test the hypotheses formulated at 0.05 level of significance.

Results and Discussion

Answer to Research Questions

Research Question One: What is the relationship between staff motivation and teacher productivity in Catholic mission schools in Imo State?

Table 1: Pearson product moment correlation co-efficient of there lationship between staff motivation and teacher productivity in Catholic mission schools in Imo State

Variable	n	R	Remark
Staff motivation	125	0.52	Moderate positive relationship
Teacher productivity			

Table 1 indicated that the value of the correlation co-efficient was 0.52. This implies that there is a moderate positive relationship between staff motivation and teachers' productivity in Catholic mission schools in Imo State. Therefore, the more teachers are motivated; their level of productivity will only increase moderately.

Research Question Two: What is the relationship between staff performance evaluation and teacher productivity in Catholic mission schools in Imo State?

Table 2: Pearson product moment correlation co-efficient of the relationship between staff performance evaluation and teacher productivity in Catholic mission schools in Imo State

Variable	n	R	Remark
Staff performance evaluation	125	0.86	Strong positive relationship
Teacher productivity			

Table 2 revealed that the value of the correlation co-efficient was 0.86. This implies that there is a strong positive relationship between staff performance evaluation and teachers' productivity in Catholic mission schools in Imo State. Therefore, the more teachers' performance is evaluated, the higher their level of productivity.

Research Question Three: What is the joint prediction of performance management on teacher productivity in Catholic mission schools in Imo State?

Table 3: Multiple regression analysis of the joint prediction of performance management on teacher productivity in Catholic mission schools in Imo State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.394	4.39603

Table 3 revealed that performance management (staff participation, staff supervision, staff mentoring, staff continuous training, staff capacity building, staff motivation and staff performance evaluation) jointly predicted 57.1% of teachers' productivity in

Catholic mission secondary schools in Imo State. This implies that when performance management strategies are enforced in the school, it accounts for 57.1% of the increase in teachers productivity in Catholic mission secondary schools in Imo State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between staff motivation and teacher productivity in mission secondary schools in Imo State.

Table 4: t-test of the relationship between staff motivation and teacher productivity in Catholic mission secondary schools in Imo State

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Staff motivation	125	123	6.80	1.96	0.05	H ₀ was rejected
Teacher productivity						

Table 4 indicated that the value of t-cal. was 6.80 while the value of t-crit. was 1.96. Therefore, since the value of t-cal. of 6.80 was above the value of t-crit. of 1.96, the null hypothesis was rejected and the

alternative hypothesis upheld indicating that there is a significant relationship between staff motivation and teacher productivity in mission secondary schools in Imo State.

Hypothesis Two: There is no significant relationship between staff performance evaluation and teacher productivity in mission secondary schools in Imo State

Table 5: t-test of the relationship between staff performance evaluation and teacher productivity in Catholic mission secondary schools in Imo State

Variable	n	df	t-cal.	t-crit.	Level of significance	Decision
Staff performance evaluation	125	123	18.70	1.96	0.05	H ₀ was rejected
Teacher productivity						

Table 5 indicated that the value of t-cal. was 18.70 while the value of t-crit. was 1.96. Therefore, since the value of t-cal. of 18.70 was above the value of t-crit. of 1.96, the null hypothesis was rejected and

the alternative hypothesis upheld indicating that there is a significant relationship between staff performance evaluation and teacher productivity in mission secondary schools in Imo State.

Hypothesis Three: There is no significant relationship between the joint prediction of performance management in teachers productivity in Catholic mission secondary schools in Imo State

Table 6: Analysis of variance associated with multiple regression on the joint prediction of performance management in teachers productivity in Catholic mission secondary schools in Imo State

Model	Sum of Squares	df	Mean Square	F-cal.	F-crit.	Sig.	Decision
Regression	437.233	7	62.462	3.232	2.09	.023 ^b	H ₀ was rejected
Residual	328.527	117	19.325				
Total	765.760	124					

Table 6 indicated that the value of F-cal. was 3.23 while the value of F-crit. was 2.09. Therefore, since the value of F-cal. of 3.23 was above the value of F-crit. of 2.09, the null hypothesis was rejected and the alternative hypothesis upheld

Discussion of Findings

Motivation and Teacher Productivity in Catholic Mission Secondary Schools in Imo State

Any principal who wishes to succeed on the job must have plans on ground to motivate the teachers from time to time. This is because motivation has been identified as one of the factors that make the teacher to act the way they do at work. It has been pointed out that there is no principals who can single handedly carry out the function of administration in the school. He or she will need the input of the teachers. However, some of these teachers may not act except they are encouraged to

indicating that there is a significant relationship between the joint predictions of performance management in teachers' productivity in Catholic mission secondary schools in Imo State.

do so. This is better understood from the position of the findings of study carried out by Getange (2016) where it was pointed out that 49% of the changes in teachers job productivity is explained by the principal's use of motivational strategies. The method of motivation adopted by the principal therefore has a positive relationship on the teachers' job performance.

Teachers in the school have certain needs that they expect the principal to satisfy. It is generally pointed out by educational scholars that it is only when the needs of the employees

are met that the needs of the organization can be satisfied. The principal therefore needs to make effort to take advantage of these needs of the teachers to channel the commitment of the teacher to the actualization of the goals and objectives of the school. There is no principal who can succeed without the input of the teachers. Nwosu (2015) reported in his study that teachers are willing to be productive 10.4% by the reward they receive, 29.1% by training and 13.9% by the work situation. This explains how important motivation is to the teacher without which the teacher may not function well and the principal in turn will not be able to achieve the goal of providing quality education. The principal is therefore expected to make effort to motivate the teacher so that they can make the best input into the school for improved productivity.

Since it has been pointed that motivation incites the teacher to work in a certain way, there is need for the principal to invest in this area to ensure that education goals and objectives in the school are achieved. Ayeni (2015) revealed that even in the use of instructional materials in the school, the principal needs to motivate the teacher as motivation has positive relationship on teachers instructional performance and this contributes to the goal of quality education delivery. When

the principal wants to improve on the teacher's level of productivity, he or she needs to provide motivation packages in this area. The principal can also use motivation to discourage the teacher from embarking on activities that threatens the goals of the school which can reduce the level of productivity among the teaching force.

The principal as the administrative head of the school has a lot of resources at his disposal which can be used to motivate the teacher at work. Motivation can be intrinsic or extrinsic. Similarly, motivation can be monetary or non-monetary. The principal therefore needs to use these resources at his disposal to condition the teacher to work towards improving the objectives of the school. For example, there are teachers who are encouraged when they receive professional support from the principal as the head. This form of motivation does not only help to improve the performance of the teacher, rather, the combined effort of the principal and teacher helps to improve productivity level in the school.

Teachers who are motivated in the school have been termed to be happy people and teachers who are happy are healthy people. Motivation therefore helps to keep the teacher healthy in the discharge of their job. It is only when the teacher is healthy

that they can be healthy. This helps to improve on service delivery because when the teacher is not healthy both physically and emotionally, they cannot do much in the school. The principal hence needs to use available resources to prepare the teacher in all ramifications to discharge their responsibilities effectively. This contributes to the productivity of not just the teachers alone but also the principal who must give account of all activities going on in the school.

Performance Evaluation and Teacher Productivity in Catholic Mission Secondary Schools in Imo State

Teacher's performance evaluation is very important in any school system as it helps to reveal the strengths and weaknesses of the teacher. Similarly, the capacities and talents of a teacher can only be discovered when they are evaluated. The principal as an administrative head is also responsible for evaluating the performance of the teacher from time to time. The principal uses performance evaluation as a control measure to guide the teacher in the discharge of their duties. When the teacher is evaluated by the principal, he or she can be easily corrected by the principal and guided on what is expected for goals and objectives to be achieved. However, Uttaramar, Tesaputa and Sri-Am-Pai (2015) in their study showed that

performance evaluation in most secondary schools are moderate and this may explain why the quality of education has been nose-diving over the years.

Performance evaluation is also important in a school because it helps the principal to ascertain the extent to which the teachers are working in line with the schools expectation from them. The school is a place guided by rules, regulations and policies. The policies of the school are also tied to the goals and objectives of the school. The principal therefore need to evaluate the extent of compliance to these policies as they determine the achievement of objectives in the school. When the principal evaluates the teachers performance, it helps to ensure that educational goals and objectives are achieved which is a fundamental aspect of productivity. However, Campbell (2014) believes otherwise when the outcome of his research reported that developing a performance evaluation system does not support teachers work. This position may not be true in an organization such as the school where lives are being developed for the society. Adequate care therefore needs to be taken to find out if the teacher is acting in accordance to the goals and objectives of education to the society especially as it concerns the students.

Educational scholars have pointed out that principals who carry out periodical performance evaluation meet educational targets faster and better than those who do not. This means that principals who want their teachers to contribute to quality output must make out time to evaluate the performance of the teachers in relation to expected outcome. However, in order for the principal to carry out a meaningful performance evaluation, there is need for the principal to have a performance appraisal standard in place upon which evaluation can be made. This will help in taking decision which will be in the best interest of all stakeholders. Al-Jammal (2015) reported in the findings of his study that most principals adopt the traditional method of performance evaluation and this has done the school very little benefit. Principals therefore need to apply modern performance evaluation techniques for them to guide the teacher into working for the betterment of the school and her goal and objectives.

When performance appraisal is carried out in any organization, it is usually not for the purpose of witch-hunting the teacher. Rather, performance evaluation is usually carried out for the sake of making progress in the work place. Principal's performance evaluation can be carried out on individual or group basis. This helps to identify

where the individual teacher or group of teachers need to improve in their service delivery. This also helps in the in the development of an action plan that will help to channel the attention and abilities of the teacher(s) towards activities that will contribute to goal achievement. Al-Tarawneh, Al-Oshaibat and Ismail (2016) found out that principals' ability to adopt the best performance evaluation technique is based on their experience on the job. This calls for the need for principals to be vast in administrative issues for them to be able to evaluate their teachers [properly for better service delivery.

Principals who will succeed in implementing performance appraisal programmes that will improve teachers' productivity must also be trained in the areas of performance evaluation. Principals therefore need to acquire the needed performance evaluation skills and knowledge so that they can execute this task with result. This will help the principal to be able to identify with ease teachers who are performing well and those who are not. The principals can therefore encourage those who are performing well to do better and also assist the other to improve on their service delivery. When this is cordially done by the principal and the teacher, it will result to a gradually improvement in the teachers

level of productivity which can be sustained in the long run.

Conclusion

Based on the findings of the study, it was concluded that a positive relationship exists between performance management practices such as staff motivation and staff performance evaluation and teachers productivity in catholic mission schools in Imo State.

Recommendations

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

1. Principals should endeavour to provide financial and non-financial incentives to principals so as motivate them to work which will help improve their level of productivity.
2. There is need for the principals and their heads of department to adopt generally acceptable educational standards which will help them evaluate the performance of teachers and make appropriate corrections where necessary.

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