

## **Task Self-Efficacy and Teachers' Efficiency in Public Secondary Schools in Rivers State**

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### **Abstract**

The study examined task self-efficacy and teacher's efficiency in public secondary schools in Rivers State. Three objectives and three hypotheses were formulated to guide the study. A correlational survey design was adopted. The population of the study comprised two hundred and seventy-eighty (278) principals and five hundred and fifty-six (556) vice principals in public senior secondary schools in Rivers State, Nigeria. The sample of this study comprised four hundred, and seventeen (417) principals and vice principals in public senior secondary schools in Rivers State, Nigeria. This represented 50% of the entire population. The instrument used for data collection were questionnaires titled: Task Self-Efficacy Questionnaire (TSEQ) and Teachers Efficiency Questionnaire (TEQ)". The reliability indices of the two instruments yielded 0.89 and 0.91, respectively. Simple regression analysis was used in answering the research questions, while t-test associated with simple regression was implored in testing the hypotheses. The findings revealed that there was significant relationship between disciplinary approach, motivation and instructional strategies and teacher's efficiency in public secondary schools in Rivers State. The study concluded that, teachers' efficiency can be improved by using appropriate disciplinary procedures by school administrators. It will significantly improve teachers' efficiency if school administrators implement stringent disciplinary measures to curb teacher laxity. In addition, teachers will be motivated to perform better at work if they are allowed to work freely without being closely supervised.

**Keywords:** Task, self-efficacy, efficiency, discipline, motivation, instructions.

### **Introduction**

To improve social organization, preserve culture, boost economic growth, and reform political structures, every society needs sufficient human and material resources. Education is frequently viewed as a sure path to success in life and service to humanity, a prerequisite for the development of high-quality human resources and the creation of wealth. Therefore, in order to achieve the established national goals, teachers have a significant role to play in adequately preparing young people for their roles in society. Every facet of society is influenced in some way by teachers. According to Okemakinde, Adewuyi, and Alabi (2013),

every other member of society's professional and labor force has undergone some form of instruction at some point in their lives. As a result, the people, they are today are directly influenced by what teachers have taught them (Okemakinde, Adewuyi, & Alabi 2013).

A teacher is more than just a person who teaches in the classroom; he or she is also involved in and interested in the healthy development of students. He should have a few characteristics and qualities like capability in the subject, moral wellbeing, physical and mental wellness. The school organization's success depends on staff members' efficient performance. This performance will largely be based on their knowledge, skills, and confidence in coming up with creative solutions to the job's challenges. As a result, the capacity to plan and carry out actions is necessary for certain kinds of performances that aim to increase employees' efficiency at work and in handling more responsibilities. Teachers play a crucial role in the curriculum's implementation.

Task self-efficacy, refers to a teacher's "judgment of his or her capacities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated," (Tschannen-Moran & Woolfolk Hoy, 2016, p. 783) is one of the intrinsic factors that teachers have in their classrooms. Self-efficacy can be understood as a person's conviction about what they are capable of doing well. Bandura (2012) defines self-efficacy as individuals' decisions of their capacities to establish and execute progress of action required for delivering given fulfillments.

Efficiency is the comparison of an employee's work behavior to the organization's established formats and standards. To put it in another way, it means giving employees information about how they act on the job (Kheyrollah & Nasser, 2014). Employee efficiency also refers to an employee's functioning and appearance. As a result, efficiency can also refer to the efficient management and presentation of employee work that reflects the organization's desired quality.

The effectiveness of a teacher depends on a number of factors. A person's performance is the abilities, effects and outcomes of their work. When it refers to teachers, it means how they carry out their professional responsibilities in the school. It indicates that efficiency is a teacher's teaching behavior, always manifesting itself in students' achievement. Therefore, it is essential to investigate the connection between teachers' efficiency and task self-efficacy.

### **Theoretical Framework**

The Theoretical framework in this study hinges on Social cognitive theory of self-efficacy. Theory of self-efficacy was propounded by Bandura in 1977. According to Bandura (1977a), there are four theorized sources of efficacy beliefs within the social-cognitive theory. The first and most impactful are mastery experiences, those experiences which teachers believe to have achieved success in performing a teaching task. Vicarious experiences are those in which a teacher observes another successfully completing the teaching task; these experiences are most impactful on self-efficacy beliefs when the teacher both trusts the person performing the task and feels that they possess similar characteristics to that person. Similarly, verbal persuasion can also affect a teacher's self-efficacy beliefs if the person providing positive feedback to the teacher is trusted or seen as more capable than the teacher.

The final source of self-efficacy beliefs is affective experiences—feelings of anxiety, joy, pride, and despair can impact how individuals judge their capabilities.

This theory is vital for this study because, teachers need to be convicted about what they can do effectively in order to perform efficiently in their given task, which is primarily to ensure that students are academically balanced.

### **Concept of Task self-efficacy**

Efficacy is defined as a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk Hoy, 2016). Further, this assertion was made, that teacher self-efficacy can be defined as "teacher's belief in his or her capacity to organize and execute courses of action required to successfully accomplish a specific teacher task in a particular context." Henson, Kogan and Vacha- Hasse (2012) was on the view that teachers with high efficacy are more likely to experiment with teaching methods to meet the needs of their students, spend more time planning, stay with struggling students for longer, and encourage achievement, efficacy, and motivation in their students.

Teacher self-efficacy varies across contexts, because, teachers may exhibit varying levels of efficacy depending on the subject, student population, or school setting (Tschannen-Moran & Woolfolk Hoy 2016). For Chen (2010), the most significant factor in determining the degree to which pre-service teachers incorporate technology for student-centered learning into their practice is efficacy. Higher efficacy is correlated with an increased capacity to tenaciously overcome obstacles and persist in the face of failure (Goddard, Hoy, & Woolfolk, 2014), which means that, perceived efficacy is also predictive of the level of behavioral change an individual is capable of pursuing (Bandura, 2012). Building teachers' efficacy should be a key part of educational reform efforts, because, teachers with high efficacy tend to stick around for longer in the face of challenges like the transition to technology-enhanced student-centered learning. Thus, it can be said that, teacher task self-efficiency means a teacher accomplishing a set goal meticulously, with available resources with or without supervision.

### **The Concept of Motivation**

The process of influencing the need of employees to achieve maximum productivity is motivation (Jahun, 2019). Further, proper motivation boosts and enhances the morale of an employee, high morale makes the work more pleasant and will go a long way in improving the work climate.

### **The Concept of Discipline**

Discipline in school is a very important aspect towards academic excellence, it refers to the ability to carry out reasonable instructions or orders to reach appropriate standards of behaviours (Weli & Nnaa 2020). For Ngonyani, in Weli & Nnaa (2020), discipline is understood to be that abstract quality in a human being, which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstance, without or with minimum supervision. According to Wei & Nnaa (2020), there are two types

of discipline, which are positive and negative discipline. Positive discipline, sometimes known as self-discipline, encourages self-control, individual responsibility in the management of time, respect of school property, school rules and authority, good relationship between students and teachers, while negative discipline occurs when an individual is forced to obey orders blindly or without reasoning. Thus, discipline in school promotes self-task efficiency among stakeholders.

### **The Concept of Instructional Strategy**

Instructional strategy describes as the instructional materials and procedures that enable students to achieve the learning outcomes Hill & Jordan {2021}. Gayne in Hill & Jordan {2021} recommend these key take-ways when designing ones [teachers] instructional strategies;

1. Learning domain classification
2. Teach learning outcomes in the order that best facilitates learning
3. The four attributes of the Keller's ARCS Motivation Model [Attention, Relevance, confidence and Satisfaction
4. The unique interests, experiences, and goals of each learner.
5. Instructional events.

### **Review of Related Empirical Studies**

Ehiane (2018) examine discipline and academic performance: A study of selected secondary schools in Lagos, Nigeria. This study was carried out to establish the relationships between schools' discipline and students' academic performance. The study employed cross sectional research survey design in which questionnaire was the main instrument of data collection in addition to interview guide and document review. Simple percentage and Chi-square statistical method were used to analyze the data. However, the findings of the study clearly showed that effective school discipline should be encouraged in controlling students' behaviour thus affects students' general academic performance. Ndungu, (2017) examined teacher indiscipline and the effectiveness of disciplinary measures employed by head teachers in public secondary schools in Githunguri, Kiambu County, Kenya. The study revealed that the common indiscipline cases among the teaching staff were missing classes, failure to come to school and also failure to seek permission from the school administration, absconding duties and refusal to obey seniors. The study found that the major causes of misconduct among teachers were: pressure to perform well, irregular promotion, poor school infrastructure. The study also found that all the head teachers had used verbal warning as disciplinary action against teachers. Other approaches used by the head teachers included; written warning and forming of a disciplinary committee. The study recommended that, head teachers should minimize pressure on teachers to perform well and should set up remedial classes in agreement with the teaching staff.

Nwosu (2012) investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The findings of this study revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ( $r = .567$ ;  $p > .05$ ). The study also indicated

that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended that for higher performance as well as for employees to have sense of belonging, Management must introduce Management by Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization. Sikolia, Toili, Sikolia and Owiti (2016) investigated extent use of instructional strategies in teaching biology in public secondary schools in Kakamega North Sub County. This study provided data to form a basis to inform the education policy makers to improve the structure of instructional strategies for efficient and effective teaching and learning to strengthen the science performance in secondary schools in the country.

Onweh and Akpan (2014) examined instructional strategies and students' academic performance in electrical installation in technical colleges in Akwa Ibom State: Instructional skills for structuring appropriate learning experiences for students. A non-equivalent control group quasi experimental design was adopted for the study. Four intact classes from four technical colleges were selected to give a sample size of 231. Electrical installation achievement test (EIAT) was used to generate data for the study. The instrument was validated by three experts in the Faculty of Education, University of Uyo and the reliability coefficient of the instrument was .88. Mean and analysis of covariance were used for data analysis. The findings of the study revealed that, there were significant differences between academic performance of students in Electrical Installation taught with discussion and lecture strategies; demonstration and inquiry strategies. It was recommended among others that, variety of instructional strategies should be employed to enhance teaching and learning.

### **Statement of the Problem**

The success of students depends heavily on teachers. Teachers must properly assist their students, determine their activities, and determine the requirements and resources necessary to generate and develop novel concepts. Teachers should also encourage students to participate in the learning process and evaluate their efforts. Students will likely concentrate all of their energy and time on each task if this is done. However, the fundamental question is whether this has been accomplished in public secondary schools, as teachers must first be convinced that they are capable of achieving the desired outcomes of student engagement and learning.

Critical to addressing this issue is clarifying the meaning and implications of teacher's self-efficacy judgments, particularly in relation to teacher's effective teaching and subsequent student outcomes. As many different ways to assess teacher self-efficacy exist, it is unknown whether the approach to assessment influences the criteria teachers use to judge their self-efficacy. It is against this backdrop that the researchers are interested in investigating how disciplinary approach, motivating strategies and instructional strategies as dimensions of self-efficacy are related to teacher's efficiency in public secondary schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study is to investigate task self-efficacy and teacher's efficiency in public secondary schools in Rivers State. Specifically, the study will be designed to:

1. Ascertain the extent to which disciplinary approach is related to teacher's efficiency in public secondary schools in Rivers State.
2. Examine the extent to which motivation is related to teacher's efficiency in public secondary schools in Rivers State.
3. Find out the extent to which instructional strategies is related to teacher's efficiency in public secondary schools in Rivers State.

### **Research Questions**

The following research questions are formulated to guide the study;

1. To what extent is disciplinary approach related to teacher's efficiency in public secondary schools in Rivers State?
2. To what extent is motivation related to teacher's efficiency in public secondary schools in Rivers State?
3. To what extent is instructional strategies related to teacher's efficiency in public secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were designed for the study.

1. There is no significant relationship between disciplinary approach and teacher's efficiency in public secondary schools in Rivers State
2. There is no significant relationship between motivation and teacher's efficiency in public secondary schools in Rivers State.
3. There is no significant relationship between instructional strategies and teacher's efficiency in public secondary schools in Rivers State.

### **Methodology**

This study adopted the correlational survey research design. The population of the study comprised of two hundred and seventy-eighty (278) principals and five hundred and fifty-six (556) vice principals in public senior secondary schools in Rivers State, Nigeria. A stratified sampling technique was adopted in selecting a sample of four hundred, and seventeen (417) principals and vice principals in public senior secondary schools in Rivers State, Nigeria. This represents 50% of the entire population. A 15-item self-designed questionnaire titled Task Self-Efficacy Questionnaire (TSEQ) and Teachers Efficiency Questionnaire (TEQ) was used to generate information for the study.

TSEQ and TEQ consists of two sections A and B. Section A, contained simple items on demographic variables while section B, consisted of 15 items each designed to illicit responses to three research questions. Responses to items on each section were coded along a modified four likert Scale of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). The reliability indices of the instruments were established using Cronbach Alpha. And which yielded 0.89 and 0.91, respectively, showing that, the instruments were

strongly reliable. Data obtained from the administered instrument were analyzed using SPSS version 25. In answering the research questions, simple regression analysis was used while t-test associated with simple regression was implored in testing the hypotheses formulated for the study, at 0.05 level of significance.

**Data Analysis**

**Research Question One:** To what extent is disciplinary approach related to teacher’s efficiency in public secondary schools in Rivers State?

**Table 1:** Simple Regression Analysis on the extent disciplinary approach is related to teacher’s efficiency in public secondary schools in Rivers State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.731 <sup>a</sup>	.534	.533	2.39543	.534	455.509	1	398	.000

Table 1 revealed that, the regression coefficient R was calculated to be 0.731 while the regression squared value was computed to be 0.534. This shows that disciplinary approach is related to teacher’s efficiency in public secondary schools in Rivers State to a high extent. Judging by the coefficient of determination, it shows that, 53.4% change in teacher’s efficiency in public secondary schools can be explained by disciplinary approach, while 46.6% was accounted by other variables not considered in this study.

**Research Question Two:** To what extent is motivation related to teacher’s efficiency in public secondary schools in Rivers State?

**Table 2:** Simple Regression Analysis on the extent motivation is related to teacher’s efficiency in public secondary schools in Rivers State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.863 <sup>a</sup>	.745	.744	1.77209	.745	1161.565	1	398	.000

Table 2 revealed that the regression coefficient R was calculated to be 0.863 while the regression squared value was computed to be 0.745. This shows that motivation is related to teacher’s efficiency in public secondary schools in Rivers State to a high extent. Judging by the coefficient of determination, it shows that 74.5% change in teacher’s efficiency in public secondary schools can be explained by motivation, while 25.5% was accounted by other variables not considered in this study.

**Research Question Three:** To what extent is instructional strategies related to teacher’s efficiency in public secondary schools in Rivers State?

**Table 3: Simple Regression Analysis on the extent instructional strategies is related to teacher’s efficiency in public secondary schools in Rivers State.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.766 <sup>a</sup>	.587	.586	2.25455	.587	565.505	1	398	.000

Table 3 revealed that the regression coefficient R was calculated to be 0.766 while the regression squared value was computed to be 0.587. This shows that instructional strategies are related to teacher’s efficiency in public secondary schools in Rivers State to a high extent. Judging by the coefficient of determination, it shows that 58.7% change in teacher’s efficiency in public secondary schools can be explained by instructional strategies, while 41.3% was accounted by other variables not considered in this study.

**Testing of Hypotheses**

The null hypotheses formulated for the study were tested using t-test associated with simple regression, which is a relationship.

**HO1:** There is no significant relationship between disciplinary approach and teacher’s efficiency in public secondary schools in Rivers State.

**Table 4:** t-test associated with simple Regression on how disciplinary approach is related to teacher’s efficiency in public secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	3.977	.519		7.668	.000
1	Disciplinary Approach	.737	.035	.731	21.343	.000

Table 4 revealed that disciplinary approach is related to teacher’s efficiency in public secondary schools by 0.731. The t-test value 21.343 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant relationship between disciplinary approach and teacher’s efficiency in public secondary schools in Rivers State.



**HO2:** There is no significant relationship between motivation and teacher’s efficiency in public secondary schools in Rivers State.

**Table 5:** T-test associated with simple Regression on how motivation is related to teacher’s efficiency in public secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.349	.374		6.275	.000
1 Motivation	.842	.025	.863	34.082	.000

Table 5 revealed that, motivation is related to teacher’s efficiency in public secondary schools by 0.863. The t-test value 34.082 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant relationship between motivation and teacher’s efficiency in public secondary schools in Rivers State.

**HO3:** There is no significant relationship between instructional strategies and teacher’s efficiency in public secondary schools in Rivers State.

**Table 6:** t-test associated with simple Regression on how instructional strategies is related to teacher’s efficiency in public secondary schools in Rivers State

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.001	.466		8.592	.000
1 Instructional Strategies	.737	.031	.766	23.780	.000

Table 6 revealed that instructional strategies are related to teacher’s efficiency in public secondary schools by 0.766. The t-test value 23.780 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected. Therefore, there is a significant relationship between instructional strategies and teacher’s efficiency in public secondary schools in Rivers State.

**Discussion of Findings/Implication**

**Disciplinary approach and teacher’s efficiency in public secondary schools**

From the study, 53.4% change in teacher’s efficiency in public secondary schools can be explained by disciplinary approach, while 46.6% was accounted by other variables not considered in this study, also there is a significant relationship between disciplinary approach and teacher’s efficiency in public secondary schools in Rivers State. Ehiane (2018) examined discipline and Academic Performance: A Study of Selected secondary Schools in Lagos,

Nigeria. This study was carried out to establish the relationships between schools' discipline and students' academic performance. However, the findings of the study clearly showed that effective school discipline should be encouraged in controlling students' behaviour thus affects students' general academic performance. Although this study was based on students' discipline and their performance, but similar to the present study because, adequate disciplinary approach by school administrators can foster performance among teachers.

Similarly, Ndung'u, (2017) examined teacher indiscipline and the effectiveness of disciplinary measures employed by head teachers in public secondary schools in Githunguri, Kiambu County, Kenya. The study revealed that the common indiscipline cases among the teaching staff were missing classes, failure to come to school and also failure to seek permission from the school administration, absconding duties and refusal to obey seniors. This agrees with the findings of the present study. This implies that when school administrators adopt strict disciplinary measures in school to check laxity among teachers, it will go a long way in encouraging performance among teachers.

### **Motivation and teacher's efficiency in public secondary schools**

From the study, 74.5% change in teacher's efficiency in public secondary schools can be explained by motivation, while 25.5% was accounted by other variables not considered in this study, also there is a significant relationship between motivation and teacher's efficiency in public secondary schools in Rivers State. Nwosu (2012) investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The findings of this study revealed a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ( $r = .567$ ;  $p > .05$ ). This agrees with the findings of the present study.

In a similar study, Meindinyo and Ikurite (2017) investigated influence of motivation on teacher's performance in a Local Government Area in Nigeria. The study revealed that; applying the right motivation factor has positive influence on teacher's performance. That the factors that are currently being used to motivate teachers namely; annual get-together parties, organizing send-off parties for teachers on transfer, constant supervision of teacher's work, provision of attendance register and provision of movement books has minimal influence on teachers' performance. The implication is that through reward system, professional training and development, work situational factors, etc. teachers are motivated towards discharge of their duties thereby, enhancing their efficiency. Moreover, when teachers are freely allowed to do their work without been closely supervised, it will motivate them towards being more efficient at the work place.

### **Instructional strategies and teacher's efficiency in public secondary schools**

The study revealed that 58.7% change in teacher's efficiency in public secondary schools can be explained by instructional strategies; while 41.3% was accounted by other variables not considered in this study, also there is a significant relationship between instructional strategies and teacher's efficiency in public secondary schools in Rivers State. Sikolia, Toili, Sikolia and Owiti (2016) investigated extent use of instructional strategies in teaching biology in public secondary schools in Kakamega North Sub County. The data revealed high

degree (70% and above) of use of the SMASSE instructional strategies in teaching of biology. A positive gradient was established showing performance improves with the years of SMASSE in-service training. This assertion agrees with the finding of the present study.

Furthermore, Onweh and Akpan (2014) examined instructional strategies and students' academic performance in electrical installation in technical colleges in Akwa Ibom State. It was revealed that there were significant differences between academic performance of students in Electrical Installation taught with discussion and lecture strategies; demonstration and inquiry strategies. This shows that different instructional methods will produce different outcomes. This implies that data is provided as basis to inform education policy makers to improve the structure of instructional strategies for efficient and effective teaching and learning so as to strengthen the teachers' efficiency, thereby improving academic achievement among students in secondary schools.

### **Conclusion**

The study's findings lead to the conclusion that teachers' efficiency can be improved by using appropriate disciplinary procedures by school administrators. It will significantly improve teachers' efficiency if school administrators implement stringent disciplinary measures to curb teacher laxity. Additionally, through a system of rewards, professional development, workplace circumstances, and other factors, efficiency can be improved among teachers. In addition, teachers will be motivated to perform better at work if they are allowed to work freely without being closely supervised. Furthermore, data are provided as a foundation for education policymakers to improve the structure of instructional strategies for efficient and effective teaching and learning in order to boost teacher efficiency and raise secondary school students' academic achievement.

### **Recommendation**

The following recommendations were made in this study:

1. School administration from the ministry of education should adopt strict disciplinary measures in schools so as to check laxity among teachers for these will go a long way to encourage performance among teachers.
2. The teachers should be motivated on the job by using various reward systems, professional training and development, freely allowed to do their work without been closely supervised and work situation factors adopted to enhance teachers effectiveness.
3. The teachers should use different instructional strategies (methods and techniques) in teaching different concepts to make for improved teachers' efficiency, thereby improving academic achievement among students in secondary schools.

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