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## **Effective Strategies for Managing Teachers Attitude to Work in Public Secondary Schools in Obio /Akpor Local Government Area of Rivers State**

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### **Abstract**

*The study investigated. Effective Strategies' for Managing Teachers' Attitude to Work in Public Secondary Schools in Obio /Akpor Local Government Area of Rivers State. Three objectives, three research questions and three hypotheses guided the study. Descriptive Survey Design was adopted for the study. The population of the study comprises of 91 Principals and Vice Principals from 21 secondary schools. A Purposive sampling technique was adopted in selecting the sample for the study. A 20-item structured questionnaire title Effective Strategies for Managing Teachers' Attitude to Work in Public Secondary Schools (ESMTAWPSS) questionnaire was used to elicit response for the study and used for data collection. The instrument was on four-point rating scale of VHE, HE, ME and LE. The instrument was validated by two Business Educators and one expert in Measurement and Evaluation, all in the Faculty of Education, Rivers State University. Cronbach Alpha statistics was used to establish a reliability coefficient index of 0.83. The instrument was administered to the respondents in their respective schools by the researchers with the help of two research assistants. Data collected was analyzed using Mean and Standard Deviation to answer the research questions, while the t-test statistics was used to test the hypotheses at 0.05 level of significant. The findings revealed that effective management strategies enhances teachers attitude to work to high extent, ensures regular attendance to work, ensure teachers' good conduct, effective instructional delivery, development of teachers' personality, makes teachers' be conscientiousness, diligent and effective to school duty for achievement of educational goals in public secondary schools. However, it was recommended amongst others that, school Principals and administrators should adopt the use of effective monitory of teachers' pedagogical instructions, good record keeping, good reward system, promotion, suspensions and adequate punishment embedded in Effective supervision, compensation and disciplinary strategies to managing teachers' attitude to work in public secondary school.*

**Keywords:** Effective Strategic, Management, Teachers Attitude, Public Secondary Schools

### **Introduction**

Education is a major factor that brings about rapid economic and socio-political development in any country. It facilitates learning and acquisition of valuable knowledge that mobilizes human resources for personal orientation and national development (Kelven, 2014). Supposedly, every nation needs good educational system to achieve her developmental goals. Good education however, is a frame work that has multiplier effects and depends on many factors, including effective strategy for managing teachers' attitude to work in schools.

Attitude to work is the individuals' prevailing tendency to respond favorably or unfavorably to an object person or group of people, institutions or events. It is a mindset that affects how a person thinks and acts. In addition, Anastasi (2021), explained attitude to mean a tendency to react in a certain way towards a designed class of stimuli. The explanation portrayed, attitude as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Vipene, 2023). Attitude is a complex mental state of individual which involves beliefs, feelings and concept to understanding human behaviour in work environment as well as factors influences duty performance in educational enterprises. Similarly, attitude affects how well a teacher plans and prepares for instructional duties which consciously or unconsciously affect students' academic performance. Omebe (2018) rightly observed that teachers' attitude influence students' interest in learning and affect their academic performances especially in practical and skill related subjects in vocational field of study. This is because; Teachers' attitude is the psycho-social quality which motivates job performance and enhances students' academic achievement. Therefore, teachers' needs a strategic management principle that will propagate quality behaviors and conduct in school and job performance.

Managing teachers' attitude is part of human resource management that concerns development and sustenance of teachers' behaviour and relationship within and outside educational enterprise. The intention is to ensure effectiveness and develop quality teaching workforce that will put-in their best for the success of the school (Onu, 2017). Management of teaching workforce involves a number of approaches including operational and strategic management which begins and maintains activeness in the achievement of personal and organizational goals. Operational management principle may be lopsided but, Strategic management is encompassing involving setting standard, formulation of policies and implementation of goals based on consideration of resources and assessment of the internal and external environments of the school operations in order to make teachers' dutiful and effective (Ezekwe, 2023).

Strategic management is compensational driven with good expectations. It provides overall direction to educational enterprises and workforce to specify school objectives, develop policy plans and allocating resources for achievement of stated objectives. Hence, any teacher that experiences strategic management is bound to develop a positive attitude to work and put-in the best in duty performance (Ezekwe, 2023). In strategic management, school managers could adopt Supervisory strategy, Compensation, Disciplinary strategies amongst others to manage teachers' attitude to work (Nwachukwu, 2016).

### **Supervisory Strategy for Managing Teachers Attitude to work**

Supervisory strategy has been explained in different perspective to mean a managerial approach for attaining efficiency in work environment. Amaewhule (2015) conceptualized Supervisory Strategy as a tactical management styles of human resource that emphasizes' constant check on teaching staff and quality of work done on the job process daily. The intention is to ensure active services delivery for the efficiency and attainment of quality productivity of teaching workforce in educational enterprises. Oleforo (2014) explained that Supervisory strategy focuses primarily on the achievement of appropriate goals in an organization. Thus, Supervision is an indispensable function and a hall-mark of a school manager to ensure effectiveness in duty performance without prejudice or abnormal behaviors. Supervisory strategy ensures teachers' punctuality, regular attendance and efficiency in the instructional delivery. Furthermore, Akpomi (2020) affirmed that supervisory role in school is the effort of all designated school officials toward providing leadership to the teaching workforce and other for instructional improvement. Akpomi obliged Oleforo adding that supervisory strategy involves having a comprehensive view of the activities and problems of the institutions and the assessment of the extent to which school is fulfilling basic objectives. For this reason, supervisory strategy therefore is the activity or exercise in which a superior or group of professional help in facilitating learning by improving conducive teaching and learning environments in school's system through constant check, guiding, advising and interest stimulation of both the students and teachers for educational goal attainment. The aim of supervisory strategy is to enhance quality pedagogical instructions that stimulate students' interest in learning, professional growth and development of good attitude to work. The manager does the supervision through; selection and revision of educational objectives, materials for instructions, methods and the evaluation of instructional outcome (Kashyap, 2019). Supervisory role could also be informed of weekly perusal of teachers' Note of lesson, ensuring accurate record keeping of vital documents, moderation of examination questions, checking the pattern of classroom management and instructional delivery, punctuality to classes, participation in co-curricular activities, daily attendance to school, effectiveness in the discharge of assigned duties amongst others. The nature of quality instructional supervision within a school is presumed to have affected teachers' expertise job performance and by extension on students' academic achievement (Aseka, 2016). Teachers' supervision acts as an appraisal tool where teachers reflect on highlighted issues. In addition, Ochuko (2019) posited that teachers' poor or good attitude may reflects on job performances. Thus, the essence of supervision is to motivate the

teachers and check irregularities in school activities in order to reduce truancy and other attitudinal problems that could mar teaching, learning and students' academic achievement.

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### **Compensatory Strategy for Managing Teachers Attitude to Work**

Compensatory management strategic is an approach that encompasses application of extrinsic motivational principles. It involves giving of entitlements, financial benefits, bonuses, enhanced remunerations and special commendations to improve teachers' attitude to work (Liu (2017). Extrinsic motivations could also be informed of salary upgrade, fringe benefits, promotion and other monetary rewards that encourages teachers for duty performance. Extrinsic motivation of Monthly salaries and other financial benefits are tools and strategies for enhancing Teachers' attitudinal change for work but, fringe benefits sustain effectiveness and competitiveness in teachers' performances (Malik, 2019). It is through the compensation for the work down that teachers derives satisfaction and support for family welfare. The condition of satisfaction and dissatisfaction of teachers depends on the methods through which these compensations are carried out. Thus, the school administrators' have the responsibilities of providing suitable financial rewards system for hardworking teachers' to strongly influence their wills for good teaching attitude. George (2021) posited that all factors included in teacher's compensation influences attitudinal change for positive instructional delivery and encourage teachers for more designated effort in work environment. Thus, compensatory management strategy is an effective approach for managing teachers' attitude to work. Additionally, teachers are wanting bees, their expectation on payment and promotion increase the quest for more work and job satisfaction. School managers using this approach enjoy the services of dedicated teachers and may be satisfying their curiosity for Job performance. Job satisfaction is actually an enjoyable and exciting emotional condition that changes workers mentality and attitude. Therefore, the reduction and increase in teachers' performance is directly linked to Job satisfaction which educational managers tend to be more meticulous but, a strategic administrator ensures that her teachers gets satisfying in work arena (Koko, 2015).

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### **Disciplinary Strategy for Managing Teachers' attitude to work**

Discipline is a managerial strategy of enforcing obedience and training the mind for self-control in order to accept challenges in work environment (Okah & Uzoeshi, 2015). Every school institution has rules and regulation that guilds her modus-operandi for actualization of goals. Therefore, the responsibility placed on school managers is supposedly to manage human and

material resources through enforcement of stated rules and regulation for achievement of educational goals (Koko, 2015). Thus, educational managers cannot function in isolation of coercive powers of discipline and reprimands as a managerial strategy for managing teachers' abnormalities and mischievous behaviors in school environment (Malik, 2019). Teachers' Attitude affects school productivity and need to be properly checked through disciplinary measures (Malik, 2019). The use of disciplinary strategy such as suspension, dismissal, no promotion, and reprimand in managing teaching work force is a function of strategic management approach which produces positive results on teachers' attitude to work. It enhances teachers' behaviors, builds confidence, refined work organization and improved teachers' personality for job performance (Vepine, 2023). In addition Amaewhule (2015) posited that discipline improves teachers' mentality, improves working relationship and provides a conducive environment. Discipline also ensures respect, brings sanity, moderates teachers' actions and conducts for effective implementation of pedagogical instructions and quality productivity in education enterprises (Koko, 2015).

However, teachers' may intentionally neglect their duties or malicious insubordination due to economic pressures and need to be corrected via discipline to forestall or avoid future occurrence. Disciplined teachers are assets and intellectual property to school institution. Therefore, the use of disciplinary measures in managing teachers' attitude is an effective strategy to maintain social decorum, tolerance, diligences, building integrity, patriotism and effective instructional delivery which are positive traits of a teacher for students' academic achievement, educational growth and national development (Malik, 2019).

Alig-Mielccarek and Hoy (2018), Investigated Transformational leadership and Job Satisfaction of Mathematics Teachers' in secondary schools in Calabar, Cross Rivers State Capital, Nigeria. The study was guided by three research question and hypotheses. A correlational research design was adopted with total population of 2000 respondents comprises of Senior and Junior secondary mathematics teachers. A sample size of 400 senior secondary school teachers was used and determined through Taro-Yamane sample size determination. Instrument was raised and validated by three experts and reliability coefficient of 0.82 was obtained through Pearson Product Moment Correlation indicating that the instrument was reliable. Data collected was analyzed using correlation and multiple regressions. The results showed that there is a significant relationship between democratic leadership in decision making, motivation, discipline, productivity and teachers' job satisfaction. The study suggested

and urged Principals' and educational administrators to adopt democratic leadership style in organizing and managing teachers for effective job performance. Despite suggestions and disciplinary measures adopted in different managerial styles, teachers are still exhibiting lackadaisical attitude to work. Therefore, the researchers' deemed it necessary to investigate effective strategies for managing teachers' attitude to work for in Public secondary for productive society in Rivers State

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### **Statement of the Problem**

Teachers are trained educational personnel for impartation of knowledge and skills that enhance development. Teachers' have been doing perfectly well in the past without misconduct and negligence of duty. In recent time however, economic and social dynamism have lured teachers to develop poor attitude to work on the detriment of the learners. Therefore, most teachers are seen hawking wears, snacks and food items during school hours, some absent themselves from classes and school, while others refuse to write their notes of lesson as well as abandoning their assigned responsibilities on the detriment of the students. These are some of the testimonies of the alarming rate of poor teachers' attitude to work which can leads to poor job performance and poor students' academic performance in public secondary schools in Obio/Akpor Local Government Area of Rivers State. In lieu of this, Parent, students and other stakeholders became worrisome about the devastating effects of teachers' attitude and began to question educational authorities on better strategies of managing teachers' attitude to work. Based on this notion, the researcher's attention was drawn to examine the effective strategies for managing teachers' attitude to work in Public secondary schools in Obio/Akpor Local Government Area in Rivers State.

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### **Purpose of the Study**

The purpose of the study was to determine effective strategies for managing teachers' attitude to work in Public secondary schools in Obio/Akpor Local Government Area of Rivers State. Specifically, the study sought to:

1. Determine the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.
2. Determine the extent of compensatory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State

3. Determine the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State

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### **Research Questions**

1. What is the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?
2. What is the extent of compensatory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?
3. What is the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?

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### **Hypotheses**

- Ho<sub>1</sub>: There is no significant difference in the mean responses of Principals and Vice Principals on the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.
- Ho<sub>2</sub>: There is no significant difference in the mean responses of Principals and Vice Principals on the extent of Compensatory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.
- Ho<sub>3</sub>: There is no significant difference in the mean responses of Principals and Vice Principals on the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

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### **Methodology**

The study adopted a descriptive survey design. The population of the study comprises 91 respondents made up of 49 Principals and 42 Vice Principals in twenty one (21) Public Secondary schools in Obio/Akpor Local Government Areas of Rivers State. The study adopted purposive Sampling technique which the population was used as sample due to its manageable size. Instrument for data collection was questionnaire tagged "Effective Strategies for Managing Teachers' Attitude to work in public secondary school (ESMTAWPSS) questionnaire. The questionnaires contained 20 item questions developed on 4-point rating

scale of: Very high extent (VHE-4points), High Extent (HE- 3points), Moderate Extent (ME-2points) and Low Extent (LE-1point) and was validated by two business educators and one expert in measurement and evaluation all in faculty of education Rivers State University Port-Harcourt. A reliability Coefficient of 0.83 was established using Cronbach Alpha statistical tool. It was determined through a pilot test carried out on 20 independent persons outside the study area to establish the internal consistency. The administration of the instrument was done by the researcher with the help of two assistant who were guided on how to fill and retrieve the instrument within two weeks. Data collected was analyzed using Mean and Standard Deviation to answer the research questions while t-test was used to test the hypotheses at 0.05 levels of significance. The decision rule for acceptance was any mean higher than 2.50 is considered to be high extent while mean below 2.50 is considered low extent.

## Result

**Research Question 1:** What is the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?

**Table 1: Mean rating of Principals and Vice Principals on the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State**

Extent of supervisory strategy in managing teachers' attitude to work in public secondary schools Items		Principals (Number 49)			Vice Principals (Number 42 )		
		X	SD	Rmk	X	SD	Rmk
1	Regular check on teachers' attendance is effective strategy moderates teachers' absenteeism and poor attitude to work.	2.89	0.86	HE	3.09	0.12	HE
2	Monitoring classroom pedagogy is effective approach to ensure teachers effectiveness and right attitude to work	3.78	0.93	HE	3.66	0.84	HE
3	Non monitoring of teachers' activities is effective strategy in managing poor attitude to work	1.97	0.42	LE	2.26	1.02	LE
4	Regular check on record keeping, lesson note and taking action for non-compliance is effective strategy to enhancing teachers' right attitude to work.	3.86	0.98	HE	3.71	0.87	HE
5	Regular meeting to discuss problem and solutions is effective method of managing teachers' attitude to work	3.34	0.91	HE	3.49	0.18	HE
<b>Grand Mean/SD</b>		<b>3.17</b>	<b>0.82</b>		<b>3.24</b>	<b>0.61</b>	

**Source:** Research Work 2024.



Table 1 above revealed the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State. Item 1, 2, 4 and 5 has mean scores of 2.89, 3.78, 3.86 and 3.34 for Principals while 3.09, 3.66, 3.71 and 3.49 for Vice Principals which is above 2.50 criterions graded as high extent. While item 2 has mean score of 1.97 and 2.26 for Principals and Vice Principals which is below 2.50 criterions graded under low extent? However, the grand mean of 3.17 and 3.24 for Principals and Vice Principals respectively indicates that supervisory strategy is effective to a high extent in managing teachers' attitude to work in public secondary schools in Rivers State.

**Research Question 2:** What is the extent of Compensatory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?

**Table 2: Mean rating of Principals and Vice Principals on the extent of Compensation strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.**

Extent of Compensation strategy in managing teachers' attitude to work in public secondary schools		SSS Principals (Number 49)			JSS Principals (Number 42)		
Items		X	SD	Rmk	X	SD	Rmk
11	Rewards for hard working teachers is effective strategy to managing teachers attitude to work	3.86	0.84	HE	3.87	0.81	HE
12	Non-Utilization fringe benefits is effective strategy to enhance teachers attitude to work	2.13	0.19	LE	2.33	0.10	LE
13	Regular promotion is effective strategy to manage teachers' attitude to work	3.91	0.93	HE	3.95	0.86	HE
14	<i>Principals nonchalant behaviour to praises</i> is effective strategy to manage teachers' attitude to work	1.64	0.17	HE	1.78	0.11	LE
15	Regular salary payment and monetary rewards is effective strategy to managing teachers attitude to work	3.98	0.98	LE	3.89	0.91	HE
<b>Grand Mean/SD</b>		<b>3.11</b>	<b>0.62</b>		<b>3.16</b>	<b>0.56</b>	

**Source:** Researcher Work 2024.

Table 2 above revealed the extent of Compensation Strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State. Item

11, 13 and 15 has mean scores of 3.86, 3.91 and 3.98 for Principals. While 3.87, 3.95 and 3.89 for Vice Principals which is above 2.50 criterions graded as high extent. While item 12 and 14 had 2.13 and 1.64 mean scores for Principals, and 2.33 and 1.78 for Vice Principals graded below 2.50 criterions as low extent. Indeed the grand mean of 3.11 and 3.61 for Principals and Vice Principals indicates that compensation strategy is effective to high extent in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Research Question 3:** What is the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State?

**Table 3: Mean rating of Principals and Vice Principals on the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State**

Extent of Disciplinary strategy in managing teachers' attitude to work in public secondary schools Items		Principals (Number 49)			Vice Principals (Number 42)		
		X	SD	Rmk	X	SD	Rmk
16	Suspension of earing teachers is effective strategy for managing teachers attitude to work	3.66	0.84	HE	3.87	0.83	HE
17	Seizing of salary for truancy is effective strategy for managing teachers' attitude to work	3.73	0.99	HE	3.68	0.75	HE
18	Non-promotion for negligence of duty is effective strategy to managing teachers' attitude to work	3.50	0.78	HE	3.95	0.86	HE
19	Dismissals for capital offences is effective strategy for managing teachers attitude to work	3.64	0.81	HE	3.78	0.91	HE
20	Punishment for non-record keeping is effective strategy for managing teachers attitude to work	3.75	0.93	LE	3.91	0.83	LE
<b>Grand Mean/SD</b>		<b>3.66</b>	<b>0.87</b>		<b>3.84</b>	<b>0.84</b>	

**Source:** Researcher Work 2024.

Table 3 above revealed the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State. All items

from 16 to 20 for Principals and Vice Principals had mean scores of 3.50 to 3.91 which are above 2.50 criterions graded as high extent. Indeed the grand mean of 3.66 and 3.84 for Principals and Vice Principals respectfully indicates that discipline strategy is effective to high extent in the managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Research Hypotheses 1:** There is no significant difference in the mean responses of Principals and Vice Principals on the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Table 4:** A Summary of t-test analysis of Principals and Vice Principals responses on the extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State

<b>Response</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>Df</b>	<b>Alp</b>	<b>T.cal</b>	<b>t-crit</b>	<b>Decision</b>
Principals	49	3.17	0.82	89	0.05	0.47	1.96	Retained
Vice Principals	42	3.24	0.61					

**Source:** Field Work 2024

The table 4 above revealed the t-test result on extent of supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State. Data in the table shows that the t-cal. of 0.47 with degree of freedom of 89 and 0.05 levels of significant which is low than the t-crit. of 1.96. Therefore the hypothesis is retained. This means that the mean responses of Principals and Vice Principals do not significantly differs on the extent of effectiveness which supervisory strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Hypotheses 2:** There is no significant difference in the mean rating Principals and Vice Principals on the extent of compensation strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Table 5: Summary of t-test Result of Principals and Vice Principals on the extent of compensation strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State**

Response	N	X	SD	Df	Alp	T.cal	t-crit	Decision
Principals	49	3.11	0.62	89	0.05	0.42	1.96	Retained
Vice Principals	42	3.16	0.56					

Source: Field work 2024.

The table 5 revealed that t-test calculated value of 0.42 is less than the t-critical value of 1.96 at 89 degree of freedom and at 0.05 levels of significance. The null hypotheses is therefore retained meaning that the responses of Principals and Vice Principals do not differs significantly on the extent of compensation strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State

**Research Hypotheses 3:** There is no significant difference in the mean rating of Principals and Vice Principals on the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

**Table 6: Summary of t-test Result of Principals and Vice Principals on the extent of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State**

Response	N	X	SD	Df	Alp	T.cal	t-crit	Decision
Principals	49	3.66	0.87	89	0.05	1.00	1.96	Retained
Vice Principals	42	3.84	0.84					

Source: Field Work 2024.

Table 6 revealed the mean responses of Principals and Vice Principals on the extent of disciplinary strategy in managing teachers' attitude to work. Data in the table showed that t-cal. of 1.00 with degree of freedom of 89 at 0.05 levels of significant is less than the t-crit. of 1.96. Therefore, the hypothesis is retained. This means that the responses of Principals do not differs significantly with Vice Principals on the extent of effectiveness of disciplinary strategy in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in River State

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## Discussion of Major Findings

1. The findings presented from the study, revealed that supervisory strategy is effective to high extent in managing teachers attitude to work in public secondary schools. The

application of supervisory strategy makes teachers to be regular in school, Moderates teachers' absenteeism, monitors classroom pedagogy which enhance teacher's effectiveness, regulates teachers for record keeping and makes teachers meet regularly to brainstorm on matters of interest, discuss problem and proffer solutions that enhance teachers' mentality and right attitude to work for the benefit of students, staff growth and development of schools.

2. The research findings presented from the study showed that compensatory strategy is effective to high extent in managing teachers' attitude to work in public secondary schools. Thus, Principal rewards to hard work, regular promotion, regular salary payment and other monetary rewards are some of the compensation strategy school principals and vice principals could adopt to manage teachers poor attitude work. Findings in the study also indicate that compensating teachers' positively make them happy be regular to school and brings their enthusiasm to bear in work. Promotion, regular payment and praises adequately encourage teachers' to effectively deliver on their pedagogical duties and related instruction without prejudice and social rancor.
3. The result and findings presented in research question three in the study indicated that disciplinary strategy is effective to very high extent in managing teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State. disciplinary strategies such as suspension of erring teachers, seizing of salary, non-teachers' promotion for truancy, punishment and out-right dismissal for capital offences reduces teachers absenteeism, lateness to duty, negligence, insubordination and gross misconduct that portrays teachers bad attitude to work. Findings also emerged that adoption of managerial strategy of discipline enhance teacher's personality traits development, realize the importance of their job and change their characters for effective service delivery in public secondary schools. Teachers who faced the wrought of discipline in school system always be conscientious to school duty, obey rules and regulations and work diligently in accordance with the school norms and ethical standard. Therefore, disciplinary measures serve as a deterrent to teachers with nonchalant attitude to work.

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## Conclusion

Despite challenges, the study strengthened the enthusiasm of the researchers to investigate effective strategies for managing teachers' attitude to work in public secondary schools. Result obtained in this study indicated that effective management strategies are a vital managerial approach that enhances teachers' attitude to work in public secondary schools. Hence, it was

concluded that effective management strategy has evolved with new emerging pattern and advancement in the management of human resources in work environment particularly school enterprises. Thus, Principals adoptions of effective supervision, compensation and disciplinary strategies enhance teachers' attitude to work to high extent. It ensures teachers' good conduct, effective instructional delivery, development of good personality trait, teachers' conscientiousness, effectiveness to school and diligence to duty for achievement of educational goals in public secondary schools in Obio/Akpor Local Government Area in Rivers State.

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## Recommendations

Based on the findings, the following recommendations were made:

1. School Managers should adopt regular check on teachers' activities, note of lesson, attendance book, good record keeping as effective supervision strategies to ensure teachers' effectiveness in classroom instructional delivery in public secondary schools in Obio/Akpor Local Government Area of Rivers State.
2. School administrators should regularly reward hard working teachers' in form of promotion, financial bonuses, praises and recognitions as effective compensation strategy to enhance and manages teachers' attitude to work in public secondary schools in Obio/Akpor Local Government Area in Rivers State.
3. Principals and school administrators should diligently adopt the use of suspension and non-promotion of teachers for negligence of duty, insubordination, absenteeism, lateness to duty and gross misconduct as effective disciplinary strategies to managing teachers' attitude to work in public secondary schools.

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