

**TEAMWORK MANAGEMENT AND TEACHERS' PRODUCTIVITY IN
SECONDARY SCHOOLS IN ONDO CENTRAL SENATORIAL DISTRICT OF
ONDO STATE, NIGERIA**

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Abstract

Teachers' productivity seems to be dwindling in Nigerian public secondary schools as the perceived inadequacies in the autonomous subject teaching strategy appears to inhibit teachers' involvement in teamwork. This study therefore examined teamwork management strategies and teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria. The sampled comprised 33 principals and 660 teachers selected from 33 public secondary schools using multi-stage and random sampling techniques. Teamwork Management Questionnaire (TMQ) and Teachers' Productivity Questionnaire (TPQ) were used to collect data. Three research questions and two hypotheses guided the study. Research questions were answered using percentage and mean while the hypotheses were tested using Pearson Product Moment Correlation (PPMC) at alpha level of 0.05. Results revealed a moderate mean of 2.33 on teamwork management; also a moderate mean of 2.19 was obtained on teachers' productivity. Teamwork management strategy has significant relationship with teachers' productivity ($r = 0.717, p < 0.05$), also, there was a significant relationship between teamwork management strategy and students' academic performance ($r = 0.692, p < 0.05$). It was concluded that teamwork management enhance teachers' productivity; however, shortage of qualified teachers inhibit team grouping by specialization. Based on the findings, it was recommended that the Government through the Teaching Service

Commission should employ adequate number of teachers while the Ministry of Education organizes seminars/workshops to strengthen principals' and teachers' capacities in teamwork to improve productivity in secondary schools.

Keywords: Secondary school, principal, teamwork management, teacher, productivity

Introduction

Teamwork management in the school system is the process of identifying and harnessing the professional knowledge, skills and wealth of experience of teachers for effective collaboration to ensure best-fit instructional resources and methods in curriculum delivery, and facilitate learners' interest, understanding of content-knowledge and skills development for the purpose of achieving educational goals. This underscores the importance of teamwork to teachers' productivity (quality of instructional tasks and students' academic performance) in secondary schools.

Agarwal and Adjirackor (2016) viewed teamwork as an impetus for instructional performance and increased productivity. Teams can be established to facilitate teachers' capacity development and integration of innovative ideas for effective curriculum delivery (Dimitriades, 2000). Principals being instructional leaders are expected to be more proactive in teamwork management by planning, organising, coordinating, supervising, evaluating and reviewing teachers' teamwork strategies based on their area of specialisations, technical skills and professional experience. This will promote capacity development and effective instructional tasks performance for improved productivity in secondary schools.

Productivity is the output of employees and remains an issue of great concern to many organizations including the school. Donnely (2002) described productivity as the overall effectiveness and efficiency of getting things done, which gives an overview of how organization is fairing. According to Ayeni (2018), productivity in an organization is the ability to do the right thing (effectiveness) and do something well in order to achieve the desired result without wasted effort (efficiency). This implied making the best use of the available resources to achieve the set goals.

Nwachukwu (2006) viewed productivity as the output resulting from a given resource input at a given time. This means the relationship/ratio between the result achieved (output) and the quantum of resources used in production (input). Ayeni and Akinola (2020) stated that, productivity measure indicates the rate of growth in capabilities of respective organizations to accomplish and indeed fulfill their mission/goals and ensuring that the quality of services delivered meets the expected standard.

In the school setting, productivity is the extent to which the school management and teachers utilize the available resources to achieve educational goals. Teachers' productivity depends on their content-knowledge, technical know-how and the will-power to be involved in quality instructional tasks performance. Teachers' productivity in the context of this study covers the component variables of teachers' instructional tasks performance and students' academic performance.

Teachers' instructional tasks refers to the statutory duties that are performed by teachers, such as: the writing of scheme of work, preparation of lesson notes, curriculum delivery, use of instructional materials, class management, record keeping, and evaluation of students and giving performance feedback on class activities, written and oral tests, examinations, homework and so on.

Students' academic performance could be defined as learning outcomes which include knowledge, skills and values acquired throughout their period of study which produced observable and measurable behaviour of a student in terms of scores obtained from a teacher-made test, terminal examinations and external examinations such as the West African Senior School Certificate Examinations (WASSCE), the Senior School Certificate Examinations conducted by National Examinations Council (NECO-SSCE) and so on (Ayeni and Amanekwe, 2018). The perceived inadequacies in teamwork among teachers seems to affect the level of students' academic performance, particularly in Nigeria where the percentage of students who obtained five credits level passes and above in subjects including English Language and Mathematics in WASSCE has been dwindling and often been below 50 percent in secondary schools in the period between 2015 and 2018..

Kitonga (2014) investigated the determinants of teachers' participation in teamwork for improved performance in public secondary schools in Taita District, Kenya. The findings showed that teachers' participation in teamwork is more prevalent in institutions where democratic leadership is practiced and adequate attention given to favourable school culture. The school principals are therefore expected to be proactive, dynamic, innovative and quality-oriented in teamwork management by fostering teachers' collaboration, positive interaction, knowledge sharing and skills development for improved instructional tasks performance, which in turns enhance students' academic performance.

Teachers' productivity is an issue of concern in the school system. For instance, in Uganda, it is not uncommon that, in many schools, teachers work in isolation, and school principals try to accomplish tasks alone. The perceived absence of teamwork seems to create knowledge gap which appears to affect the quality of teaching and learning in schools in the Kamwenge District of Uganda (Pitsoe and Isingoma, 2014).

In Nigeria, there are still perceived inadequacies in the use of teamwork as mechanism for improving curriculum instruction partly due to the teachers' commitment to the conventional model of autonomous teaching subjects which usually impose excess workloads especially when dealing with large class size and possibly incapacitate majority of teachers in team teaching in secondary schools.

The perceived inadequacies in teachers' collaboration for team teaching could be partly responsible for the relatively low level of academic performance of students who obtained credit level passes and above in five subjects, including English Language and Mathematics in the West African Senior School Certificate Examinations (WASSCE) conducted between 2015 and 2018. The trends in students' academic performance in Nigeria reflected the following percentage points: 38.68% was recorded in year 2015 and 52.92% in 2016, also, 59.22% was recorded in 2017 and 49.98% in 2018 (Adenipekun, 2018).

Similarly, in Ondo State, the performance levels of students' who obtained five credits level passes and above in subjects including English Language and Mathematics in WASSCE reflected the following percentages in 2015 (30.29%), 2016 (61.64%), 2017 (46.17%) and 47.20% recorded in 2018 (Ministry of Education, 2018). The relatively

low level of students' academic performance could be partly attributed to the perceived inadequacies in the autonomous subject teaching strategy, shortage in the number of teachers and work overload which tend to inhibit teachers' involvement in teamwork. This situation calls for further research because of the persistent agitation of the stakeholders in the education sector for improved academic performance of students in secondary schools. This study therefore investigated the level of teamwork management and teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria.

Teamwork Management Process, Benefits and Teachers' Productivity

Teamwork management can be viewed as the process of making small groups of professional experts who possess complementary skills and experience collaborate to strengthen each other capacity in the performance of specific tasks to achieve the organizational goals (Chopra, 2015; Wineman and Serrato, 1998). Teamwork management demand overall accountability for quality from the team, thus alleviating the potential for individuals blames, and allowing greater sharing of ideas, information and cooperation within the work group to improve the quality of service delivery (Coyle-Shapiro, 1995).

Effective teamwork management requires that the team members should possess the following team operational attributes: a common goal, technical skills, professional experience, common ethics to work, the willingness to share information, implicit confidence, interpersonal skill, conflict management skills, and the willingness to take responsibility for team actions (Greenwood, 2012 cited in Pistsoe and Isingoma, 2014).

In the application of teamwork, Bolman and Deal (1997) expressed the viewpoint that, the leader in an organization must be conversant with the following four critical stages involved in team development: i) the forming stage (set the team's goals, objectives, roles and responsibilities in clear terms), ii) the storming stage (established the procedures for team members relationships, tasks distribution and compromise to avoid being distracted by emotional issues and power struggles), iii) the norming stage (encourage team members to improve on their decision-making process, consensus, working styles and commitment to tasks), and iv) the performing stage

(drive the team members to become more strategically aware of their shared vision, goals, responsibilities and function effectively to achieve high degree of excellence in the pursuit of the set goals).

The knowledge of the different stages involved in team building will give team members the broader perspective of organizational issues and how members of the team fit in, and can operate effectively. Principals that apply teamwork involve their teachers in a well-designed team context, lead individual teachers to be more involved in their work, innovative, generate more constructive ideas, suggestions, and supportive of their team members in doing things that are required for the effective implementation of the school curriculum, programmes and activities in the pursuit of the educational goals.

The benefits of successful teamwork in the school system are enormous. Teamwork promotes interpersonal relations, collective responsibility, in-depth perspectives of organizational issues and situations through the pooling of knowledge, skills and experiences to optimize the use of resources and minimize the duplication of efforts in instructional tasks performance by teachers in the pursuit of the educational goals (Murphy and Herberling, 2005).

Teamwork when effectively applied in an educational institution enhances teachers' motivation, workloads distribution, communication process, content-knowledge, pedagogical skills, resource utilization, reciprocal best practices, reflective thinking, interdependence, and mutual instructional feedback and review for building a culture of academic excellence which improve the implementation of curriculum and learning outcome (Pistsoe and Isingoma, 2014). It is therefore expected that team members must be cognizant of the teams' overall objectives rather than just being responsible for their own tasks; they must understand how their tasks are interdependent with others and work towards achieving the overall organizational goal (Hackman and Wageman, 2005).

Visco (2000) stated that the productivity of an individual depends on his/her job performance relatively to the stated aims and objectives of the organization whether is being achieved or not. Teachers' productivity could be described as the extent to which they performed their duties in order to achieve desired goals and objectives in the school system. Teachers' productivity involves the quality of

lesson notes, skilful dissemination of content-knowledge, classroom management and students' engagement, effective use of instructional materials, timely conduct of continuous assessment and prompt feedback, accurate record keeping, and active participation in committee's work to achieve the educational goals. Pitsoe and Isingoma (2014) stated that teamwork has positive impact on teachers' motivation and capabilities, which improves commitment to school activities and maximize learners' achievement. This implied that teachers' productivity could be measured through instructional tasks performance and students' academic performance.

Agarwal and Adjirackor (2016) assessed the impact of teamwork on organizational productivity among staff members in Kwashieman Anglican Basic School of the Accra Metropolitan Assembly. The study utilized quantitative techniques to analyze the relationship between the variables of teamwork, esprit de corps (Team Spirit), team trust, recognition and rewards, and organizational productivity. The study showed that there was a significant positive impact of the predictors.

Makewa, Ngussa, Arego and Kuboja (2016) investigated the correlation between teamwork and morale of workers among secondary schools in Musoma Municipality using case study approach. The findings yielded a significant relationship between teamwork and morale of workers. Moderate and positive relationship was also found between teamwork and communication. It could be deduced that principals that build an effective culture of teamwork facilitate problem-solving and improve teachers' productivity in secondary schools.

Statement of the Problem

Teachers' productivity in secondary schools is an issue of concern to stakeholders in the education sector because of the dwindling and relatively low level of students' academic performance as reflected in the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics which has often been below 50% in Nigeria. This could be partly attributed to the inadequate number of teachers and single-teacher subject based method of subject allocation that made teachers committed to autonomous teaching subjects and less involved in team teaching. This

appears to be inherent with conservative ideas, and less innovative and less rewarding academically to students.

The use of autonomous teaching method in the school system could be considered inadequate since teachers are faced with the challenges of heavy workloads and large class sizes which often demotivate them in the discharge of their duties and seems to have negative consequences on sound intellectual, skills and character development of students in secondary schools. The perceived inadequacies in the autonomous teaching method could inhibit teachers' involvement in teamwork and possibly hinder productivity, particularly students' academic performance which is still relatively low in Nigerian secondary schools. Against this backdrop, this study investigated teamwork management strategies and teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of teachers' productivity in secondary schools in Ondo Central Senatorial District of Ondo State?
2. What is the level of students' academic performance in secondary schools in Ondo Central Senatorial District of Ondo State?
3. How do teachers perceive the use of teamwork management strategies in secondary schools in Ondo Central Senatorial District of Ondo State?

Research Hypotheses

The following hypotheses were formulated to guide the study.

HO₁: There is no significant relationship between teamwork management strategies and teachers' productivity in secondary schools in Ondo Central Senatorial District.

HO₂: There is no significant relationship between teamwork management strategies and students' academic performance in secondary schools in Ondo Central Senatorial District.

Methodology

The study adopted the descriptive survey research design. The population comprised of principals and teachers in 104 public secondary schools in Ondo Central Senatorial District, Nigeria. Multi-stage sampling technique was used to select sample for the study. Three (3) Local Government Areas (LGAs) were randomly selected out of the existing six (6) LGAs in Ondo Central Senatorial District of Ondo State, Nigeria. Thirty three (33) secondary schools which represented 45 percent of the existing 73 secondary schools were proportionally sampled in the three (3) LGAs sampled for the study. Respondents consisted of 660 teachers with twenty (20) teachers randomly selected from each of the 33 sampled secondary schools. All the 33 principals of the sampled schools were included in the study.

Three self-constructed research instruments titled “Teamwork Management Questionnaire (TMQ), Teachers’ Productivity Questionnaire (TPQ), and “Students’ Academic Performance Profoma” (SAPP) were used to collect data. The TMQ comprised 10 items that elicited information on teachers’ grouping, goal setting, tasks allocation, creativity, stressfulness, problem-solving, delegated authority, work quality, and performance review. TPQ captured the variables of teachers’ instructional tasks which included lesson planning, lesson delivery, instructional materials, continuous assessment, performance feedback, classroom management, instructional review, instructional records, completion of syllabus and committees’ work. The SAPP was used to collect data on students’ academic performance in the WASSCE. The TMQ utilized a 4-point likert rating scale classified as Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. Also, the TPQ were classified as Always, Often, Seldom and Never with the value of 4, 3, 2 and 1, respectively.

The research instrument was validated using face and content validity. The instrument was vetted by two experts in the Department of Educational Management, and Test and Measurement Unit of Adekunle Ajasin University, Akungba-Akoko to ensure that the questionnaire items adequately covered all the component variables of the research questions and hypotheses formulated for the study. The research instrument was pilot tested using test-retest method at an interval of two (2) weeks in two secondary schools outside the Local Government Areas selected for the study. The reliability coefficient was determined using Pearson Product Moment Correlation Coefficient

(PPMCC) at 0.05 level of significance. This yielded reliability coefficient of 0.85 and 0.97 which confirmed the suitability of the questionnaires completed by principals and teachers respectively.

The research instruments were administered on the respondents personally by the researcher and one research assistant also engaged to help in the administration of the questionnaires in the sampled schools. Respondents were requested to complete the questionnaire and return them to the researcher on the same day. The few respondents who could not fill the questionnaire on the spot were given opportunity till the next day when the researcher visited their schools to collect completed questionnaire. The administration of the instrument took five (5) working days. This method ensured 100 percent rate of return. The research questions were answered using Frequency counts, Percentage, and Mean. The mean score values were rated as Low = ≤ 2.0 , Moderate = $> 2.0 < 3.5$, and High = ≥ 3.5 , while hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

Results and Discussion

The research questions were analyzed descriptively using frequency counts, percentage and mean score while the research hypotheses were tested using inferential statistics: Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The responses on strongly agreed and agreed were classified as agreed, while disagreed and strongly disagreed were classified as disagreed for easy description of data. The results are presented in tables 1 – 5.

1. What is the level of teachers' productivity in secondary schools?

The data presented on table 1 and figure 1 showed the level of teachers' productivity (participants' responses on always and often combined) by percentage points: preparation of lesson plan/notes (75.8%), delivery of lessons (78.8%), usage of instructional materials (48.5%), conduct continuous assessment (84.9%), performance feedback (78.8%), classroom management (60.6%), instructional review (54.5%), record-keeping (54.5%), completion of the syllabus within the stipulated time (42.4%), committees' work (57.6%). The grand mean of 2.19 also indicated that a moderate level of teachers' productivity is maintained in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria.

Table 1: Teachers' Productivity in Secondary Schools

S/ N	Items	Responses	Responses				Mean
			A (4)	O (3)	S (2)	N (1)	
1.	Teachers prepare lesson plan/notes adequately and regularly.	Freq.	10	15	7	1	1.97
		%	30.3	45.5	21.2	3.0	
2.	Teachers deliver their lessons effectively.	Freq.	9	17	6	1	1.97
		%	27.3	51.5	18.2	3.0	
3.	Teachers make effective use of instructional materials.	Freq.	4	12	15	2	2.45
		%	12.1	36.4	45.5	6.1	
4.	Teachers conduct continuous assessment and mark tests and assignments periodically.	Freq.	12	16	5	0	1.79
		%	36.4	48.5	15.2	0.0	
5.	Teachers give performance feedback to students promptly.	Freq.	4	22	7	0	2.09
		%	12.1	66.7	21.2	0.0	
6.	Teachers are effective in classroom management.	Freq.	7	13	13	0	2.18
		%	21.2	39.4	39.4	0.0	
7.	Teachers are effective in instructional review.	Freq.	4	14	13	2	2.39
		%	12.1	42.4	39.4	6.1	
8.	Teachers' keep accurate and adequate records of instructional activities.	Freq.	7	11	14	1	2.27
		%	21.2	33.3	42.4	3.0	
9.	Teachers complete the syllabus in their subjects within the stipulated time.	Freq.	6	8	18	1	2.42
		%	18.2	24.2	54.5	3.0	
10.	Teachers participate actively in committees' work.	Freq.	5	14	10	4	2.39
		%	15.2	42.4	30.3	12.1	
Grand Mean						2.19	

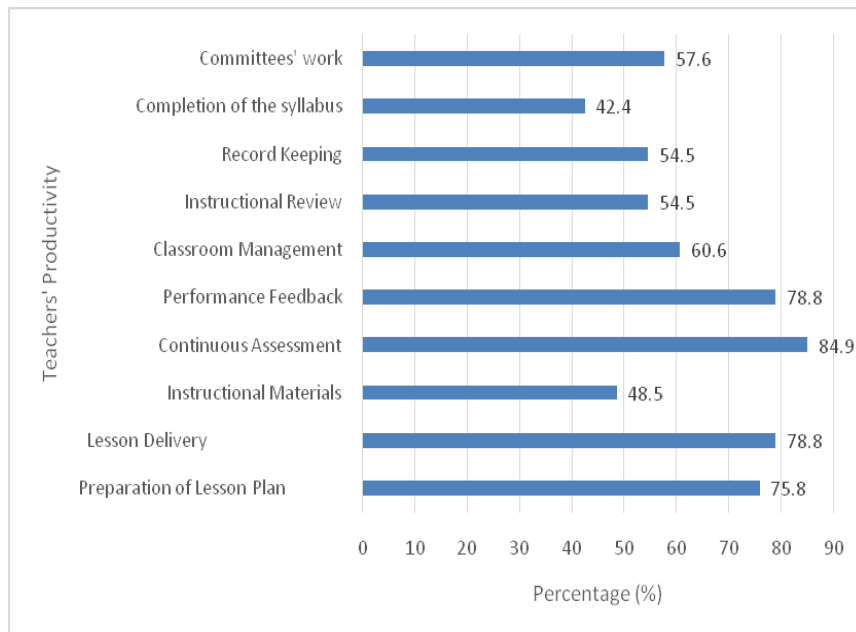


Figure 1: Bar Graph on the Level of Teachers' Productivity

2. What is the level of students' academic performance in secondary schools?

The data presented in table 2 indicated that out of 22,346 secondary school students who registered for WASSCE from 2015 to 2017, only 8,387 students representing 37.5% had credits in a minimum of five subjects including English language and Mathematics. 36.2% of the students had 5 credit passes including either English language or Mathematics while 16.4% had 5 credits without a credit pass in English language and Mathematics, and 9.9% of the students had less than five (5) credits.

Table 2: Level of Students' Academic Performance in Secondary Schools

Academic Year	No. of candidates registered	No. of candidates with 5 credits including English and Mathematics		No. of candidates with 5 credits including English or Mathematics		No. of candidates without English and Mathematics		No. of candidates with less than 5 credits	
		No.	%	No.	%	No.	%	No.	%
2015	4907	1731	35.5	1787	36.4	668	13.8	721	14.7
2016	7541	3114	41.3	2630	34.9	1178	15.6	619	8.2
2017	9898	3542	35.8	3678	37.2	1797	18.2	881	8.9
Total	22346	8387	37.5	8095	36.2	3643	16.4	2221	9.9

3. How do teachers perceive the use of teamwork management strategies?

The data presented on table 3 and figure 2, revealed the level of effectiveness of teamwork management by percentage points: team grouping based on areas of subject specialization (28.1%), goals setting (30.9%), equitable tasks sharing among team members (32%), opportunity to use initiatives and creativity skills in tasks performance (53%), teamwork reduces stress and work overload among members (65%), team members are given adequate motivation and resources to perform tasks (33%), teamwork increases work quality and output (63.8%), team members meet regularly to discuss and solve identified problems relating to working arrangements and quality (47.2%), team members are given adequate authority to implement agreed solutions to solve problems (38.4%), team members are involved in the overall performance evaluation and review (46.7%), The grand mean of 2.33 implied that there is a moderate level of teamwork management in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria.

Table 3: Teamwork Management Strategies

S/ N	Items	Responses					Mean
			SA (4)	A (3)	D (2)	SD (1)	
1.	Teachers are grouped into teams based on their areas of subject specialization.	Freq.	66	119	218	257	1.99
		%	10.2	17.9	32.8	39.1	
2.	Team members are involved in setting the school goals, programmes and activities.	Freq.	105	99	185	271	2.06
		%	16.1	14.8	27.9	41.2	
3.	Tasks are shared equitably among team members.	Freq.	73	139	204	244	2.06
		%	11.0	21.0	31.0	37.0	
4.	Team members are given opportunity to use their initiatives and creativity in tasks performance.	Freq.	162	187	145	166	2.52
		%	24.6	28.4	21.9	25.1	
5.	Teamwork reduces stress and work overload among team members.	Freq.	234	195	140	91	2.87
		%	35.5	29.5	21.2	13.8	
6.	Team members are given adequate resources to perform their tasks.	Freq.	131	86	191	252	2.15
		%	19.9	13.1	29.0	38.0	
7.	Teamwork increases work quality and output among members.	Freq.	246	176	78	160	2.77
		%	37.2	26.6	11.8	24.4	
8.	Team members meet regularly to discuss and solve identified problems relating to working arrangements and quality.	Freq.	160	151	150	199	2.41
		%	24.3	22.9	22.7	30.1	
9.	Team members are given adequate authority to implement agreed solutions to solve problems.	Freq.	123	130	134	273	2.16
		%	18.7	19.7	20.3	41.3	
10.	Team members are involved in the overall performance evaluation and review by the school management.	Freq.	103	205	155	197	2.32
		%	15.6	31.1	23.5	29.8	
Grand Mean						2.33	

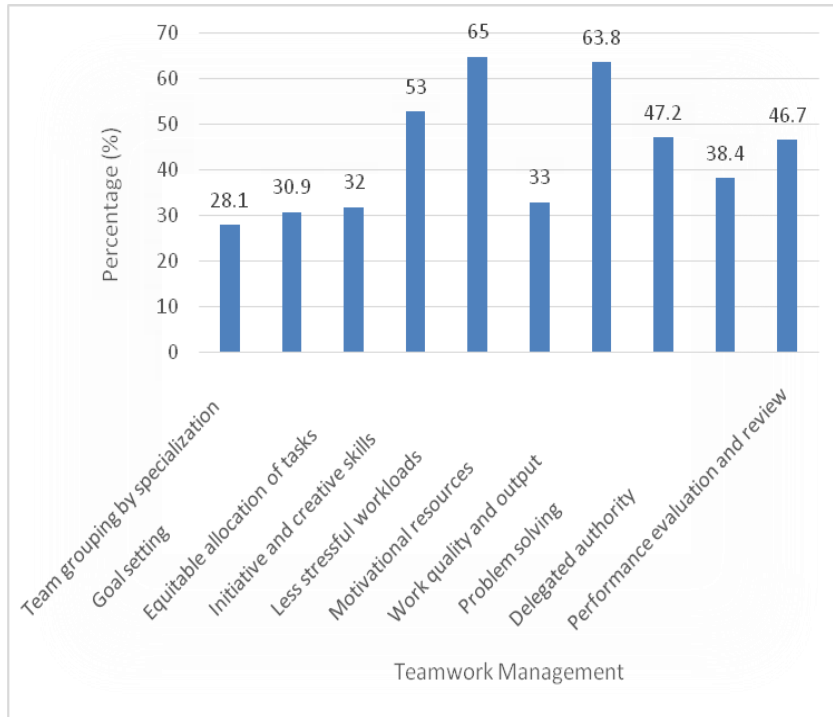


Figure 2: Bar Graph on the Level of Teamwork Management

Relationship between Teamwork Management Strategy and Teachers’ Productivity

The weighted average of data generated from 660 respondents on teamwork management was correlated against teachers’ productivity in 33 secondary schools as presented in table 4.

Table 4: Relationship between Teamwork Management Strategy and Teachers’ Productivity

Variables	N	Mean	SD	Df	r-cal	r-tab	Decision
Teamwork Management Strategy	660	2.33	.307	691	0.717	0.195	Sig
Teachers’ Productivity	33	2.19	.229				

P < 0.05

The result on table 4 indicated that r -cal (0.717) was greater than r -tab (0.195) at 0.05 level of significance and 691 degree of freedom. This implied that there was a significant relationship between teamwork management strategies and teachers' productivity. Therefore the null hypothesis was rejected.

Relationship between Teamwork Management Strategy and Students' Academic Performance

The weighted average of data generated from 660 respondents on teamwork management was correlated against students' academic performance in 33 secondary schools as presented in table 5.

Table 5: Relationship between Teamwork Management Strategy and Students' Academic Performance

Variables	N	Mean	SD	Df	r-cal	r-tab	Decision
Teamwork Management strategy	660	2.33	.307	691	0.692	0.195	Sig
Students' Academic Performance	33	3.01	.974				

$P < 0.05$

The result on table 5 indicated that r -cal (0.692) was higher than r -tab (0.195) at 0.05 level of significance and 691 degree of freedom. This implied a significant relationship between teamwork management strategy and students' academic performance. Therefore the null hypothesis of no relationship is rejected while the alternate hypothesis is accepted.

Discussion

The analysis of data on table 1 revealed the grand mean of 2.19 which indicated that a moderate level of teachers' productivity is maintained in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria. This could be attributed to a majority of teachers (78.8%) that always and often deliver their lessons effectively, 48.5% always and often make effective use of instructional materials, and 84.9% of the

teachers always and often conduct the continuous assessment and mark tests and assignments periodically, 78.8% always and often give performance feedback to students and 60.6% of teachers are effective in classroom management. This is in agreement with Oboegbulem, and Onwurah (2011) who reported that the level of teachers' productivity is moderate in most Nigerian secondary schools.

However, those tasks which are least and seldomly/never performed by teachers included instructional review (45.5%), the keeping of accurate records (45.5%), usage of instructional materials (51.5%), completion of the syllabus within the stipulated time (57.6%), and inactive participation in committees' work (42.4%). These shortcomings might have been responsible for the low level of students' academic performance indicated on table 2 which reflected 37.5% credits level passes in a minimum of five subjects including English language and Mathematics in the West African Senior School Certificate Examinations in the sampled secondary schools in Ondo Central Senatorial District of Ondo State.

The analysis of data on table 3, revealed that, in spite of departmentalization of subjects in secondary schools, the level of teamwork among teachers are still very low in the grouping of teachers by specialization for teamwork and their involvement in the setting of school goals. A majority of the teachers are overloaded and overstretched due to the autonomous subject teaching method which hindered them from cross-fertilizing ideas and using group members' initiatives to enrich their instructional skills, content-knowledge and experience. The teachers are also incapacitated with the low level of delegation of authority to team members which possibly hindered their full participation in performance evaluation and review. The resultant effect manifests in the non-coverage of the syllabus and poor record keeping. All these inadequacies implied that teamwork management strategies are less utilised. This situation has perhaps been responsible for the low quality output in public secondary schools. This is in line with Pitsoe and Isingoma (2014) who found that only 25 percent of the school management team members were competent in teamwork management in the Kamwenge District, Uganda, and therefore suggested that training workshops where teachers' knowledge and skills are updated in curriculum delivery should be given priority to improve teamwork management and productivity in schools.

The finding obtained on hypothesis one in table 4 showed a significant relationship between teamwork management and teachers' productivity. This implied that teachers maintained the desired level of commitment in their instructional activities as reflected on table 1 in the performance of tasks such as: effective delivery of lessons (78.8%), use of instructional materials (48.5%), classroom management (60.6%), continuous assessment (84.9%), performance feedback (78.8%) and accurate record keeping (54.5%). However, students' academic performance is still below average which might be attributed to the overloaded tasks (68%) and inadequate resources (67%) hindering teachers' ability to cover the syllabus within the stipulated time and adequately prepare students for external examination (WASSCE).

The result obtained on hypothesis two in table 5 indicated significant relationship between teamwork management and students' academic performance. This implied that the level of students' academic performance as reflected in table 2 with 37.5% obtained five credits and above, including English Language and Mathematics is a reflection of the level of teachers' involvement in teamwork. The finding showed that teachers needed adequate involvement in teamwork to improve their competence in instructional review, keeping of accurate records, completion of the syllabus within the stipulated time, and active participation in committees' work to facilitate the achievement of educational goals and improve students' academic performance in secondary schools. These findings lend credence to Dimitriadis (2000) who stated that teachers involvement in teamwork facilitate capacity development and integration of innovative ideas for effective curriculum delivery.

Conclusion

Based on the findings, it could be concluded that teamwork management is an important aspect of instructional management. Teachers maintained a moderate level of productivity in the performance of instructional tasks. The level of grouping of teachers by specialization for teamwork is low probably due to the shortage of teachers and emphasis on the autonomous subject-teacher's instructional strategy. This is characterized by overloaded tasks which incapacitated teachers' competence and impaired the quality of the teaching-learning process. The noticeable shortcomings possibly

accounted for the low level of students' academic performance in meeting the benchmark (obtained five credits and above, including English Language and Mathematics) required for securing admission into higher institutions in Nigeria. The observed inadequacies could be addressed through the intensive use of teamwork management strategies to strengthen teachers' instructional partnership and enrich their knowledge, skills and experiences for improved productivity in secondary schools.

Recommendations

Based on the findings of the study the following recommendations were made:

The Government through the Teaching Service Commission should employ adequate number of qualified teachers and ensure that equitable and manageable tasks are allocated to teachers to enhance teamwork management and adequate coverage of the syllabi for better academic performance of students in secondary schools.

School principals should make adequate use of teamwork management strategies by providing appropriate instructional leadership that would ensure adequate involvement of teachers in teamwork to achieve best practices in teaching-learning process for better academic performance of students in secondary schools.

The State Ministry of Education should organize seminars/workshops to improve teachers' skills in the improvisation of instructional materials and coverage of the syllabus to enhance the level of teachers' instructional tasks performance and students' academic achievement in secondary schools.

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