



Organizational Assimilation Programmes and Teachers' Productivity in Public Secondary Schools in Anambra State

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ABSTRACT

The study investigated organizational assimilation programmes and teachers' productivity in public secondary schools in Anambra State. Two research questions and two hypotheses guided the study. The study used the correlational design. The population comprised all the 254 vice principals in the 254 public secondary schools in Anambra State. A sample of 170 vice principals (Administration) was drawn using the multistage sampling procedure which represented 67% of the population. The vice principals responded to structured and validated instrument titled Organizational Assimilation Programmes Scale (OAPS) and Teachers Productivity Scale (TPS). The reliability coefficients of the instrument using cronbach alpha were 0.74 for induction procedure and 0.81 for mentoring exercise. Simple and multiple linear regression were used to answer the research questions while t-test associated with simple regression and ANOVA associated with multiple regression were used to test the null hypotheses. The study showed that induction procedures and mentoring exercise has a significant relationship with teacher productivity. It was concluded that organizational assimilation programmes contributed to teacher's productivity. It was therefore recommended that, the government should ensure the use of appropriate Assimilation programmes to all new teachers when recruited into an organization, so as to provide a conducive working environment for teachers which will improve their commitment that will affect their productivity positively.

Keywords: Organization, Assimilation, Programmes Teachers and Productivity

INTRODUCTION

Schooling is organized so that educational policies, instructions and curriculum are interpreted and implemented by teachers. Teachers are involved in the curriculum development process, they define and interpret it. Teachers are the human points of contact with students. Who the teacher is and what the teacher does, mediate all other influences on the quality of education. Awotua-Efebo (2005) states that teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to self-directed learning. The teachers' task is to create desirable change in behaviour in his or her students. Teachers can also degrade the quality of education. It is what teachers think, what they know and do at the classroom that sharpen the kind of learning young people get. The objectives of teaching is to develop the potentials of students as they journey to adulthood so that they can become productive and useful to the society. The teacher can contribute to the improvement of quality in educational service delivery and also to the decline of quality in the sector. Teachers in an educational sector can affect the quality of education through the following dimensions namely; quality of their knowledge, quality of their teaching method, quality of their instructional material, quality of their personality, quality of their skill, level of their career and professional development etc. An organization is seen as a system in which the activities of individuals are consciously arranged to influence their behaviour which determines how strongly committed they are to the organization. Nwafor (2012) describes an organization as a social mechanism that is put in place to accomplish explicit goals and objectives. An organization which regards its workers as its source of growth is a well programmed organization and such determines to a great extent the interest of their workers towards the organization.

Assimilation is the act of absorbing the culture, rules and policies of an organization into an individual. Jablin (2001) explains that a successful assimilation programme is essential in keeping new employees around for the long run, helping them get engaged with the success of the organization. Organizational assimilation is therefore seen as the process of bringing together new employees into a system. It is an integrating process that involves two systematic ways of imparting knowledge and policies to new employees in an organization. Liou, (2008) posits that a school cannot function well and be successful without teachers being properly and fully assimilated into the system. A programme is a set of action planned activities that has to be performed well for a strategy to succeed. It is a sequential step enacted for a successful event. Melcolm (2017) posits that a programme is a plan of action targeted at accomplishing a clear objective with plan on what work is to be done and how it will be done. There are Organizational assimilation programmes that are very critical to enhancing the productivity of the teacher. Organizational assimilation programmes are the various programmes designed to acquaint and familiarize the teachers with the organizational ethics, policies and standards in work performance. They include induction of teachers into the rudiments of organizational processes, allocating of mentors to teachers and so on.

Organizational assimilation is multidimensional in nature which is made up of different programmes such as induction programmes, mentoring exercise. Induction is a form of training given to a new teacher so as to disclose the expected standard of behaviour of the organization. It is a way of helping new teachers to acclimatize to their new school. Onuoha (2007) points to the fact that it is a systematic approach of introducing new teachers to their task and superiors. Mentoring is another stage of assimilating teachers. The essence of mentoring is to assist new teachers develop specific abilities that will enhance their professional and personal growth. Some of these teachers when newly recruited into the education industry, require urgent need for induction and mentoring to ensure their integration into the school rules and regulations. Every organization which the school is part of, has its rules that govern the effective management of such organization, thus the quality of education depends on teachers' productivity.

Productivity refers to the efficiency of a worker in utilization of resources towards the achievement of organizational goals. Nduka (2017) sees productivity as the end product of a task. It is the output accrued from a given task due to the input supplied by the teacher. Thus, teacher productivity is the ability of the teacher to utilize educational resources at his or her disposal in a most productive and efficient manner. Teacher productivity can be enhanced through different staff development programmes. Teacher productivity is measured by the teachers' performance in the classroom. They are assigned the responsibility to plan and deliver the lesson and are responsible for managing their classroom. Teacher productivity could be examined to be a systematic and procedural process which is exhibited by the teachers in their day to day classroom activity. Teacher productivity could be measured through student's academic performance in their internal and external examinations. The teacher as a stakeholder in education industry is such an individual who is indispensable in the use of educational resources (financial, material, intellectual) to achieve educational goals and objectives within a time-frame of academic programme; these educational resources are targeted towards effective student achievement. In the same vein, teacher productivity cannot be accessed where the techniques and skills needed for classroom delivery had not been imparted to such teachers. School administrators are to train their teachers in modern teaching techniques such as use of ICT, Instructional Materials, Classroom Management, and student personnel administration. Teacher productivity specially in Anambra state is an issue of discuss when examining the level of students' academic performance because it shows a downward graph as a result of inefficient teacher productivity (Oluwuo & Ezeala, 2014).

Teachers' productivity in Anambra state is an issue of discuss when examining the level of student's academic performance. The performance of students recently has put the productivity of teachers to questioning. Generally, it is seen that the productivity of teachers in Anambra State is at low end because of the low performance of students. The major cause of these from most observations by the researcher is that new teachers appear not adequately assimilated into the school system at the point of entry. There are so many programmes school administrators can use to assimilate their new teachers into the school system. The researcher identifies such programmes to include: Induction procedures and mentoring exercise. This study therefore, examines the relationship between these assimilation programmes and teachers productivity.

Organizational Assimilation and Teachers Productivity

An organization is a system established with the purpose of achieving certain objectives, through the human resource. Nwafor (2012) and Okorie (2009) describe an organization as a social mechanism put in place to accomplish particular and explicit goals and objectives. School organization is the ordering of human and material resources, time and events of a school. It is a formal organization of co-ordinated activities of people who work together to achieve a common goal. This means that in school organization, there are people, there is allocation of labour, coordination of activities, cooperation towards one goal and all are efforts converted into success under authority and efficient leadership. Assimilation can be defined as a process of absorbing knowledge, culture, rules and regulations into an individual. Piaget (2010) as cited in Gideon (2015) posits that assimilation is a cognitive process that manages how we take in new informations and incorporate such into our existing knowledge. Assimilation is the process by which different cultural groups become more alike. When full assimilation is complete there is no distinguishable difference between the formerly different groups. It can also be seen as an onboarding strategy of new employees in any organization which consist of structured training to maximize the potentials of an employee to bring about positive outcome.

Organizational assimilation can therefore be defined as the process of bringing together new employees into a system. It is an integration process. Jablin (2001) proposes that, the concept involves two systematic ways of imparting knowledge to both the new and old employees in the organization. An organization such as school cannot function well and be successful without teachers being properly and fully assimilated into the system (Liou, 2008). The researcher further stated that there can be improvement in every teacher's teaching skill which will promote teachers efficiency and productivity when there is a high level of understanding of the rules of the organization. Meyer and Allen (2004) also posit that, when an employee is properly assimilated into his/her organization, it makes them work hard so as to be able to achieve the organizational goals. When a teacher is inducted and properly supervised, it makes them have a sense of belonging and they start seeing themselves as true partakers of the school and easily accept the organization's values and beliefs (Lai, 2001).

Teachers' productivity is described as a measure of the efficiency with which the overall process of teaching and learning utilizes its labour force which serves as the most powerful predictors of students. Productivity could be referred to the extent of output that is accrued from a given task such as teaching and learning, due to the input of the worker. It is the amount of responsibility a teacher is able to handle in a given period of time. The success of any school in achieving its aims and objectives solely depends on the efficiency and the effectiveness of its teachers. Ajayi and Afolabi (2012) conclude that teachers' productivity is evident in principals' rating, students rating of their teachers and students academic performance. Teachers can be said to be productive when they embark on their academic task with little or no error and also when students' academic performance increases. Productivity is the relationship between total input of goods and services and the total output. Teacher productivity is observed in the morality of the students' performance in internal and external examination. Students who are taught by a productive teacher is evident in their behaviour and performance, they make meaningful contribution in the school, family and society. Summarily, teacher productivity is incorporating their performance, efficiency, effectiveness, quality, commitment all joined together for attainment of organizational goals.

Induction Programmes

Induction is a form of training given to a new staff so as to disclose the expected standard of behaviour, rules and regulation of the organization to him/her. It is a way of making new staff adjust or acclimatize to their new environment. Onuoha (2007) sees induction as a systematic approach of introducing new teachers to the organization and to their tasks, superiors and work groups. Induction is a programme that provides sustained assistance to beginning teachers in their first year in the hope that such support will create the first of many magical years. Induction can be seen as the process of receiving and welcoming new teachers into a new organization, helping them settle down and get to work by dishing out basic informations about the organization to them so as to fast tract their productivity (Armstrong, 2003). One important aspect of training exercise which organizations should participate in with the aim of increasing productivity and motivation of new teachers while improving the organizations' culture is induction. It is an avenue to clear any doubt in the minds of new employees about their new jobs and administrators. Darling-Hammond (1997) as sited in Gilbert (2017) posits that induction programmes provide solutions to issues and doubts the new teachers may likely have with their new job and that it helps to raise retention rate of this teachers. For the research,

research has shown that some new comers leave the teaching profession within their first 3-5 years due to different reasons, among them is induction. An effective induction programme enhances the commitment performance and productivity of the new employees because the rate at which they would have made mistakes is reduced.

Induction programme is a training session that assists the new employee to clearly understand what is expected of them by the organization. This satisfies the teacher's need of acceptance and also motivate them to work hard. It helps the employee to understand the educational resources new available in the organization and be able to effectively make use of them. In an induction exercise, the organization or school and the new teacher develop a relationship that is necessary in benchmarking standards that are to be observed and behaviours to be learned. This are all part of the school's culture and the ideas is that this process is cyclical in nature. Research has shown that teachers retention is improved when they participate on induction programmes at the beginning of their job, therefore, schools should have well structured induction programmes in place as it will maximize productivity.

Effects of Lack of Induction Programme

When induction is not attached to the policy of an organization, the consequences is that employees could feel the need to resign in their first few months which leads to more recruitment costs, time wasted in selection, possible resentment among staffs who did not leave, repeat of the learning curve and potential poor public image of the organization. New comers are likely to perform poorly thereby bringing about low productivity.

Teachers' Motivation: Teachers who are properly inducted are more likely to give long-term commitment to their schools (Meighan, 2000). Motivated teachers are more committed to their work. To motivate someone is to encourage them to engage in goal orientated behaviour. In the organization, intangible things motivate individuals such as conducive and favourable working environment, good leadership, recognitions and acceptance (Meighan, 2000). When new comers are inducted, they are motivated to carry out their functions. Inadequate motivation in school has negative effects on teachers productivity while induction brings about motivation on the part of the teacher which brings about commitment and thereafter improved productivity.

Teachers Commitment: Induction is strongly linked to teachers commitment because to achieve commitment, the employer (Principal) has to present the school as one that is worth working for and he/she has to ensure that the impression is reinforced during the first weeks of employment and induction. Armstrong (2003) discloses that some factors have an effect on the commitment of new employees in their new job which is the quality of induction programme experienced. A loyal and committed worker is an inducted staff. When a new employee is properly inducted, knows the rules, regulations, norms and culture of the organization, he/she is motivated to work and is therefore committed to carry out their work load which results in improved productivity. However, there is evidence that teacher commitment depends on the Perception of Human Resource Management practices such as equitable promotion and reward systems.

In summary, for the effectiveness of the teaching profession, induction programme is a necessary tool that must be strictly adhered to. A teacher can only transmit what he/she has to the students, that is why it is necessary to properly induct teachers to prepare them for their task when they come into the school system. The ethics of the teaching profession should be emphasized as well as the rules and regulations guiding the school so that the newly employed teachers can flow freely in the system because they have been equipped with the knowledge of the norms and cultures of the profession. It is important to note that one's induction is accomplished, the outcome is maximized productivity and goals of education will be achieved.

Mentoring Exercise

Mentoring is an indispensable tool that is very necessary for a newly employed teacher, because he/she needs to be guided and encouraged so as to find teaching rewarding. A new teacher in a school system can/will be confused if not guided which can lead to frustration and not having a positive outcome which will amount to withdrawal in activity. Mentoring can be seen as a tool used by the school head to aid in nurturing and growing new teachers by sharing knowledge needed by the teacher. Onchwari (2008) posits that, mentoring is a process whereby an experienced teacher trains or guides a new comer. This experienced teacher is seen as the mentor while the new teacher receiving guide is the mentee. Aubrecht (2010) advocates that new teachers find themselves confused and out of place when

they get to a new environment hence the importance of mentoring them which is aimed at retaining talented and creative teachers to ensure the desired productivity is attained. Bam (2012) opines that to mentor a new employee produces satisfaction and enlightenment in education because it will help them develop basic teaching skills needed to improve their career. Uche (2008) defines mentoring as the setup of personal relationship that exist between teachers with different levels of professional skills and experience for the guidance of the new and less experienced teachers.

The essence of mentoring is to assist a new teacher develops specific abilities that will enhance their professional and personal growth which will aid them become productive in the school system. Ingram (2009) suggests that mentoring takes place when an older and more experienced teacher spends time monitoring the activities of the new teacher, teaching and guiding him, with experience practically been developed over time in the classroom. Mentoring can also be seen as a relationship based on mutual trust between an experienced teacher who facilitates the development of a new teacher through good working knowledge of different teaching methods, alternative ways of learning and styles of teaching and learning which affects students achievement.

Types of Mentoring Programmes

A mentoring program allows experienced staffs give new comers practical advice and detailed insights into their job prescription. Mentoring is an effective means of training new teachers on the values and cultures of the school, what is expected of them to attain educational goals.

- i. **Formal Mentoring:** This is where new teachers are teamed up with experienced ones to show them insight on specific skills. This is to enhance his ability to instruct the students accordingly. Formal mentoring is structured and deliberate.
- ii. **Situational Mentoring:** This is applied to particular skills needed for short-term causes. For example, a school with a seasonal French teacher who mentors new French teacher to take over from them when their tenure ends.
- iii. **Informal Mentoring:** This develops out of friendly interactions. Uche (2008) opines that in a school, informal mentoring is based on the relationship between seniors and their juniors depending on personal favour.
- iv. **Career Mentoring:** This is between the principal and the new teachers, when the principal has discovered through discussion, the career goals of the teacher and help him/her create a plan designed to help the new teacher reach such specified goals.
- v. **Nurturing Mentoring:** This is also an informal mentoring programme which does not have specific guidelines. Experienced teachers here act as resource for hands-on training and daily job function to the new teachers. They also monitor the progress of this new teachers.
- vi. **Peer Mentoring:** This is where colleagues peer-mentor each other as the name implies. This is when they hold each other accountable for their action plans, to achieve specified goals. Peers mentoring is about progress and development of one another which is equally done through project management and teaching observation.

Importance of Mentoring Programme

Mentoring programme influences the behaviour and choices in new teachers as they come to a new school. It helps in shaping their beliefs, values and teaching skills. Mentoring programmes is aimed at assisting new teachers to adapt to the school climate and culture. It is also aimed at guiding the teachers with the school curriculum, techniques of teaching and communication skills, behaviour management and interpersonal skills. The resultant effect being that teachers will be better at classroom management, lesson planning and result grading etc. There are some functions of mentoring which includes orientation-instruction and guidance – personal support and –providing feedback.

The role of mentoring a new teacher cannot be over emphasized.

- i. It helps the new teachers to expand that networks in schools. Holloway (2001) posits that mentoring provides professional training to the teachers through conversation with their colleagues that aims at improving their teaching methods as they are assigned a classroom.
- ii. Mentoring helps the new teacher to express their fresh ideas thereby making the older and experienced ones to improve themselves and develop collegiality.
- iii. Mentoring reduces the attrition rate of new teachers.

Techniques of Mentoring Teachers

There are techniques or methods used by principals to support the mentoring programmes adopted in schools. (Barett, 2016) identifies tips of mentoring which is a means of reducing teacher attrition.

- i. Sharing valuable websites and resources to support the new employee.
- ii. Giving the new employee's a myriad of opportunities to plan and collaborate with the experienced teacher
- iii. Providing opportunities for the teachers to learn the in and outs of the classroom from the beginning of the school year.
- iv. Provide teachers with tools to develop professional.

There is no denying the fact that when teachers both old and new work together, the result is enormous. Mentoring is a relationship of building procedure which is helpful to all involved in the education sector, the new teacher, experienced teacher, the student, the school and the community. It is very necessary to provide the beginning teacher with a supportive, professional mentor who can assist him/her to settle in, and the quality of teaching that is built on good leadership, commitment, mutual respect and trust can be improved.

Aim and Objectives of the Study

This study examined the relationship between organizational assimilation programmes and teacher productivity in public secondary schools in Anambra State. Specifically, the study sought to:

- 1) Examine the relationship between induction procedures and teacher productivity in public secondary schools in Anambra State.
- 2) Investigate the relationship between mentoring exercises and teacher productivity in public secondary schools in Anambra State.

Research Questions

The following research questions were answered in the study:

- 1) What is the relationship between induction procedure and teacher productivity in public secondary schools in Anambra State?
- 2) What is the relationship between mentoring exercises and teacher productivity in public secondary school in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level of significance.

- Ho₁: There is no significant relationship between induction procedures and teacher productivity in public secondary schools in Anambra State.
- Ho₂: There is no significant relationship between mentoring exercises and teacher productivity in public secondary schools in Anambra State.

METHODOLOGY

The study adopted a correlational research design to measure the relationship between the dependent and independent variables; the population of the study consists of 254 vice principal administration in the 254 public secondary schools in the 3 senatorial districts. A sample of 170 vice principals administration representing 67% of the population was drawn out through the use of multistage sampling procedure, 2 self constructed instruments titled "organizational assimilation programme scale (OAPS) and teacher productivity scale (TPS) were used to elicit information from the respondents structured along the modified 4-point likert scale of SA, A, D, SD. Face and content validity was scrutinized and vetted by the research supervisors and experts in measurement and evaluation University of Port Harcourt. A degree of reliability of 0.74 for induction and 0.81 for mentoring exercise were established using cronbach alpha. The analysis was done using simple linear regression while the hypotheses were tested using t-test associated with simple linear regression.

RESULTS

The results of the analysis are presented in tables according to the research questions and hypotheses that guided the study.

Research Question 1: *What is the relationship between induction procedures and teachers' productivity in Public Secondary Schools in Anambra State?*

Table 4.3: Simple Linear Regression on the Relationship between Induction Procedure and Teachers' Productivity in Public Secondary Schools in Anambra State.

Model	R	r ²	Adj.r ²	std Error of the estimate
1	0.179	0.06	0.055	6.18

The result in table 4.3 revealed that the relationship between induction procedures and teacher's productivity yielded a correlation coefficient (r) of 0.179, a coefficient of determination (r²) of 0.06 and an adjusted coefficient of determination (adj r²) of 0.055. Based on the r² value of 0.06, it is deduced that 6% of teachers productivity are accountable by the knowledge induction procedures brings while the remaining 94% of teacher productivity are traceable to other factors other than induction procedure.

Hypothesis 1: There is no significant relationship between induction procedures and teacher's productivity in Public Secondary Schools in Anambra State.

Table 4.2: t-test Associated with Simple Linear Regression on the Relationship between Induction Procedures and Teacher's Productivity in Public Secondary Schools in Anambra State.

Explainable variable	Unstandardized coefficient		Standardized coefficient		Alpha Value	p-value
	B	std Error	Beta	t		
Constant	38.540	2.682		14.369		0.000
Induction procedure	0.191	0.187	0.179	1.021	0.05	0.309

On table 4.2, it is shown that, the unstandardized coefficient (B) obtained are 38.540 for constant, and 0.191 for induction procedures. Thus, the simple linear equation for establishing relationship with teachers' productivity is $Y^1 = 0.191x + 38.540$ where Y¹ is any related value of teachers' productivity while x is any given value of induction procedure. It is also shown on the same table 4.4, that a beta value of 0.179 with a corresponding t-value of 1.021 were obtained at 0.309 level of probability, which is greater than 0.05 the chosen level of alpha (p>0.05) so induction procedure do not significantly relate to teachers' productivity in Public Secondary Schools, hence the null hypothesis is accepted.

Research Question 2: *What is the relationship between mentoring exercise and teacher's productivity in public secondary schools in Anambra State?*

Table 4.3: Simple Linear Regression on the Relationship between Mentoring Exercise and Teacher's Productivity in Public Secondary Schools in Anambra State

Model	r	r ²	Adj.r ²	std Error of the estimate
1	0.342	0.117	0.112	5.824

Table 4.3 revealed that, the relationship between mentoring exercise and teacher's productivity yielded a simple correlation coefficient (r) of 0.342. This is alongside a coefficient of determination (r²) of 0.117 and an adjusted coefficient of determination (Adj r²) of 0.112. On the basis of the r² value, it is deduced that 11.7% of the changes in teachers' productivity can be explained by the knowledge of their levels of mentoring that exist in the Public Secondary Schools in Anambra State.

Hypothesis 2: There is no significant relationship between mentoring exercise and teacher's productivity in Public Secondary Schools in Anambra State.

Table 4.4: t-test Associated with Simple Linear Regression on the Relationship between Mentoring Exercise and Teachers’ Productivity in Public Secondary Schools in Anambra State.

Explainable variable	Unstandardized coefficient		Standardized coefficient	t	Alpha Value	p-value
	B	std Error	Beta			
Constant	28.565	2.75		10.382		0.0000
Mentoring	0.824	0.176	0.342	4.668	0.05	0.0005

On table 4.4, it revealed that the unstandardized coefficient obtained from establishing relationship between mentoring and teachers productivity are 28.865 for constant and 0.824 for mentoring. So the simple linear equation used in establishing relationship with teachers productivity from mentoring is $Y^1 = 0.824x + 28.565$ where Y^1 is any related value on mentoring while x is any given value on mentoring. Again on the same table 4.6, it is shown that beta value of 0.342 was obtained alongside a t-value of 4.668 at 0.000 level of probability ($p < 0.05$). Thus mentoring significantly relates with teachers productivity, positively. Based on the above, the null hypothesis

Summary of Findings

The findings of the study are summarized as follows

1. Induction procedures accounted for teachers productivity by 6% while the remaining 94% are traceable to other factors other than induction procedures and it was also revealed that there was no significant relationship between induction procedures and teachers’ productivity in public secondary schools, hence the null hypothesis is accepted.
2. Mentoring exercise accounted for teacher productivity by 11.7% while the remaining 88.3% are traceable to other factors other than mentoring exercise and this indicates that there was a positive significant relationship between mentoring exercise and teachers’ productivity in public secondary schools, hence the null hypothesis is rejected.

DISCUSSION OF FINDINGS

Induction Procedure and Teacher Productivity

Through the findings of this study, respondents agreed that there is significant relationship between induction and teacher productivity in secondary schools in Anambra State. Armstrong (2003) sees induction as a programme that provides sustained assistance to beginning teachers in their first year in the hope that such support will create the first of many magical years. He further maintains that one aspect of exercise, organizations should participate in with an aim of increasing productivity and motivation of new teacher while improving the schools culture is induction. In agreement with the above, Onuoha (2007) posited that induction provides solution to issues and doubts the new teachers may likely have with their new job and that it helps to raise retention rate of this teachers while they again posit that an absence of induction will bring about low motivation and commitment on the teachers part.

Mentoring Exercise and Teacher Productivity

Based on the findings, respondents agreed to the fact that there is a significant relationship between teacher productivity and mentoring as they foresee mentoring as a tool used by school administrators to aid in nurturing and growing teachers which is done by sharing knowledge needed by such teacher. Researchers agreed that a new teacher in a school system can be confused if not guided and this can lead to frustration and not having a positive outcome which will amount to withdrawal in activity. In addition, Aubrecht (2010) advocated that new teachers find themselves confused and out of place when they get to a new environment hence the importance of mentoring which is aimed at retraining talented and creative teachers to ensure the desired productivity is attained. From the findings of other researchers, the essence of mentoring is to assist a new teacher develops specific abilities that will enhance their professional and personal growth which will aid them become productive in the school system.

CONCLUSION

From the findings, it is concluded that organizational assimilation programmes contribute to teacher productivity and there is a positive significant relationship between such programmes and teacher productivity.

RECOMMENDATIONS

Based on the finding of the study, it was recommended that:

1. Government should make provision for induction programmes for newly employed teachers to acquaint them with the rudiments of the school.
2. Newly employed teachers should be attached to their senior colleagues who will mentor them on the academic activities of the school.

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