A STUDY ONSTRATEGIES TO MANAGE WORK PERFORMANCE IN SECONDARY SCHOOL TEACHERS WORKING IN VIZAG CITY

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ABSTRACT

The Study reveals about Occupation fulfilment assumes a significant part in improving the monetary remaining of associations. Disappointment among more elevated level representatives will undoubtedly consider lower-level workers, bringing about Monetary, and resolve issues that show that a positive connection between work fulfilment and occupation level arrogances certain financial benefits to business associations. To test this hypothesis the researcher conducts this study to examine the teacher's work performance. A questionnaire was developed with 25 items and 5 options. A sample of 400 Secondary school teachers was selected for the study.

KEYWORDS: *Work Performance, Secondary school teachers, Strategies, Personal Information.*

Introduction

Teaching is the preparation and guidance intended to give information to youngsters and youngsters in schools and universities (Cowie, 1989). Teaching is the social instrument through which we can direct country's predetermination and shape its future (Panda, 1988). The reason for schooling isn't only to add to the coherence of culture yet in addition change calmly and normally the material establishments of development (Pervaiz et al., 1994). The conventional objective of Teaching is transmission of the way of life, the conservation of the past and the present and the improvement of acumen (Farooq, 1994). Teaching should help in working on the capacities and abilities of the understudies and present ground-breaking thoughts and qualities among them (Khalid, 1983). Schooling is the interaction through which information is sent from one individual or part of society to another individual or area.

The Teacher is the main component of the educating learning process. The school's most significant impact is the educator. He establishes the vibe of the homeroom and sets up the mind-set of the gathering. He is the power figure giving the heading to conduct. He is a model and is intentionally imitated (Bernard, 1972). The Public authority of Pakistan (1970) says that the educator is the turn of any schooling framework. Indeed, Teachers are the strength of a country. Teachers keep on holding their impact and it is hard to sidestep them during the time spent educating learning. The significance of Teacher is perceived all through the world (Panda and Mohanty, 2003). Great Teachers are fundamental for the viable working of schooling framework and for working on the nature of learning process. Work fulfilment empowers Teachers to put their best to accomplish the appointed work. The upkeep of high fulfilment and assurance has for quite some time been a significant goal for Teachers. Notwithstanding, late reports in instructive diaries and in the well-known press about Teachers' pressure and burnout show that educators' work fulfilment and resolve merit has expanded consideration.

Teachers foster execution style qualities to their methods of identifying with the world, perceptually just as intellectually. An individual is, thusly, liable to act in a way that augments the utilization of his aptitudes. Essentially, Teacher's uplifting outlook towards educating and higher goal level decides his positive impression of the conditions.

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Objectives of the Study

- To understand the strategies to manage work performance insecondary school teachers.
- To know performance variables of secondary school teachers.

Hypothesis

Ho:　　Different strategies to manage work performance variables are not varying over the classifications of the personal information variables of secondary school teachers working in high schools of Visakhapatnam.

Limitations of the Study

- Having to set up different dates and times for respondents to answer the scale in the presence of the researcher was not found to be easy. Therefore, sufficient time was allowed to respond to the items.
- Another limitation of this study was that it was restricted to the teachers teaching at secondary schools of Visakhapatnam urban.

Review of Literature

Nirmala Batta (2011), in her article named, "An Investigation of Occupation Fulfillment of Optional Teachers Comparable to their Accomplishment Inspiration," has clarified that work fulfillment is subject to compensation, the board, educational plan, school climate, capabilities, experience, societal position, and so on This review will be of extraordinary use to the educators and authorities of schools to deal with the parts worried about instructors' Work Fulfillment and its factors like Accomplishment Inspiration and other segment factors. Work Fulfillment probably drives in the end to the more compelling working of the individual and the association all in all.

Archana Bhatia (2012), in her exploration article with the inscription, "Occupation Fulfillment of SF Talks: A Concentrate in Haryana," has uncovered that work fulfillment is a vital variable for the nature of advanced education. Disappointed educators are less dedicated and less involved. Their disappointment demotivates them in their calling. It is acknowledged by the respondents that disappointment is one of the significant foundations for the non-responsibility of educators towards their instructing. The investigation discovers that low compensation scale and no employer stability factors convey similar discernment between the two sorts of instructors, while there is a huge contrast in the view of the said educators with respect to responsibility, leave office and working hours. Low compensation and occupation weakness are the most disappointing variables and it is acknowledged by all.

A.Amjad (2013), in his review named, "Occupation Fulfillment among Female Instructors Openly and Private Areas," has discovered that state funded teachers are similarly more fulfilled than their partners in private area schools.

Chughati, Farah Deeba, Perveen, and UzmaPerveen (2013) in their article named "An Investigation of Instructors Responsibility and Occupation Fulfillment Openly and Tuition based schools at Optional Level In Lahore City Pakistan," from both public and tuition based schools, 50 educators were chosen from 5 government and 50 educators were chosen from 5 tuition based schools. Results announced a huge mean distinction between the degree of occupation fulfillment of public and non-public school educators.

Suman M. Vaishnav, Devanshi, and S. Pandya57(2014), in their review named, "Occupation Fulfillment between Instructors of Area a Similar Report," have uncovered that Compensation and wages are the most elevated favored component for work fulfillment among the representatives of private and public area educators. Educators of private foundations are found less fulfilled in regards to their compensation and wages in examination with government organizations.

Waheedulhaq and Mohammad Hasnain58(2014), in the article with the inscription, "Level of Occupation Fulfillment of Teachers in Private Area of Bahawalpur," have clarified that the autonomous factors, for example, compensation and responsibility were to a great extent corresponded with subordinate variable work fulfillment of educators and management likewise associated with subordinate variable while school environment has less effect on work fulfillment of instructors

Work Performance

To study the Job satisfaction existing in Secondary school teachers in Visakhapatnam are Level of Job satisfaction, organizational culture, the influence of job satisfaction on the performance of teachers, and strategies to manage the work performance of teachers. To study these parameters,

different statements/questions were framed under each parameter. Information on each of these parameters was collected by asking their opinion on statements/questions under each parameter, and the responses were collected in 5-point Likert's scale in case of Level of Job satisfaction, the influence of job satisfaction on the performance of teachers, and strategies to manage the work performance of teachers and four-point scale in case of organizational culture. This information was presented and explained in succeeding sections 5.3 to 5.6, one for each parameter identified to study Job satisfaction in this chapter. The alternatives for the 5-point scale are Strongly Agree, Agree, Neutral, Disagree, and strongly disagree. In the case of the 4-point scale, the alternatives are Very widely shared belief, fairly widespread belief, only some persons in the organization share the belief, and few or none have this belief.

- **Testing the equivalence among the classifications of the personal information variables against the different strategies to manage work performance parameters:**

In the following sections, the different strategies to manage work performance parameters were considered and tested the equivalence among the classifications of the various personal information variables using the Analysis of Variance (ANOVA) technique. The null hypotheses are there is no significant variation among the classifications of different personal information variables against the different strategies to manage work performance parameters considered. The alternative hypotheses are there is a significant variation among the classifications of personal information variables against the different strategies to manage work performance parameters. The personal information variables are Sex, Age, Academic qualifications, Type of Management, Experience, Medium of Teaching, Distance from the workplace to the residence, whether a member of any association, Family size, whether spouse employed and Housing Particulars. In addition to these, the null hypotheses are considered exclusively for respondents under private management and public management and presented.

- **Testing the equivalence among the classifications of the personal information variable Sex against different strategies to manage work performance parameters:**

In this section, the ANOVA table corresponding to the Sex variables for testing the equivalence among the different strategies to manage work performance against the variation in sex variable was considered and presented in Table 1.1. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of sex against different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of sex against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

The classifications of the sex are male and female. Here the classifications are only two; hence can be used t-test instead of ANOVA. However, as the results are the same in any case., for uniformity in presentation ANOVA table was presented.

Table 1: ANOVA table for testing the equivalence among the different strategies to manage work performance over the classifications of the sex

Average score	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.001	1	.001	.657	.418
	Within Groups	.832	371	.002		
	Total	.833	372			

From Table 1.1, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary from male to female. Hence can be inferred that they are sex independent.

- **Testing the equivalence among the classifications of the personal information variable Age against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the age variables for testing the equivalence among the different strategies to manage work performance against the variation in age variable was considered and presented in Table 1.2. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of Age against different strategies to manage

work performance. The alternative hypotheses are there is a significant variation among the classifications of Age against different influences of work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 2: ANOVA table for testing the equivalence among different strategies to manage work performance over the age classifications.

Average score of parameters	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.033	3	.011	5.030	**.002**
	Within Groups	.800	369	.002		
	Total	.833	372			

From Table 1.2, it can be inferred that the null hypothesis is rejected as the p-value is less than 0.05. In the case of the different strategies to manage work performance, the responses vary over age variation. Hence can be inferred that they are age-dependent.

- **Testing the equivalence among the classifications of the personal information variable Academic qualification against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the academic qualification variables for testing the equivalence among the different strategies to manage work performance against the variation in academic qualification variable was considered and presented in Table 1.3. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of academic qualification against different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of academic qualification against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 3: ANOVA table for testing the equivalence among different strategies to manage work performance over the classifications of their academic qualification.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.002	3	.001	.279	.841
	Within Groups	.831	369	.002		
	Total	.833	372			

From Table 1.3, we learned that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary based on their academic qualification. Hence can be inferred that they are dependent on their academic qualification.

- **Testing the equivalence among the classifications of the personal information variable type of management against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the type of management variables for testing the equivalence among the different strategies to manage work performance against the variation in the type of management variable was considered and presented in Table 1.4. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of type of management against the different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of the type of management against the different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 4: ANOVA table for testing the equivalence among different strategies to manage work performance over the classifications of the type of management.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.010	1	.010	4.292	**.039**
	Within Groups	.824	371	.002		
	Total	.833	372			

From Table 1.4, it can be inferred that the null hypothesis is rejected as the p-value is less than 0.05. In the case of the different strategies to manage work performance, the responses vary over the type of management variation. Here the respondents' opinions depend on and change over the type of management of the respondents. Thus, it can be inferred that they are dependent on their type of management.

- **Testing the equivalence among the classifications of the personal information variable experience against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the experience variable for testing the equivalence among the different strategies to manage work performance against the variation in the experience variable was considered and presented in Table 1.5. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of Experience against the different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of the Experience against the different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 5: ANOVA table for testing the equivalence among different strategies to manage work performance over the classifications of Experience.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.018	3	.006	2.661	**.048**
	Within Groups	.816	369	.002		
	Total	.833	372			

From Table 1.5, we learned that the null hypotheses are rejected in this case as the p-value is less than 0.05. In the case of the different strategies to manage work performance, the responses vary based on their Experience. Hence can be inferred that they are dependent on their Experience.

- **Testing the equivalence among the classifications of the personal information variable medium of Teaching against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the experience variable for testing the equivalence among the different strategies to manage work performance against the variation in the Medium of Teaching variable was considered and presented in Table 1.6. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of the Medium of Teaching against the different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of the Medium of Teaching against the different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 6: ANOVA table for testing the equivalence among different strategies to manage work performance over the classifications of the Medium of Teaching.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.002	1	.002	.727	.394
	Within Groups	.832	371	.002		
	Total	.833	372			

From Table 1.6, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of the different strategies to manage work performance, the responses do not vary based on the Medium of Teaching. Hence can be inferred that they are independent of the Medium of Teaching

- **Testing the equivalence among the classifications of the personal information variable distance from workplace against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the experience variable for testing the equivalence among the different strategies to manage work performance against the distance from workplace variable was considered and presented in Table 1.7. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the classifications of distance from the

workplace against different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the classifications of distance from the workplace against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 7: ANOVA table for testing the equivalence among different strategies to manage work performance over the classifications of the distance from the workplace.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.002	3	.001	.223	.880
	Within Groups	.832	369	.002		
	Total	.833	372			

From Table 1.7, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary for the distance from the workplace.

- **Testing the equivalence among the classifications of the personal information variable membership in any association against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the membership in any association variable for testing the equivalence among the different strategies to manage work performance against the variation in membership in any association variable was considered and presented in Table 1.8. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the membership in any association against the different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the membership in any association against the different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 8: ANOVA table for testing the equivalence among different strategies to manage work performance over the membership in any association.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.001	1	.001	.304	.581
	Within Groups	.833	371	.002		
	Total	.833	372			

From Table 1.8, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In this case, the different strategies to manage work performance, responses do not vary for the membership in any association.

- **Testing the equivalence among the classifications of the personal information variable family size against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the family size variable for testing the equivalence among the different strategies to manage work performance against the variation in the family size variable was considered and presented in Table 1.9. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the family size against the different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the family size against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 9: ANOVA table for testing the equivalence among different strategies to manage work performance over the family size.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.003	2	.001	.661	.517
	Within Groups	.830	370	.002		
	Total	.833	372			

From Table 1.9, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary for the size of the family.

- **Testing the equivalence among the classifications of the personal information variable spouse employment against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the spouse employment variable for testing the equivalence among the different strategies to manage work performance against the variation in spouse employment variable was considered and presented in Table 1.10. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the spouse employment against different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the spouse employment against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 10; ANOVA table for testing the equivalence among different strategies to manage work performance over the spouse employment.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.002	1	.002	.706	.401
	Within Groups	.832	371	.002		
	Total	.833	372			

From Table 1.10, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary for the spouse's employment.

- **Testing the equivalence among the classifications of the personal information variable house particulars against different strategies to manage work performance:**

In this section, the ANOVA table corresponding to the house particulars variable for testing the equivalence among the different strategies to manage work performance against the variation in house particulars variable was considered and presented in Table 1.11. In the last column of the table, the p-value, which signifies the significance, was presented. The significant values are shown in bold letters. The null hypotheses are there is no significant variation among the house particulars against different strategies to manage work performance. The alternative hypotheses are there is a significant variation among the house particulars against different strategies to manage work performance. If the p-value is more than 0.05, the null hypothesis is said to be accepted (that is p- values are insignificant) otherwise rejected.

Table 11: ANOVA table for testing the equivalence among different strategies to manage work performance over the house particulars.

Average score	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Strategies to manage the work performance of teachers	Between Groups	.001	1	.001	.398	.529
	Within Groups	.832	371	.002		
	Total	.833	372			

From Table 1.11, it can be inferred that the null hypotheses are accepted in this case as the p-value is more than 0.05. In the case of different strategies to manage work performance, the responses do not vary for the house particulars.

Conclusion

It can be inferred that the null hypotheses are accepted. Different strategies to manage work performance variables do not vary over the classifications of personal information variables like Sex, Academic qualifications, Medium of Teaching, Distance from the workplace to the residence, whether a member of any association, Family size, whether spouse employed and Housing Particulars.

It can be inferred that the null hypotheses are rejected. Different strategies to manage work performance variables vary over personal information variables like Age, Type of Management, and Experience.

Findings

Different influence of work performance variables does not vary over the classifications of personal information variables like Sex, Age, Type of Management, Experience, Medium of Instruction, Distance from the workplace to the residence, whether a member of any association, Family size, whether spouse employed and Housing Particulars.

Different strategies to manage work performance variables do not vary over the classifications of personal information variables like Sex, Academic qualifications, Medium of Instruction, Distance from the workplace to the residence, whether a member of any association, Family size, whether spouse employed and Housing Particulars.

Suggestions

For the improvement of teacher's success concerning job satisfaction and work motivation, the following suggestions have been given:

- A favourable environment should be created by the school management, which is suitable for teachers and also to fulfil their requirements for the welfare of the teachers, which motivates them to work effectively.

- Many events like training sessions on teaching skills, orientation programs, Information and communication technology (ICT), awareness programs, etc., may also help teachers improve their work performance, leading to job satisfaction. Therefore, such events should be organized by the government, school management, and educational leaders frequently in all the state districts.

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