



Effect Of Controlling On Teacher's Performance In Senior Secondary Schools In Sokoto State, Nigeria

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ABSTRACT

The study looked at the effect of management functions on teachers' performance in Senior secondary schools of Sokoto state. The specific objective that guided the study was; to determine the effect of controlling on teachers' performance in senior secondary schools; the study was based on cross sectional survey that employed quantitative method. The total number of population under study was 6859. 370 questionnaires were administered to the respondents all questionnaires were returned successfully The sampling techniques were simple random sampling and census inquiry. Data was collected through questionnaires which were based on four likert scale of 1 for Strongly Disagree, 2 for Disagree 3 strongly Agree and 4 Agree The data collected was analyzed using frequencies and percentages (univariate statistics), Pearson correlation co-efficient (bivariate statistics) and regression analysis. The study found a positive and significant effect of controlling and teachers' performance (Sig=0.002) there was also a statistical significant of controlling and teachers' performance in secondary schools, The researchers recommended that, teachers should make a habit of calling on individual students by name to answer questions. This will keeps the whole class awake and alert. Teachers should ensure they check and assess students after every activity in order to enhance their performance. Teachers should all the time use polite language not abusive in addressing matters during and after Instructions.

Keywords: - Instructional controlling and Teachers performance.

INTRODUCTION

Controlling is one of the sensitive functions of management, which contributed immensely in the successful running of schools at the same time; it result to improve on teachers' performance if effectively and efficiently utilized and put into practice. Most of the problems that result to educational dwindling in the state particularly in north western Nigeria including Sokoto east, South and Sokoto Central are poor utilization of management functions for teaching and learning in the side of Teachers. According to Khawaja (2001). investigate that control as part of the management functions has effect on the head teachers assessment which improved performance of the schools, the study cover 178 male and 77 female head teachers at Rawalpindi and Islamabad known as Pakistan best on the finding controlling positively enhance head teachers performance and their assign task of duties which categorically makes clarity on their job satisfaction and management of work overload. The present researchers opined the study to cover teachers and students hence forth most of the teachers faces challenges on allocations of

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duties and responsibilities at various schools which result to work load due to poor management control by some head teachers.

Schermerhorn (2000) in his study conducted at America on effective management for productivity, claims that controlling is the first step to make sure that, the overall direction is consistent with short, intermediate range and long range plans, second to ensure that action objectives and performance are accomplishments at various levels and among units in an organization are consistent with one another in the proper means ends fashion and third to ensure compliance with basic organizational, rules and policies. Phunkett and Attener (1995) has a believed in contrast to the above statements, thus controlling is aims at minimizing the accuracy of problems that would affect the efficiency of operation. Therefore, controlling is the measuring and effecting correction of events or activities of teachers to ensure all the activities are done based on the plan. It also measures teacher performance on plans and goals of the school.

The present researchers reaffirm that, controlling is not only aims at accuracy measurement but also clear uncertainty about classroom instructions as well as enhances the teachers' performance.

While Cuttler and Waine (2000). On Their study conducted at America on management and administration. Discovered that, controlling is aim at holding the attention of events or activities to conform to plans means to put in place a person who is responsible for results that differ from planned action and then taking the necessary steps to improved performance, according to them, controlling of schools is about controlling of what people do or about to do.

In contrast to the study conducted by Ndaragi (2014). The study cover 1530 respondents including teachers and students, in Kiambu Kenya, the study has significant effect on control and teachers performance, the study also investigate about sharing of responsibility among the staff such as allocation of classes and periods to avoid work load which may negatively affect the staffs performance in secondary schools and result low performance, the study also investigate about students' academic performance in national examination. The present researcher agrees with the statement but there is needs to involved teachers opinions on allocation of duties and responsibilities in the school. In contrast to the above literature Angelo and Cross (2002) investigated on, assessment and how it helps teachers' access important feedback on what, how effective their students are learning. The information can be used to measure and focus their teaching to help students enhance their learning in efficient and effective. This clearly shows that learners take different approaches to different task, in another angle the same learners or students takes different pattern in different circumstances, students' attitudes, students' interest and method for academic task are strongly related to their experiences of instruction and assessment in other words, inadequate interest may Logically affect current perceptions. The present researchers recommends the above statement likewise suggest that, teachers shall pay attention on students first as a prerequisite to improve their performances as well as performance of the teachers.

Daft (2008) opined that, control is about "systematic process of regulating organizational activities to make them consistent with expectations of established plans, targets and standards of performance." In the context of schools, five aspects of control are found in the literature, quality control in schools; management by objectives; school capacity, instructional quality and student achievement; continuous improvement and hierarchy of authority. Majaja, Andrew and Richard. (2001) their study reveal that, controlling involves setting performance standards with planned activities comparing actual performance and take corrective action where necessary. The head teacher must ensure performance and compare against expectations. If things are not done and targets are not met as planned corrective action must be taken.

The present researchers opined that, Controlling involved having regular systems. That help to follow up or checkup whether what is taking place in the instruction is what was planned or desired. It's finding out how the resources are being utilized. Effective control refers to the methods used by schools to access, safeguard and assure their quality and improve the teaching and learning processes and their schools' performance. Kenneth (2015). On his study leading your team on organizational behavior, discovered that, control means complete assurance that actual accomplishment will proceed according to plan. This is never possible because of the likely accuracy of unforeseen events, however good control should mean

that an informed person could be reasonably confident that no major unpleasant surprises will occur. A high probability of fourth coming poor performance, despite a reasonable operating plan, sometime is given a level out of control. Gurney (2007) urged that instead of reflecting on theory and practice, we shall reflect on what we do in the classroom. Present researchers has critical analysis of the above studies which shows that, most researchers had concentrated on what teachers should, to be effective in teaching and above it all concentrated in other parts of the world. Smith (1995) suggested that, teachers and teaching need to be creative to allow the students learn naturally. He also added that, the educational institutions should spend more time on “doing” and less time on talking about learning and teaching. The present researchers also make assertion that, controlling enhances the root of educational parameters henceforth; the application of controlling enables teachers to put things into measures and ensure things are done in accordance with the stated objectives. Controlling makes effective and efficient use of time management and minimized poor time management in the delivery of lessons, assessment and evaluation of students and proper utilizing of content delivery including good lesson plan. While (Celia & Hearst newspaper 2015). Investigated that controlling is use full for ensuring all other functions of the organization are in place and are operating successfully. The study discovers that, Controlling involves establishing performance standards’ and monitoring the output of teachers by ensured all teachers’ performance meet those standards’. The controlling process often leads to the identifications of situations and problems that need to be added by creating new performance standards’ and the level of performance affect the success of all aspects of the schools. Teachers need to be able to survive for the demands, threats and challenges, willing the diverse circumstance of teaching. The findings stated that an effective teacher needs the capacity to be persistent, flexible and innovative on new teaching approaches and be prepared in the ease or failure.

Statement of the Problems

The falling standard of Education in Nigeria and Sokoto state in particular is been manifested by poor performance of students more especially in external examinations. Therefore, the problem to be investigated is poor performance of students as it may be the cause of poor usage of Instructional control by teachers in secondary schools. If teachers do not manage their instructional delivery very well the achievement of educational objectives will not be realized and the issues of falling standard of education will not be controlled.

Specific Objectives

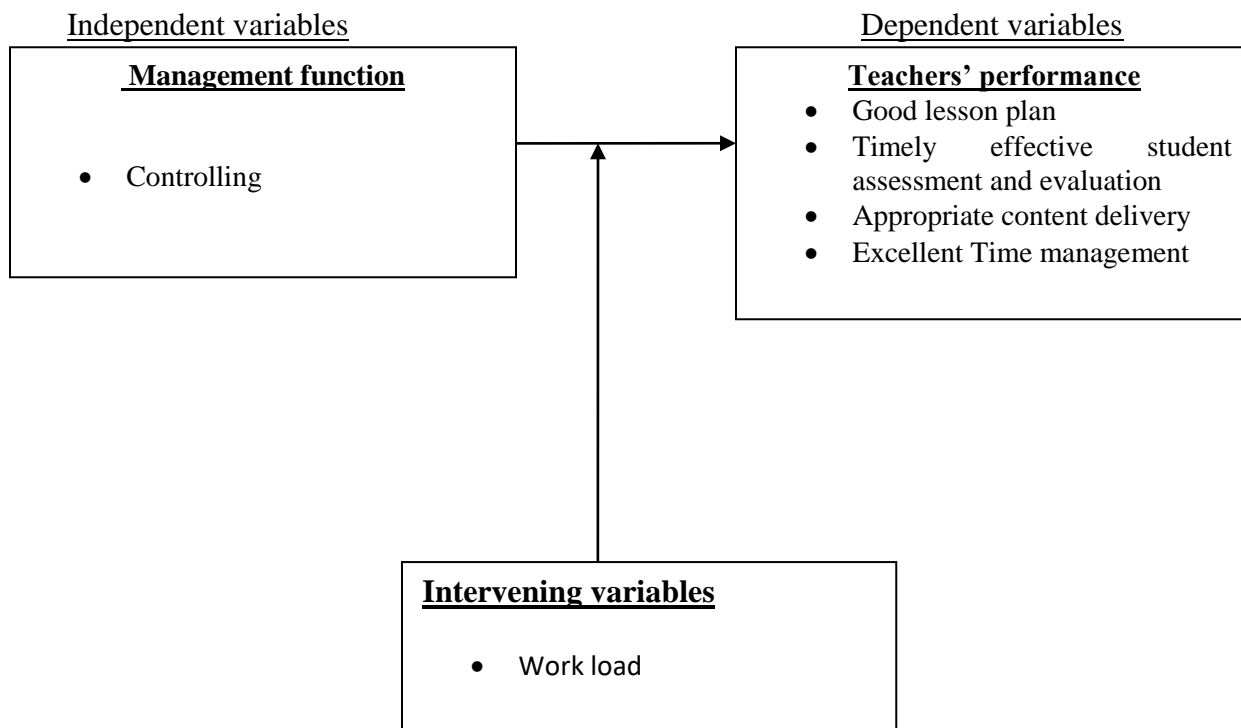
- 1) To examine the effects of controlling on teachers' performance in senior secondary schools, Sokoto state

Research Questions

- 1) What is the effect of controlling on teachers' performance in senior secondary schools, Sokoto state?

Conceptual Framework

This analyzed the relationship between the independent and dependent variables, as shown here below:



Source: Schermahorn (2000). Identified management function as modified by the researchers (2022)

Figure 1.1 the conceptual frame work showed the effect between management functions and teachers' performance, it's observed that the independent variable which were management functions were conceptualized in one aspects that is; Instructional controlling. While dependents' variables which were teachers' performance are conceptualized in four aspects also, these include; lesson plan, student assessment and evaluation time management and content delivery. The framework intervening variable; namely: work load is competing with the independent variables The controlling as independent variables would affect the dependent variables which are teacher's performance. It's anticipated that when controlling is properly programmed and managed, there will be positivity in lesson plan preparation, Assessment and evaluation of students including time management and effective content delivery. The outcomes would be excellent in teacher performance. For instant; preparation of lesson plan in advance by the tutors, the content to be thought will be interesting and attractive. Effective controlling would enhance clear explanations and provides a bigger range of resources suitable to the needs and wants of learners or students. While Time management is precious and essential; therefore, teachers need to be aliquant in making prudent utilization of time resources in discharging their academic activities ranging from the punctuality and respecting Time as resources. The intervening variables which consist of work load, has a positive or negative effect over teachers' performance. The work load use to effect performance of teachers due to stress and tidiness' if proper controlling was taking into consideration there will be balance on the task and leniency in the delivery of instruction.

METHODOLOGY

This presented the methodology that was used in the study. This included research design, area of study population, sample size, sample strategies, data collection methods, instruments, reliability and validity of instruments and methods of data analysis.

Research Design

The researchers used a cross-sectional survey design. A cross-sectional survey design shall be use because it involves obtaining information from wide section of respondents at once without need to follow up the respondents for further information (Amin, 2005). Cross-sectional survey design collect data about preferences, attitudes, practices and concern of people from the sample of a population at a particular time. The results are therefore, extrapolated to represent the entire population. The design was used by the researchers to gather data from a sample of teachers.

Population of the Study

The population of this study covered (Nine) nine senior secondary schools which were found in Sokoto east, Sokoto west and Sokoto central of Sokoto state. The population consisted (361) Teachers and Nine Head teachers of Sokoto state. This selection was made expecting that, they possess an idea of Management functions on teachers' performance in senior secondary schools in Sokoto state.

Sample Size

A sample of the study consisted of nine secondary schools in the state, From sokoto west these were: GDSS yabo, FGGC Tambuwal, GGUSS Bodinga, while in sokoto central GGC sokoto south, GDSS K/rini Sokoto north and GTC Farfaru Wamakko Local Government. Also the schools that were under Sokoto east includes: GGMSS Illela, GDSS S/Birni and GDSS Goronyo The sample size of the study was determined based on Morgan & Kreycie (1970). Teachers were (361). While Head teachers are (9) the participants selected were in a better position to describe the Effect of management functions on teachers' performance in senior secondary schools in Sokoto state. From the teacher's population of 6859 (M.O.E, 2022) only 361 were selected in number. The selection was based from the 9 schools each school was carefully selected from the Sokoto central, Sokoto east and Sokoto West listed above.

Therefore, the total numbers of the population were 6859 and sample size was 370 including the Head teachers. Simple random sampling was used to select the participants from these particular nine schools in order to give equal opportunity to population in participation while stratified sampling was used in selecting Head teachers. The summary was given below.

Table 1.1 Population, sample size and sample Technique

Category of participant.	Population	Sample size	Sample techniques
Head Teachers	09	09	Stratified Sampling
Teachers	361	361	Simple random sampling
Total	370	370	

Source: field study (2022)

Data Collection Instrument and Method

Closed ended Questionnaires were used to gather information from the selected sample of schools which helped the researchers analyze the data and made generalizations.

Self-Design Questionnaire

Questionnaires were used as the instrument for data collection because it enables the respondents chooses between the alternatives provided. Questionnaire is a form containing a set of questions especially the one addressed to statistically significant number of subject as a way of gathering information for survey (Amin, 2013). The researchers administer two set of questionnaires to the respondents namely questionnaire for Head teachers and questionnaires for teachers. The instrument was close-ended tittle Effect of management functions on teachers' performance. The instrument consisted of five major sections. Section A covered the respondents' biographical data, section B dealt with the first objective of

the research which sought to determine the Effect of planning on teachers performance, section C dealt with the objectives two which was to determine the Effect of organizing on teachers performance, section D focused on the third objective which was to examine the Effect of controlling on teachers performance. While section E dealt with the teachers' performance. Four point likert scales was used to determine the respondents' opinions namely Strongly Dis-agree (SD) Dis agree (DA) Strongly Agree (SA) and Agree (A).similarly the questionnaires contained 40 items.

Data collection Procedures

The researchers obtained an introductory letter from Head of Department which introduced them to the respective school authorities, seeking to carry out research in respective respondents. With permission, the researchers visited the selected respondents within the study area; avail copies of a questionnaire to respondents which was later collected and proceed for data analysis.

Validity and Reliability of the Research Instrument

Validity The validity of the research instrument was determined by the research experts. Sample of the instrument was shown to the research experts for professional corrections and comments which were incorporated into the final draft of the instrument to ensure that it had both face and content validity. The content validity index (CVI) was computed as below.

CVI = n/N; where n is the number of items which was declared relevant; N is the total number of items in the instrument.

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judge}} = \frac{40}{45} = 0.888$$

For the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since computed values was 0.888 which was greater than 0.7, the instrument was considered valid.

Reliability: The Reliability determines whether the research instrument is reliable and consistence. Therefore, it can be adopted for collection of data (Kaplan & Saccuzo, 1999). A pilot test was conducted where a tenth of the questionnaires were given to some teachers, who are not among the participants of this study. The data collected was tested by the used of split half reliability method, the researchers gave 20 copies of the instrument within the population which will not be put on the final sample. After the administering, the researchers divides the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS software version 20. The result was presented in tabular format.

Table 1.2: Reliability Statistics

Cronbach's Alpha	N of Items
0.934	40

Source: Result of Analysis (2022)

For the instrument to be accepted as reliable, average index should be 0.7 or above Amin (2005), Therefore, since computed values were greater than 0.7 i.e. 0.934, the instrument was considered reliable.

Data Analysis

At the end of data collection, all the completed questionnaires were thoroughly edited, organized, and processed by the researchers. All research questions required descriptive statistical tools (frequency and percentage) as well as Pearson correlation co-efficient and regression for analyzing the data.

The researchers coded the responses especially those on likert-scale from 1-4: 1. Strongly disagree, 2. Dis-agree 3. Strongly Agree and 4. Agree the researchers used the statistical package for social Science (SPSS) to help in analyzing the data. The questionnaire items were turned into frequencies and analyzed using Descriptive statistics (frequency and percentage), Pearson correlation Co-efficient and regression analysis

RESULTS ANALYSIS AND DISCUSSIONS

Research Question One: *What is the effect of controlling on teachers' performance in secondary schools in Sokoto state?*

Concerning research question, it was meant to examine the effect of controlling on teachers' performance in secondary schools, Sokoto State. Before driving into answering research question, it was important to establish how respondents rated themselves on Instructional controlling.

Table 1.3 shows whether teachers Allow students establish class rules:

Table 1.3: teachers allow students establish class rules

Response	Frequency	Percent (%)
Strongly disagree	30	8.2
Disagree	33	8.9
Agree	157	42.4
Strongly agree	150	40.6
Total	370	100

Source: Result of Analysis (2022)

In finding out whether teachers allow students establish class rules, most of them 150 (40.6%) strongly agreed, and 157 (42.4) agree while 30 (8.2%) strongly disagreed, and 33 (8.9%) were disagree with the statement. If teachers allow students establish class rules in the class room situation, it implies that, they are able to identify their mistakes and correct them amicably. This in turn will positively affect the performance of teachers in secondary schools.

In table 1.4 shows whether teachers followed school time table in senior secondary schools in sokoto state:

Table 1.4: Teachers strictly follow school time table

Response	Frequency	Percent (%)
Strongly disagree	7	1.9.
Disagree	13	3.5
Agree	50	13.5
Strongly agree	300	81.1
Total	370	100

Source: Result of Analysis (2022)

The Table above shows majority of respondents 300 (81.1%) strongly agreed and 50 (13.5) agree that teachers strictly follow school time tables. This implies that effective teachers are good controllers of time and therefore can accomplish school activities and syllabus in time. The findings are in line with the statement made by Mafabi & Clifford (2003). Time table is designed to guide school management activities such as assembly, teaching periods, breakfast time, sport and other extra-curricular activities and time for lunch. While Parkes & Thrift (2001). Discover that time is mental mechanism which give directions to event and activities by observing them as success.

Table 1.5: Teachers assign and check students' activities after every lesson

Response	Frequency	Percent (%)
Strongly disagree	25	6.7
Disagree	45	12.2
Agree	110	29.7
Strongly agree	190	51.4
Total	370	100

Source: Result of Analysis (2022)

It was also found out that 190 (51.4%) and 110 (29.7) agree of the teachers assign and checks students activities after every lesson, 45 (12.2%) were disagree while 25 (6.7%) strongly disagreed. The study established that teachers have to checks the students exercises in order to understand what students know, understand and what the students can do with the knowledge as a result of their learning lessons

and experience. In regard to the statement made by Angelo & Cross (2002). Assessment of students helps teachers' access important feedback on what, how effective their students are learning.

Table 1.6 shows whether teachers ensure students maintain discipline in the class room in Sokoto state senior secondary schools:

Table 1.6 Students maintain discipline in the class room.

Response	Frequency	Percent (%)
Strongly disagree	11	2.9
Disagree	9	2.5
Agree	200	54.1
Strongly agree	150	40.5
Total	370	100

Source: Result of Analysis (2022)

Table 4.22 showed that majority of the respondents i.e. 200 (54.1%) and 150 (40.5) revealed that, students maintained discipline in the class room. Interestingly, minority 11 (2.9 %) and 9 (2.5%) were not in agreement with the statement, which implied that, students are unable to maintained discipline in their classes. According to smith (1995). Suggested that, teachers and teaching need to be creative to allow the students learn naturally with effective control, he also added that educational institutions should spend more time on “doing” and less time on talking about learning and teaching.

Table 1.7 shows whether teachers let one another speak un-interrupted:

Table 1.7: Teachers let one another speak un-interrupted

Response	Frequency	Percent (%)
Strongly disagree	12	3.2
Disagree	58	15.7
Agree	210	56.6
Strongly agree	90	24.3
Total	370	100

Source: Result of Analysis (2022)

Looking at the above, 210 (56.6%) and 90 (24.3) of the respondents pointed that teachers allowed students to speak un-interrupted While, 58 (15.7%) and 12 (3.2%) disagree with the statement. Even if majority revealed that they let one another speak uninterrupted, the study noted that most of them did not make any objections, which in turn would compromise their performance.

Table 1.8 shows whether teachers know students by their names:

Table 1.8: Teachers know students by their names

Response	Frequency	Percent (%)
Strongly disagree	100	27.1
Disagree	150	40.5
Agree	50	13.5
Strongly agree	70	18.9
Total	370	100

Source: Result of Analysis (2022)

The above statement showed that,, 150 (40.5%) and 100 (27.1) of the respondents pointed that teachers Disagree with the statement of knowing students by their names While, 70 (18.9%) and 50 (13.5%) Agree with the statement. Even though, majority revealed that they don't know students by their names, the study noted that some of them did not make any objections, which in turn would compromise their performance.

Table 1.9 shows whether teachers use polite language in the class room:

Table 1.9: Teachers use polite language in the class room

Response	Frequency	Percent (%)
Strongly disagree	11	2.9
Disagree	10	2.7
Agree	149	49.3
Strongly agree	200	54.1
Total	370	100

Source: Result of Analysis (2022)

Table 1.10 showed that, majority of the respondents i.e. 200 (54.1%) and 149 (49.3) revealed that, teachers use polite language in the class room. Interestingly, minority 11 (2.9 %) and 10 (2.7%) were not in agreement with the statement, therefore, going by the viewed of the respondents teachers use polite language in the class room in order for students performance to be Improved. According to smith (1995). Suggested that, teachers and teaching need to be creative to allow the students learn naturally with effective control this can only be achieved through the use of polite language during instructions..

Table 1.10 shows the summary of controlling and teachers' performance using Pearson product moment co-efficient and correlation in Sokoto state senior secondary schools:

Table 1.10: Summary of Pearson Product Moment Correlation Co-efficient between controlling and teachers' performance in senior secondary schools

		Controlling	Teachers' performance
Instructional controlling	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	370	370
Teachers' performance	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	370	370

Source: Result of Analysis (2022)

DISCUSSION OF RESULTS

According to Table 1.10, the Pearson product moment correlation index obtained on the controlling and teachers' performance is $r = 0.793^{**}$ It is positive with positive with $sig=0.000 < 0.05$, implying that controlling and teachers' performance were statistically and significantly related. This finding implied that controlling resulted into improved teachers' performance in secondary schools, in Sokoto state as it enhance the teacher to maintain a commitment to professional ethics, school mission and take responsibilities for, and participate in professional growth that result in enhancement of students learning. Accordance to (AASSA) Association, American schools in south Africa (2010) teacher engage students in learning by sign a variety of instructional strategies in order to meet individual learning needs, teachers control, analyze and use data to measure student progress by evaluating and assessment of their scholastic achievements, controlling enable teachers and school heads in guiding instruction and provide timely feedback. From the literature we discovers the effect of controlling on teachers' performance in relation to controlling and use the resources, routines and procedures to provide a respectful, positive, safe, students' center environment that is conducive to learning.

CONCLUSIONS

Our results Shows positive effect on controlling and teachers' performance implying that controlling and teachers' performance were statistically and significantly related. This finding implied that, controlling resulted into improved teachers' performance in secondary schools, Sokoto State as it enhance the teachers to maintain a commitment to professional ethics, school mission and take responsibilities for, and participate in professional growth that result in enhancement of students learning.

Therefore, this enable the researchers to come up with the idea of student check and balances through receiving feedback, from the study we discover that controlling enable teachers realized mistakes from learners as well as themselves, hence it gives a clue to the teachers when things are not in the right direction, example when there is higher rate of failure in exams, controlling as a medium enable teachers to take necessary action in order to fixed learning problems among the students.

RECOMMENDATIONS

- i. Teachers should transform the students from passive observers to active learners. They should get the students out of their seats frequently to work in twos or threes when analyzing an issue. Students learn more and retain more when they are actively involved. Working in pairs at the start of every class gets everyone engaged, not just the students who raise their hands.
- ii. Teachers should make a habit of calling on individual students by name to answer questions. This will keeps the whole class awake and alert.
- iii. Teachers should ensure they check and assess students after every activity in order to enhance their performance.
- iv. Teachers should all the time use polite language not abusive in addressing matters during and after Instructions.

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