

**Organisational Culture and Working Conditions as Predictors of Teachers'
Performance in Public Secondary Schools in Oyo State**

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LCU/PG/001543

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Certification

This is to certify that **Adekola Oyebamiji ADEYEMO** with the matriculation number **LCU/PG/001543** carried out this research work titled: **Organisational Culture and Working Conditions as Predictors of Teachers' Performance in Public Secondary Schools in Oyo State** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy (PhD) Degree in Educational Management and this has not been previously submitted.

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Dedication

This work is dedicated to God Almighty and my supportive family.

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I am grateful to the institution - Lead City University, Ibadan, Oyo State librarian that gave me the access to information I used in this research work.

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“Even though the above-mentioned institutions and persons have assisted in the correction of this research work, I alone stand responsible for the errors, if any, found in the work”.

Abstract

In spite of the nation's struggle towards the attainment of the sustainable development goal, students exhibit poor performance in and negative attitude to education as a result of teachers' poor performance. Past studies on interventions neglected teachers' factors in the areas of teachers' organisational culture (Adaptability, Consistency and Involvement) and working conditions (Level of remuneration, Teachers' workload and School physical facilities) for an improved teachers' administrative and teaching performances. This study therefore examined the organisational culture and working conditions as predictors of teachers' performances in public secondary schools in Oyo State, Nigeria.

Denison's theory of organizational culture and Herzberg's two factor theory provided the framework. The study adopted descriptive survey design of correlational type. The sample consisted of 2500 teachers and 178 principals from public secondary schools across Oyo State using multi-stage random sampling technique. Instruments used were: Organizational Culture and Working Conditions Questionnaire (OCWCQ) ($r=0.80$) and Teachers' Job Performance Questionnaire (TJPQ) ($r=0.81$). Data were analysed using descriptive statistics of simple frequency, percentage, mean and standard deviation and Multiple regression at 0.05 level of significance.

Results showed that teaching ($\bar{x}=3.08$) and administrative ($\bar{x}=2.70$) performances of teachers were moderate. Organizational culture involvement ($\bar{x}=2.81$), consistence ($\bar{x}=2.85$) and adaptability ($\bar{x}=2.83$) was good. Working conditions of school physical facilities ($\bar{x}=1.71$) and teacher remuneration level ($\bar{x}=1.94$) were bad while workload of teachers ($\bar{x}=2.62$) was moderate. Results showed significant combined influence of organizational culture and working conditions on teacher's performance ($R=0.25$; Adj $R^2=0.05$; $F_{(2,177)}=5.74$, $p<0.05$). However, organizational culture involvement ($\beta=0.22$, $t=2.96$), consistency ($\beta=0.02$, $t=1.35$) and adaptability ($\beta=0.14$, $t=2.87$) had negative relative influence on teacher's performance. Gender of teachers has no influence on teacher's performance. It was therefore recommended that organizational culture should be maintained and teachers working conditions should be improved to enhance teachers' efficient performance.

Keywords: Organizational Culture, Working Conditions, Teachers' performance,

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Chapter One

Introduction

1.1 Background to the Study

Teachers' performance is viewed as their ability and effort to perform instructional and administrative duties effectively within and without the school. Their teaching or instructional performance includes: quality delivery of lessons, providing essential inputs like adequate planning of lesson notes and improvisation of instructional materials, proper monitoring and evaluation of students' performance and providing regular feed-back on students' performance. Their administrative performance includes: effective admission, classification and registration of students alongside participating in their welfare services, giving feedback reports to parents and guardians, taking part in co-curricular activities, keeping records adequately and disciplining of students'.

Teachers make up one of the most important workforce in the educational system. They are very vital to the academic life and success of students. The roles they played a crucial to the effectiveness in students' learning outcomes. These roles or duties which are majorly teaching and administration are critical to the accomplishment of the overall goals and objectives of the school system. When teachers do not perform their roles or duties well, students may not achieve academic success and the overall goals of the school would not be fulfilled. Although, teachers' performance is crucial in the attainment of educational goals and objectives, poor performance of the teachers has been observed in public secondary schools in Oyo State.

This researcher has observed that the teachers in public secondary schools in Oyo State are no longer taking their time to teach the students in an exciting and stimulating manner. They just teach for the sake of teaching not necessarily because they like it. They no longer seem to do their work with zeal, show little or no concern to the academic progress of

their students, are usually absent in the school and miss their lessons. Other researchers have also reported poor performance and productivity of teachers in the state^{2, 3, 4&5}. Poor performance of teachers towards teaching is therefore an issue of serious concern that is, a cause for worry because of its huge consequences on the students, teachers, school and society at large. When teachers do not perform their duties diligently, students' academic performance would be negatively affected. The nation's educational system would deteriorate and its goals and objectives may not be attained. There would also be the release of untrained secondary school graduates into the society which could lead to a menace in the social and economic sector of the nation. However, good performance by teachers leads to positive impact and delivery of knowledge to the students who later become useful citizens that can contribute their quota to the betterment of the society.

Educational stakeholders should therefore look into this issue of poor performance amongst teachers because of its far reaching effects in the educational sector. Several factors have been raised to be determinants of teachers' performance in the state. They include: - Teacher motivational strategies, personality traits and work commitment, training and staff development, learning environment^{2, 3, 4,5&6}. However, there seems to be scarcity of studies on the possible influence of salient factors such as organizational culture and working conditions on teachers' performance. This identifies a gap that needs to be addressed.

Organizational culture is the collection of norms and values that governs the way in which people acted and behaved in an organization⁷. Within the school organization, it refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share⁸. Organizational culture could therefore influence the behaviour, attitude, productivity and performance of the staff members (in this case, teachers). Very few studies have however reported a link between organizational culture and teachers' performance in Nigeria. For example, researchers reported no significant relationship

between school organization culture and teachers' job performance and attitude to work in Anambra State⁹. Contrarily, a researcher reported a significant influence of organizational culture on teachers' job performance in public secondary school in Abia State¹⁰. Although organizational culture could be an important predictor of teachers' performance, there seems to be a dearth of studies on organizational culture as determinant of teachers' performance in literature which identifies a gap that needs to be addressed. There is also paucity of studies on organizational culture on teachers' performance in Southwest Nigeria. There are four cultural traits or measures of organizational culture that could influence teachers' performance within the school. This study will however be anchored on three of these cultural traits which are involvement, consistency and adaptability¹¹.

Involvement is the degree to which teachers and members of staff at all levels of the school organization are engaged in pursuit of the mission and work in a collaborative manner to fulfill the objectives of the school^{11, 12}. It ensures the participation of teachers in decision-making; relies on a team effort to get work done and continual investment in the development of teachers' skills. Indices of involvement therefore include - 'empowerment' where teachers have authority, initiative and ability to manage their work; 'orientation towards teamwork' where the school counts on the team's efforts; and 'skills development' where the school organization invests in teachers' skills development¹³. Very few studies have shown a link between involvement and teachers' performance. For instance, a study reported a significant relationship between involvement and teachers' engagement¹³. Another research put forth that involvement significantly influenced high school teachers' organizational commitment in Iran¹⁴. A research noted that involvement culture did not contribute significantly to teachers' job performance in Ga municipality in Ghana¹⁵. Literature however shows a dearth of indigenous studies on the influence of involvement organizational culture on teachers' performance. This created a gap in knowledge that needs to be addressed.

Consistency is the school's core value and the internal system (basis) that support problem solving, efficiency, and effectiveness at every level and across the school organizational boundaries^{11, 12}. Consistency creates a strong culture that relies on beliefs, values, symbols that are understood and supported by the teachers and other members of staff. Indices of consistency therefore include 'core values' which refer to the existence of a standard set of values; an agreement which means both consensus and the ability to reconcile differences that occur; and 'coordination and integration' meaning that although different, the members of the organization work together to achieve organizational objectives¹³. Very few studies have also shown a link between consistency and teachers' performance. For instance, a research noted that significant relationship between consistency and teachers' engagement¹³. Another research put forth that consistency significantly influenced high school teachers' organizational commitment in Iran¹⁴. A study noted that consistency culture made significant unique contribution to teachers' job performance in Ga municipality in Ghana¹⁵. Search of literature also shows a dearth of indigenous studies on the influence of consistency organizational culture on teachers' performance. This creates a gap in knowledge that needs to be addressed.

Adaptability is the ability of the school to scan the external environment and respond to the ever-changing needs of its students and other educational stakeholders (such as parents). Here, school organizations hold a system of norms and beliefs that support their capacity to receive, interpret and translate signals from its environment into internal behaviour changes that increase its chances for survival and growth^{11, 12}. An adaptable school organization has or creates value, norms and beliefs that focuses on external situations, demands and support any responses to change¹³. These schools are characterised as risk-takers that learn from their mistakes, create change, and driven by the needs of their students¹¹. Very few studies have shown a link between adaptability and teachers'

performance. For instance, a study reported a significant relationship between adaptability and teachers' engagement¹³. Another research put forth that adaptability significantly influenced high school teachers' organizational commitment in Iran¹⁴. A study noted that adaptability culture made significant unique contribution to teachers' job performance in Ga municipality in Ghana¹⁵. A search of literature also showed scarcity of indigenous studies on the influence of adaptability on teachers' performance. This also created another gap in knowledge that needs to be addressed. Furthermore, there is paucity of indigenous studies on the joint influence of all three indices of organizational culture (involvement, consistency and adaptability) on teachers' performance especially in Southwest, Nigeria. This also created a gap in literature that needs to be examined.

Working conditions refer to situations or atmosphere in and under which work is done as regards the school environment and the time, place and organization of work¹⁶. Teachers could be satisfied when the work place is orderly with adequate tools, materials and a favourable environment while poor equipment and facilities may lead to tension and stress among teachers. If working conditions are conducive, hardworking teachers may remain and improve on their performance and vice versa¹⁷. The performance of teachers could therefore be influenced by the surrounding conditions. An indigenous study revealed a significant relationship between working conditions and teachers' productivity in Ekiti State¹⁸. Another study revealed that working conditions significantly contributes to teachers' job performance in public secondary schools in Bukombe District, Geita Region; Tanzania¹⁹. A thorough search of literature however reveals scarcity of indigenous studies on working conditions as predictor of teachers' performance in secondary schools in Nigeria especially Southwest Region. This also identifies an important gap in literature that needs to be bridged.

Components of working conditions include:- availability of working tools and equipments, presence of enough working space needed for accomplishment of various tasks, leadership styles that give freedom of expression of personal desires, innovation and creativity, a feeling of recognition and social work availability of different forms of motivators (such as remuneration)¹⁶. Based on the above components, this study considers three important indices of working conditions which are: school physical facilities, workload and remuneration. School physical facilities are the material resources that aid teaching and learning within the school. It ranges from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely help in the teaching and learning process²⁰. Availability or non-availability of school facilities could positively or negatively affect teachers' performance to their duties especially within the school. However, despite the necessity of investigating the impact of school facilities on teachers' performance, there seems to be a huge scarcity of indigenous studies on its influence on teachers' performance. Most studies focused on the influence of school facilities on students' academic performance^{20, 21}.

Workload refers to the quantity of work that a teacher is meant to complete at a certain amount of time²². It could be heavy (overload), normal or light (under load) depending on whether the teacher have too much, moderate or too less to do at a particular period of time²³. Few studies have established a link between workload and teachers' performance. A research noted that workload is negatively related to teachers' job satisfaction²³. A study put forth that job satisfaction of teachers or pupils with special needs significantly correlated with workload²⁴. Another study reported that there is a significant relationship between teachers' workload and instructional delivery²⁵. The result of a research revealed that teaching of many courses in a semester, supervision of large number of undergraduate projects and post-graduate theses influence job performance of teachers in

universities in Rivers State to a high extent²⁶. A thorough search of literature still reveals scarcity of studies on workload on secondary school teachers' performance especially in Southwest, Nigeria which also creates a gap in literature.

Remuneration is the total compensation packages that could be employed in motivating teachers for better job performance. They could be in the form of salary increment, gratuity, regular promotion, fixed allowances, variable allowances, incentives, and welfare packages²⁷. Very few studies have established a possible link between remuneration and teachers' performance in Nigeria. A study reported that remuneration as a form of motivation significantly influenced teachers' job satisfaction in Benue State²⁸. A research concluded that low remuneration to teachers impedes high job performance, especially when basic pay is low and there is a lack of bonuses and allowances in Uganda government aided schools²⁹. Contrarily, a study noted that remunerations to teachers had no significant influence on teachers' motivation to perform in Anambra State secondary schools³⁰. A search of literature however revealed scarcity of studies on the influence of remuneration on secondary school teachers' performance especially in the Southwest Region of Nigeria. This also created a gap in literature that needs to be addressed.

Judging from the above background, it could be stated that teachers' performance is paramount to the success and achievement of the goals and objectives of education. It has positive and negative consequences when it is either present or absent respectively. It is however influenced by several factors. This study intended to examine factors such as organizational culture and working conditions since they are salient factors within the school environment. Moreover, search of literatures showed that there is scarcity of studies on the possible joint prediction of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) which provided a gap in literature and justification for the study. Furthermore, despite the possible

roles of organizational culture and working conditions, the gender of teachers could also moderate the effect on their performance.

Gender refers to the maleness and femaleness of teachers³¹. It refers to the roles, behaviours, activities and attributes that a society such as Nigeria at a given time considers appropriate for males and females. The beliefs and social constructs about womanhood and manhood has created gender systems which determine females and males' roles, responsibilities, activities, access to and control over resources, and decision-making opportunities. These systems are socially created and can be changed over time. Yet, they establish resilient norms regarding what is expected, allowed and valued in females and males, shaping their socialisation, institutions such as the family, media, law and education system, how race, class, age, religion, disability, and sexuality are lived, and the ways in which inequality is experienced³². Males and females teachers therefore tend to differ in various aspects and react differently to specific situations. It is against this background therefore that this research work seeks to investigate organizational culture and working conditions as predictors of teachers' performance alongside a moderating variable of gender in secondary schools in Oyo State, Nigeria in a bid to bridging the gap in knowledge.

1.2 Statement of the Problem

In spite of the nation's struggle towards the attainment of the sustainable development goal, studies have shown that students exhibited poor performance in and negative attitude to education as a result of teachers' poor performance. The review of studies carried out to improve teachers' performance for an improved students' achievement in and attitude to education in Nigeria showed that most of the studies carried out focused largely on the instructional strategies and other factors with little attention to teachers' factors. Studies have confirmed that improvement of teachers' performance for an improved students' attitude and achievement towards education is not only limited to the improvement of these factors alone

and emphasised the importance of teachers' factors in the teaching and learning industry and later advocated that teachers' organisational culture and working conditions be adequately taken care of for an improved teachers' performance since teachers make up the most important workforce in the educational system and their role is very vital to the academic life and success of students. Various studies have established links and relationships between organisational culture, working conditions and performance, however, most of these studies were carried out outside Nigeria and the few that were conducted in Nigeria were in other organisations than education and the extent at which these organisational culture and working conditions would jointly and relatively predict teachers' performance in the education industry were not examined. This study therefore examined the organisational culture and working conditions as predictors of teachers' performance in public secondary schools in Oyo State.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate organizational culture and working condition as predictors of teachers' performance in public secondary schools in Oyo state. The study also aims to examine the mediating influence of gender as a moderating variable. The objectives are to:

- i. determine the level of teachers' performance in public secondary schools in Oyo State;
- ii. identify the status of organizational culture in public secondary schools in Oyo State;
- iii. ascertain the working conditions in public secondary schools in Oyo State;
- iv. investigate the combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities,

workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State;

- v. examine the relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State; and
- vi. examine the gender difference in teachers' job performance in public secondary schools in Oyo State.

1.4 Research Questions

1. What is the level of teachers' performance (teaching and administrative) in secondary schools in Oyo State?
2. What is the status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo State?
3. What are the working conditions (school physical facilities, workload and remuneration) in public secondary schools in Oyo State?

1.5 Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance. They include:

- H₀₁:** There will be no significant combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo state;
- H₀₂:** There will be no significant relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities,

workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State; and

H₀₃: There will be no significant gender difference in teachers' performance in public secondary schools in Oyo State.

1.6 Significance of the Study

Firstly, this study provided useful information on the influence of organizational culture and working conditions on teachers' performance in public secondary schools in Oyo State. Secondly, the information provided would be of useful benefit to principals, teachers, school and government. The principals could use the information provided by this study to address the conditions of work environment and the culture with which the school operates so that they are favourable to teachers. The information provided from this study would make teachers aware of how organizational culture and working conditions might be affecting their performance in school. This could use this information to ensure that their performance is improved. When the findings of this study is utilized, the school would benefit in that teachers would perform better which would result in the actualization of the goals of the school. The government could use the findings from this study to ensure that the school has the right culture and good working conditions that can improve teachers' performance. Lastly, this study could be a point of reference and guide to researchers who intend to carry out further investigations in this line of research. The study would also be significant to knowledge when published.

1.7 Scope of the Study

This study strictly covered independent variables such as - 'organizational culture' (involvement, consistency and adaptability) and 'working conditions' (school physical facilities, workload and remuneration) and dependent variable - 'teachers' performance' (teaching and administrative). The study also examines the mediating effect of teachers'

gender as a moderating variable. The geographical scope covered all the public secondary schools in Oyo State.

1.8 Limitation to the study

There was lack of cooperation from the respondents especially some teachers initially when the trained research assistants were on the field administering the instruments. Secondly, only the principals and teachers in Oyo State were used. This placed a limitation to the generalization of the finding for the nation. This is as a result of the fact that principals and teachers in other states of the federation do not have similar perception of situations and circumstances.

1.9 Operational Definitions of Terms

Performance: This is a measure of how well teachers successfully do their teaching and administrative duties within and without the school.

Teaching Performance: This refers to how well teachers carry out instruction within the school. It includes - quality delivery of lessons, providing of essential inputs like adequate planning of lesson notes and improvisation of instructional materials, proper monitoring and evaluation of students' performance and providing of regular feed-back on students' performance.

Administrative Performance: This refers to how well teachers perform non-instructional duties such as effective admission, classification and registration of students alongside participating in their welfare services, giving feedback reports to parents and guardians, taking part in co-curricular activities, keeping records adequately and disciplining of students.

Organizational Culture: This refers to the collection of norms and values that governs the way in which teachers and all members within the school act and behave in the organization. It includes - involvement, consistency and adaptability.

Involvement: This refers to the degree to which teachers and other members of staff at all levels of the school organization are engaged in pursuit of the mission and work in a collaborative manner to fulfill educational objectives.

Consistency: This refers to the school organization's core values and the internal systems (basis) that support problem solving, efficiency, and effectiveness at every level and across organizational boundaries.

Adaptability: This refers to the ability of the school to scan the external environment and respond to the ever-changing needs of its students and other educational stakeholders.

Working Conditions: This refers to the situations or atmosphere in and under which teachers carry out their work as regards the school environment and the time, place and organization of work. Indices of working conditions include:- school physical facilities, workload and remuneration.

School Physical Facilities: These refer to the material resources that aid teaching and learning within the school. These range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely help in the teaching and learning process.

Workload: This refers to the quantity of work that a teacher is meant to complete at a certain amount of time. It could be heavy (overload), normal or light (under load) depending on whether the teachers have too much, moderate or too less to do at a particular period of time.

Remuneration: This refers to the total compensation packages that could be employed in motivating teachers for better job performance. These could be in the form of salary increment, gratuity, regular promotion, fixed allowances, variable allowances, incentives, and welfare packages.

Gender: This refers to the maleness or femaleness of teachers.

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Chapter Two

Literature Review

This chapter presents the review of literature on specific concepts and constructs based on the aim and objectives of the study. The chapter is organized based on the following sub-headings:

2.1 Conceptual Review

- 2.1.1 Concept of Performance
- 2.1.2 Concept of Teachers' Performance
- 2.1.3 Concept of Organizational Culture
- 2.1.4 Concept of Working Conditions

2.2 Theoretical Framework

- 2.2.1 Denison's Theory of Organizational Culture
- 2.2.2 Herzberg's Two Factor Theory

2.3 Review of Empirical Studies

- 2.3.1 Organizational Culture (involvement, consistency, adaptability) and Teachers' Performance
- 2.3.2 Working Conditions and Teachers' Performance
 - 2.3.2.1 School Physical Facilities and Teachers' Performance
 - 2.3.2.2 Workload and Teachers' Performance
 - 2.3.2.3 Remuneration and Teachers' Performance

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

2.1.1 Concept of Performance

Performance is the process of integration of all processes within an organization in a bid to attaining continuous improvement, in cost, quality, function and delivery of services for customers' satisfaction¹. It also refers to an act of accomplishing or executing a given task. It could also be described as the ability to combine skillfully the right behaviour towards the attainment of organizational goals and objectives². Performance requires the judicious use of

resources to maximize productivity. These resources could be animate (human) or inanimate (material)³.

The term 'performance' describes how a worker carries out the task that makes up the job. It could also be viewed as the capability of an employee to combine appropriate behaviour towards the realisation of organizational goals and objectives. It could therefore be expressed in terms of quantity and quality of output, levels of absenteeism and turnover, profitability and the quality of industrial relations⁴. Performance is a behaviour, process, procedure, way of working or an attainment. It refers to both behaviours and results which implies that it needs to be measured with both behaviours and outcomes. In addition, it is a process of accomplishing an action that can be measured using certain indicators⁵.

Performance is a concept of attainment results attained by workers through applicable procedures under the supervision of their managers⁶. It is the quantitative and qualitative expression of the degree of attainment of the intended goal of an individual, a group, a unit, or an organization assigned to do a task and the effort made to attain the specified objective (s)⁷.

Performance is actually human behaviour in carrying out its role in an organization to meet established standards of behaviour in a bid to producing action and outcomes⁸. It is also viewed as the overall value that an organization expects from various set of behaviours that individuals bring to the end of the specific period of time⁹. It is the successful completion of assigned tasks and the outcomes produced on certain functions or work activities during a certain period of time¹⁰. It refers to actions that add value, either directly or indirectly, to the organization's capability, attainment and attainment¹¹. Performance indicates anything performed by workers, which may be in form of their task completion, effectiveness, cooperation, relationship with other parties, quality and quantity of their job output, and their

degree of attendance at work. In addition, it is an important tool to measure the effectiveness of the employees and organization¹².

2.1.2 Concept of Teachers' Performance

Teachers' performance is the conscious commitment and participation of teachers in the day to day administration of the school with the view to actualizing set school goals and objectives². It is regarded as the extent to which a teacher utilizes his/her skills, knowledge, attitudes, and time as well as material resources such as text books, furniture, computers, and other school supplies to attain the school's goals³. Teachers' performance refers to a process whereby they carry out the given work within or outside the school system satisfactorily to the extent that the output, when measured or seen, will show the expected behaviours from the teachers. Teachers' performance could be seen as leadership function; executive function and interactive function⁴.

Furthermore, teachers' performance is the ability of teachers to impact the relevant skills and knowledge using appropriate teaching methods consistently over time to enhance learners' learning and performance¹¹. Teachers' performance is the ability and effort of teachers to carry out learning tasks like planning teaching programs, implementing learning activities and evaluating learning outcomes¹⁷. Teachers' performance refers to a measure of how well teachers carry out and execute their duties in compliance or conformity with the stated decisions, standards, rules and directives issued by a super ordinate (probably the school head) or by the demand of the job¹⁴. It is also the effort of teachers to attain some specific goals and objectives of the school they belong¹⁵. It can be defined as how well the actions they performed in schools help in the attainment of educational goals¹⁶.

Teachers' performance therefore indicates the level, way, manner, process, and commitment of secondary school teachers to their activities of teaching and administration in schools. It is the extent to which the activities of teachers in terms of teaching yield effective

and efficient outcomes. Effective teachers' performance can be characterized with: punctuality, regularity, excellent lesson preparation, efficient classroom management skill, good knowledge of teaching subject, good relationship skill, facilitating method of teaching, constant use of teaching aids among others¹⁷. A scholar also regarded teachers' performance as “the result attained in carrying out the tasks assigned to them based on their skills, experience, sincerity, and available time” Various activities or tasks executed by the teaching staff determine the teachers' performance¹⁸.

Teachers' performance is the ability of teachers to execute their primary assignment which includes grooming learners into useful living by teaching, equipping and behavioural modification. In other words, no school can attain its goal without the teachers. Teachers' performance is more than just teaching in the class, it also comprises of being punctual to class, finishing the scheme of work well for each term, making up to date lesson plan/notes and helping learners to solve their academic and learning challenges¹⁹.

Teacher's performance deals with the overall effectiveness in carrying teaching responsibilities in order to ensure that the learners are well-taught and prepared towards attaining good academic results²⁰. Performance that each teacher might exhibit represents the various factors such as the functions and roles assigned to them; the organizational structure in which they operate; their workload; and work management. Teachers are the personnel shouldered with the responsibility of imparting knowledge and useful skills to the learners in the classroom, laboratory or workshop to make the learners self-reliant and to further their education after graduation²¹.

Teacher's performance may be defined as the deliberate efforts and energy teachers commit towards the all-round development of learners entrusted to them; as well as the attainment of predetermined goals of the schools or education. It is the statutory performance of the curriculum to enhance learners' attainment of educational set goals in schools²². It is

also the total commitment of teachers towards discharging their duties at school directed towards attaining the aim of education²³. For teachers to reach success and perform very well, they are expected to be examples and models to learners, since they are foster parents^{24 & 25}.

It was posited that teachers' performance is determined by three factors: effort, ability, and direction. Effort refers to how hard a teacher works; ability is an effort that is related to the teacher's ability, and direction is the activity that refers to how well the teacher understands what is expected from his/her work. This definition therefore implies that teachers' performance depends on combination of all three factors that is, performance is supported by three factors that cannot be separated. Therefore, if one factor is not possessed by the teacher, then the performance would be low. A teacher with high performance is one who puts many efforts in carrying out the work; has high competency and ability to do the job as well as knows the purpose and direction of the work. The basic principles in performing well is to highly uphold honesty in conducting maximum learning process, to have a high sense of responsibility, to have clear objectives, to concentrate on results, cooperate, have a pattern of continuous work, and always to do continuous improvement²⁶.

Teacher's performance is dynamic, varied and all-encompassing in the sense that a teacher is required to take up expanded roles and responsibilities including; curriculum developer, a mentor, facilitator, motivator, team leader, researcher, decision maker, innovator and a mobilizer. Duties of teachers are to be discharged more within the school system and be extended to the society at large²⁷.

Teachers performance is concerned with overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making deliberate efforts toward the attainment of educational goals and objectives. The indicator of teacher's performance is evaluated in his or her ability to make deliberate effort to enhance learners academic performance, possession and display of in-depth knowledge of his or her

subject matters, presentation of lesson in a well-organized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors, discipline, motivation and counseling of learners and compliance to teachers professional code of conduct among others²⁸.

Teachers' performance is also seen in their capability to show pertinent efforts in improving teaching-learning activities. It is how well teachers do their academic activities both inside and outside the classroom and how it affects learners' knowledge²⁹. It is further regarded as the overall expected value from teachers' academic behaviour carried out over the course of a set period of time³⁰. Performance is how effective teachers execute a given task within an allocated timeframe against benchmarks set by the school. Those who meet or exceed the targets set will be performing according to expectation, below that they will be underperforming³¹. Traditionally, performance is evaluated in terms of the proficiency with which a teacher carries out the tasks that are specified in their job description³². Teachers' performance is viewed as teaching behaviour that contributes to the attainment of educational goals and objectives³³.

Teachers' performance applies not only to the classroom or school, but also to any other setting where learners are present. Teachers' performance is regarded as multidimensional because it consists of several dimensions such as preparation for the lesson, instruction, students evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline, instructional, professional and personal qualities, contextual and task performance, classroom management, considering individual differences among learners, using motivational tools continuously, teaching style and methods, finding solutions to learners' problems and guidance^{34&35}.

Teachers' performance is seen in their teaching quality and ability to demonstrate sound professional attributes like scholarship through adequate training which is pivotal to successful teaching, learners' learning outcomes and attainment of quality education in secondary schools. Teachers' quality is also manifested in their mastery of the subject matter, skills and competences in the teaching and learning processes, which would definitely result in the attainment of the stated educational goals. This means that a high performing teacher possess the qualities of effective teaching and pleasant learning within the school setting. These teachers know what to teach and how to teach³⁶.

Teacher's performance could also be described as the duties performed by a teacher which include but not limited to - giving and marking of continuous assessment, covering of scheme of work adequately, managing stubborn learners in the class without distorting teaching and learning, preparing plan of any lesson to be taught and so on and forth³⁷. Teachers' performance can be manifested in improvement in production, ease in the use of technology and high level of motivation in carrying out responsibilities³⁸. It is "how effective teachers influence others in ways that generate the desired educational outcomes³⁹. It was emphasized that the major aspects of teachers' performance comprises of the effective usage of instructional resources, mastery of their subject matter, class control, teaching methods, making lesson plans, conduct of fieldwork, regular assessment of learners, participation in sports, keeping of records, learners' discipline, attending school assembly and so on⁴⁰.

Teachers' performance consists of components like declarative knowledge, procedural knowledge/skills and motivation. Declarative knowledge refers to professional knowledge that is essential for quality teaching⁴¹. Procedural knowledge/skills refer to knowledge about what to teach and how to teach it in order to be effective⁴². Motivation is the desire to attain high performance⁴³. When declarative and procedural knowledge/skills of teachers are combined with their desire to teach, teachers would perform better. However, having

declarative and procedural knowledge and skills is not sufficient to teach well, there is also a role of motivation^{41&44}.

2.1.2.1 Indices of Teachers' Performance

Teacher's performance has certain specifications. It can be measured based on specifications or competency criteria that must be possessed by each teacher. The teacher's performance standards relate to the quality of the teacher in carrying out their duties such as: (a) working with learners individually, (b) learning preparation and planning, (c) utilization of learning media, (d) involve learners in various learning experiences, (e) active leadership from the teacher⁸.

A method of measuring teacher's performance is through the teacher's lesson presentation which ranges from introduction of lesson to teacher's mastery of subject content, class participation, class control, supervision, effective leadership, motivation, morale among others. In addition, teachers' performance could also be measured in terms of the quality of their learners¹⁵.

Teachers' performance could be measured through teachers' job satisfaction and attitudes such as job commitment, feelings, job challenges, job objectives and job responsibilities¹⁷. It was noted that teachers' performance could be measured through annual report of their activities in terms of punctuality, performance in teaching, lesson preparation, and mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, supervision, monitoring of learners' work, motivation, class control and disciplinary ability of the teachers¹⁸.

It was also posited that teachers' performance is measured on the basis of their effectiveness in handling lesson notes presentation, maintenance of discipline, interpersonal relationship and classroom management, assessment of pupils and participation in co-curricular activities. For example, on lesson presentation, teaching and guidance activities are

supposed to take place so that appropriate skills and knowledge would be acquired⁴⁵. This study however focuses on two general indices or measures of teachers' performance with respect to their duties in any school organization. They are: teaching and administrative performance.

2.1.2.1.1 Teaching Performance

Teachers' instructional performance is their ability to accurately impart the relevant skills, knowledge using suitable teaching methods consistently over time to enhance learners' learning and attainments¹¹. Teaching refers to the process of coaching, tutoring, training or educating learners. It is the systematic presentation of facts, ideas, skills and techniques to learners. It involves the sharing of knowledge in the process of developing the learner. Teaching also known as instruction is the purposeful direction of the learning process. As an activity, it consists of actions intended to induce learning through the conscious and deliberate effort by an experienced person (teacher) to impart knowledge, information, skills, attitudes and beliefs to an immature or less experienced person (learner)⁴⁶.

Teaching performance is regarded as a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles. Teaching performance is how well teachers carry out their roles and activities in the teaching and learning process (pedagogy) especially in a classroom⁴⁷. Teaching performance of any teacher in the classroom is to help learners learn, inquire, solve problems, and cope with their own emotional needs and tensions during the learning process⁴⁸.

Teachers' teaching performance is to promote quality education from the domain of teaching and learning through creative idea, participation and cooperative learning, research, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking from the learners⁴⁹.

Key aspects of teaching involves the use of instructional materials, regular assessment to the learners, making lessons plans, posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts, conduct of field work and use of various teaching methods in delivering subject matter. Teacher instructional performance is also the ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and out of the classroom⁵⁰. It is associated with their efforts in making thoughtful and adequate application of their cognitive ability and use of teaching aids in teaching and learning^{11&51}.

Teaching performance is how well teachers carry out statutory curricula functions to enable learners attain the set educational goals in schools. It is how well teachers possess the qualities for effective teaching and learning process. A high performing teacher knows what to teach, how to teach, and the students who he/she teaches. Teacher's teaching performance is facilitated by the ability of the teacher to demonstrate sound pedagogical attributes through continuous research pivotal to learners' learning outcomes⁵¹.

Teachers' teaching performance includes effective preparation of lesson notes in line with the curriculum, classroom management and learners' engagement in learning activities, assessment of learning outcome, marking of learners' exercises and diagnosis of learners' learning problems to attain set educational goals⁵². It is how good teachers do teaching activity especially inside the classroom and how effective it is on learners' knowledge^{51&52}.

Teachers' teaching performance is concerned with the overall ability of the teachers to exhibit the right attitude to instruction, being dedicated and committed to teaching roles, and making deliberate efforts to enhancing learners' academic performance, possession and display of in-depth knowledge of subject matter, effective classroom organization and control, lesson presentation, and participation in the school curriculum activities so as to attain educational goals and objectives⁵³.

Teaching performance include all the efforts teachers make in the following areas - organizing the learners, co-coordinating their activities, monitoring their behaviours, ensuring effective learning process, providing instruction through interactive communication, getting feedbacks from learners, preparing and utilizing instructional materials in facilitating learning, and maintaining discipline among learners⁵⁴.

Teachers' instructional performance denote their ability to function effectively in performing instructional tasks with high skills and effort with regards to the subject matter using sound pedagogical content that lead to learners' understanding and learning in the classroom. It is the ability of teachers to effectively master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners and perceive their own strengths and weaknesses in teaching in a bid to carrying their teaching responsibilities effectively¹¹.

2.1.2.1.2 Administrative Performance

Administrative tasks include: admitting, classifying and registering learners alongside participating in their welfare services, giving feedback reports to parents and guardians, taking part in co-curricular activities, keeping records adequately and quality discipline of learners in a bid to producing and enhancing expected learning attainment in schools⁵⁵.

2.1.3 Concept of Organizational Culture

Organizational culture is innovation and the courage to take risks against details or detailed work details on the results of members, and teams⁸. School organizational culture is all about inter-relatedness among school members (collegiality). It is adopted by a school with a value system that promotes team work, innovation, freedom or discretion to take risk, supervisory support, use of equitable reward, relationship among teachers and colleagues and with that of principal being open to all which arise as a result of goal clarity and goal alignment widely shared among teachers in a bid to attain school goal³⁷.

Cultures are therefore fundamentally made up of the beliefs, norms, ideologies, principles and values of such an organization. Since the school is an organization, it therefore means that the culture of any school could influence the people within the school. School organizational culture refers to the deep patterns of values, beliefs, and traditions that have been formed over the course of the school's history which are understood by members of the school community. It is built within the school overtime as teachers, school principals, parents and learners work together⁵⁶.

Organizational culture has been defined in various ways by scholars as the perceived subjective influence of the formal system, the informal styles of managers and other important environmental factors that impact the attitudes, beliefs, values and motivation of people who work in a particular organization, personality of an organization, the atmosphere of the work place, including a complex mixture of norms, values, expectations, policies and procedures that influence individual and group patterns of behaviour⁵⁷.

Organization's culture is defined as common symbols, myths, rituals, values, beliefs, and habits that constitute the norms of an organization and distinguish its external constituencies. It is the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviours of its employees. It is the pattern of basic assumptions and norms that have been created by the members of organization while coping with adaptation and integration of the problems related to external and internal issues of organization respectively. Organization culture describes the way things are done in an organization in a bid to solve both internal management problems and those related to customers, suppliers and environment⁵⁸.

Organizational culture is also seen as the collective influence of the common beliefs, behaviours, and values of the people within a company. Those norms within any organization regulate how workers perform and serve customers, how they co-operate with each other,

whether they feel motivated to meet goals, and if they are sincerely into the company's overall mission. How are workers getting their work done? Independently or collaboratively? Do workers feel inspired, committed, and engaged, or annoyed, overworked, and underappreciated? ⁵⁹. Organizational culture is a perception belief of the organization members⁶⁰.

Organizational culture is all the attitudes and perceptions that arise as a result of the interaction of a worker with his work, with others and with the environment, attitudes and perceptions that arise in the organization come from a set of values and norms that help member organizations to understand all the aspects related to the place of work. Organizational culture is strength, in the organization that is not visible, but can be felt and perceived by its member. The results of these perceptions influence the behaviour of their members to do the job. Organizational culture is in the work environment and the organization's members may establish or affect their behaviour in the work. A strong organizational culture is reflected by workers with a clear understanding of the system of shared meaning held by members, in a bid to distinguishing a particular organization with other organizations⁶¹.

Organization culture is the filter through which everything else happens. Meanwhile creating a positive workers' experience is a universal goal, but there is more than one way to get there. And the lines between functions and duties are often blurred. In addition, it could also be referred to as the condition among super ordinates (school heads) and subordinates (teachers) in a bid to attaining the aims and objectives of the school system. Furthermore, it is one of the factors that contribute to the tone in an organization (school), and attitudes of staff and learners toward their organization⁶².

School organizational culture means the totality of the school environment, curriculum implementation and learners-teachers relationship which is shared by school

members and influences the functioning of the school to attain institutional objectives⁶³. School organizational culture is the set of important assumptions, often unstated that members of an organization share in common. There are two major assumptions in common; beliefs and values. Beliefs are assumptions about reality and are derived and reinforced by experience. Values are assumptions about ideals that are desirable and worth striving for. When beliefs and values are shared in an organization, they create a corporate culture⁶⁴.

School organizational culture therefore refers to a set of commonly experienced stable characteristics of a school which constitutes the uniqueness that constitute and differentiates it from others. An author described school organizational culture as that which exists within individual school that is expected to be conducive for teaching-learning and to its stakeholders. It is a system of shared orientations (norms, core values, and tacit assumptions) held by school members. It holds the unit together and gives it a distinct identity as well as it is a guiding value and beliefs in the way a school operate. School organizational culture influences how school heads, teachers and students think and act in schools. It manifests itself in customs, stories, rituals, and ways of interacting with each other. It is characterized by deeply rooted traditions, values, and beliefs. Some of these characteristics are common across schools as well as some of them are unique and embedded in a particular school's history and location. These denote that schools are peculiar compared to other organizations as well as each school may have different cultures⁶⁵.

School organizational culture is the collection of norms and values that governs the way in which people act and behave in the school organization⁷. Within the school organization, it refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share⁶⁶. The synthesis of school organizational culture is the norms, values, and beliefs that exist in the school and embraced by all the citizens of the school, which is about the code of ethics of teachers, discipline, loyalty,

professionalism and responsibility, namely the responsibility of teachers to the work it does. Various rituals and ceremonies are also conducted to foster the school organizational culture, by coaching, setting an example, making routine events, giving judgments, and rewarding teachers and sanctioning those who make mistakes or violate rules⁶⁷.

2.1.3.1 Indices of Organizational Culture

There are four cultural traits or measures of organizational culture that could influence teachers' performance within the school according to Denison's model⁶⁸. This study however be anchored on three of these cultural traits which are involvement, consistency and adaptability as shown in the diagram below:

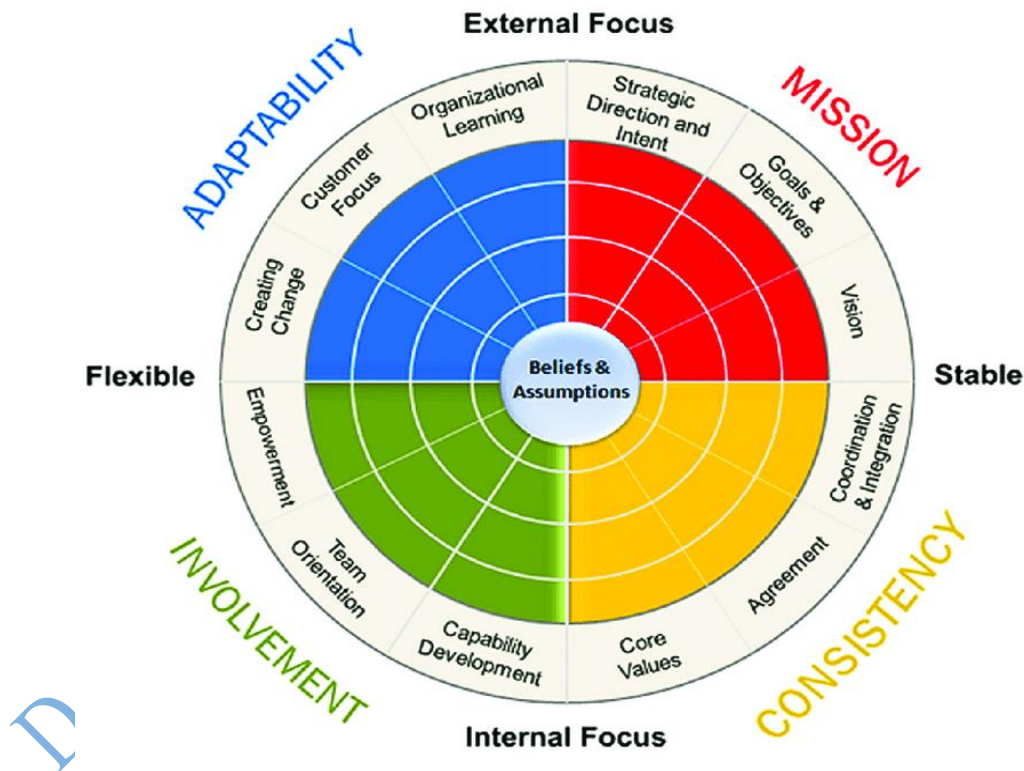


Figure 2.1: The Denison model of organizational culture assessment⁶⁸

These cultural traits are explained conceptually below:

2.1.3.1.1 Involvement

Involvement is the degree to which teachers and members of staff at all levels of the school organization are engaged in pursuit of the mission and work in a collaborative manner

to fulfill the objectives of the school^{68&69}. It ensures the participation of teachers in decision-making; relies on a team effort to get work done and continual investment in the development of teachers' skills. Active organizations empower workers, they count on teamwork, and they develop personal skills at all entity levels. Top managers, the executives and the workers are actively engaged in the work they perform, and they feel they are part of the corporation. The members of an organization can influence, to a specific degree, the decisions that have an impact on their job, and they feel that the tasks performed lead to the fulfillment of the set objectives⁷⁰.

Three components of involvement culture were identified to include:- empowerment, team orientation, and capability development. Empowerment occurs when individuals have the authority, initiative and ability to manage their own work. This creates a sense of ownership and responsibility toward the organization. Team orientation is value placed on working collaboratively toward common goals for which all workers feel mutually accountable. Capability development is seen when the organization continuously invests in the development of worker skills in a bid to stay competitive and meet on-going business needs. In educational institutions, involvement culture exists when the head teacher seeks the participation of the staff in decision-making in relation to financial administration, curriculum planning and implementation, recruitment and remuneration, student policies, school community relationships. From the discussion, it is could be seen that involvement culture promotes teamwork, interdependence, cooperation, and respect for the contribution of all members of the organization³.

2.1.3.1.2 Consistency

Consistency defines values and elements that form the basis of a healthy organizational culture. Organizations tend to be active because they have strong cultures, and they are coherent, well-corroborated and integrated. The workers' action depends on a well-

defined set of values, and the leaders have the required skills to reach an agreement even when there are very different views. Consistency creates a strong culture that relied on beliefs, values, symbols that are understood and supported by the staff. It is a potent source of stability and internal integration resulting from a mindset familiar to all members of the organization and a high degree of compliance. Distinctive features of consistency include:- core values which refer to the existence of a standard set of values; an agreement which means both consensus and the ability to reconcile differences that occur; and coordination and integration meaning that although different, the members of the organization work together to attain organizational objectives⁷⁰.

Linking the consistency culture to the school setting, the head teacher follows the procedures for the administering human, material, and financial resources of the school³. Consistency is the school's core values and the internal systems (basis) that support problem solving, efficiency, and effectiveness at every level and across the school organizational boundaries^{68&69}.

2.1.3.1.3 Adaptability

Adaptability is the ability of the school to scan the external environment and respond to the ever-changing needs of its learners and other educational stakeholders (such as parents). Here, school organizations hold a system of norms and beliefs that support their capacity to receive, interpret and translate signals from its environment into internal behaviour changes that increase its chances for survival and growth^(68&69). An adaptable school organization has or creates value, norms and beliefs that focuses on external situations, demands and support any responses to change⁷⁰. These schools are characterized as risk-takers that learn from their mistakes, create change, and driven by the needs of their learners⁶⁸.

Adaptability has an impact on organizational effectiveness in three ways which include creating change viewed in terms of the ability to perceive and meet the requirements

of the external environment through change. Also, customer focus, where the organization understands and responds to the customer's needs, anticipating their future demands which reflect the degree to which the organization is concerned with customer satisfaction. Finally, organizational learning involves process through which the organization receives decodes and interprets the signals from the external environment, turning them into opportunities to encourage innovation, information collection and skills development⁷⁰.

In educational settings, adaptability culture is vital. The school is set up to attain the aims and aspirations of the society which is dynamic in nature. It is therefore expected that the school adjusts to the changing cultural, economic, social, political, and technological systems of the society so that the educated individuals fit in the society and perpetuates its development³.

2.1.4 Concept of Working Conditions

Working conditions refer to work environment and all circumstance in existence that can affect teachers in schools. These include, hours spent on job, physical aspects, rights that are legal, assigning of responsibility, human development and so on. In another vein, working conditions come into play by the relationship of teachers with their schools' culture, and this includes physical as well as psychological working conditions. Therefore, working conditions could be adopted as the working environment as aspect of teachers' employment terms and conditions of employment. A peaceful working condition is devoid of rancor and where there is unity and cooperation that supports motivation. The other extreme where there is intrigue, rumor mongering and discord do not support motivation. An atmosphere of uncertainty is inversely related to motivation⁷¹.

Working conditions are factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place⁷². It was noted that over the years, the concept of

working conditions has evolved from strictly regarding health, safety and hygiene conditions to a broader conception. For international labor organization, working conditions cover a broad range of topics and issues, from working time (hours of work, rest periods, and work schedules) to remuneration, as well as the physical conditions and mental demands that exist in the workplace. Working conditions covers the working environment and aspects of workers' terms and conditions of employment especially from the perspective of job quality: career and employment security; health and well-being at the workplace; development of skills and work–life balance⁷³.

It was emphasized that the conditions under which a job is performed can be different from those completely comfortable to those very difficult and dangerous to workers' life and health. Difficult working conditions can be influenced by: (1) external factors that include climate - meteorological conditions, temperature, humidity, drafts, lighting in the workplace, noise and interference, gases, radiation, dust, smoke and other harmful factors; (2) subjective factors that include gender and age of the worker, fatigue, monotony, unfavorable posture during work, and so on; (3) factors related to the organization of production such as duration of the work shift, work schedule, working time, work pace, excessive strain to mention a few⁷⁴.

Safety at work is carried out to ensure working conditions without danger to life or health, or, to avoid accidents, injuries, occupational diseases and, or at least mitigate their consequences. In the context of safety at work, the equipments (machinery, equipment, plant, tools, supplies, laboratory equipment, etcetera) that workers use in their work has to be functional and correct so as to avoid injuries at work or reduced performances⁷⁵.

2.1.4.1 Indices of Working Conditions

This study considers three important indices of working conditions which are: school physical facilities, workload and remuneration.

2.1.4.1 School Physical Facilities

School physical facilities are the material resources that aid teaching and learning within the school. It ranges from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely help in the teaching and learning process. School facilities are the material resources provided for staff and learners to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the learners but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes⁷⁶.

School facilities which constitute the work environment include things such as office accommodation, workshop equipment, information and communication technology (ICT) facilities, convenience facilities and so on. Furthermore, they are those things that enable the teacher to do his/her work very well and help the learners to learn effectively that far exceeds what is possible when they are not provided. It is also viewed as the material resources provided for staff and learners to optimize their productivity in the teaching and learning process⁷⁷.

School facilities consist of all types of buildings for academic and nonacademic activities, equipment for academic and nonacademic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons⁷⁸.

Effective school facility is responsive to the changing programmes of educational delivery and at a minimum, should provide a physical environment that is comfortable, safe,

secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems but it also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. School facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the experience of learners, educators, and community members⁷⁹.

2.1.4.2 Workload

Workload is the amount of work that should be done by someone. It also determined by the relationship between the demands of the tasks and the perception towards the situation related to task, action, skill and knowledge of someone in performing the tasks⁸⁰. Quantitative and qualitative are two different ways to define workload. Qualitative workload refers the physical and intellectual job responsibilities, whereas quantitative workload refers to the “amount of work that a worker completes within a specific period of time. In school setting, workload refers to the “number of assigned teaching hours”, whereas in a broader sense, it refers to the tasks performed by teachers related to their professional duties. It is perceived according to the circumstances which a teacher experiences with time⁸¹.

Workload is basically categorised into mental and physical workload, in which, mental workload majorly exist among managers whereas physical workload exist majorly among workers⁸². There are three categories of teachers’ workload:- heavy, normal and light. Heavy workload refers to the condition of teachers’ load over or above the prescribed number of workloads. Normal workload refers to the regular load of the teachers. Light workload refers to the condition of teachers’ load below the prescribed number of workloads⁸³.

Workload can be characterized as a mental construct that reflects the mental strain resulting from performing a task under specific environmental and operational conditions, coupled with the capability of the operator to respond to those demands. Workload is not only task specific, but also person specific. It involves individual capacities and motivation to perform a task. It is the total energy output of a system, particularly of a teacher performing strenuous task overtime⁸⁴.

Teachers' workload is directly measured by the total number of teachers available in the school system as against the number of learners that are taught, the number of scripts that are marked, and other responsibilities that are regularly or often assigned to teachers. Workload is the expenditure incurred by a teacher, given his/her capacities (resources), while attaining a particular level of performance on a particular task with certain demands. It is also seen as tasks performed in the working environment more than the personal capabilities which cause threats and the reactions of nervousness, anxiety, frustration, pressing, or annoyance as well. Furthermore, it was put forth that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and/or a variety of other factors⁸⁵.

Workload is the amount of work, the number of classes and learners that teachers teach and the different activities that teachers perform⁵. It is also seen as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, teachers' workload not only requires their time in schools but extra hours after work⁸⁶. The workload of teachers include marking of learners' work and assignment, supervision of learners during the school time and after school like preparatory time, games, time-tabling, examination, supervision of other teachers at work and other duties that may be assigned to them by the school authority⁸⁷.

Teachers' workload is therefore categorised into instructional and administrative workloads. Teachers' instructional workload is measured in terms of preparation of lesson notes, curriculum organization, learners' engagement in curriculum instructions, and classroom management during instructional delivery, continuous assessment (CA), marking examination scripts and recording students' scores. Teachers administrative workload is measured in terms of how much or less they are made to admit, classify and register learners alongside participate in their welfare services, give feedback reports to learners' parents/guardians, take part in curricular and extra-curricular activities, keep records and effectively discipline learners^{55&87}.

2.1.4.3 Remuneration

Remuneration means payment or payroll or substitution of money determined by certain regulations as a reciprocal of a job⁸⁸. It is the rewarding of workers (teachers) fairly, equitably, and consistently based on their value and contribution to the organization (school). It is also the amount of money organizations are able to offer workers in return for the efforts and services they render. It determines the quality and performance of workers⁸⁹. It is a wide variety of services provided by organizations for workers, and in some cases, for members of workers' families⁹⁰. They are additional incentives given to workers by management to augment their wages⁹¹.

Remuneration is also regarded as compensation in the form of allowances, honorarium, incentives, employee benefits, welfare packages and rewards that are given to teachers especially as it accrues to them^{88&91}. It is a relevant tool in the hands of management that contributes to the effectiveness of an organization, impacting positively on workers' behaviour and productivity^{91&92}. Remuneration is planned in a bid to keep an effective workforce, to maintain fairness, objectivity and to ensure that companies comply with government regulations^{92&93}.

Remuneration could also come in form of non-monetary benefits like organizational paid accommodation, health and insurance, business trips, flexi-time which may later translate into both intrinsic and extrinsic motivation targeted towards raising workers' productivity⁹⁴.

2.2 Theoretical Framework

This study is supported by the following two theories:-

1. Denison's theory of Organizational Culture
2. Herzberg's Two Factor Theory

2.2.1 Denison's Model of Organizational Culture

Denison's theory postulates that the norms, rituals, beliefs and values which are wrapped up the following cultural traits - involvement, consistency and adaptability determine the effectiveness of the organization and how the teacher works within the school organization. The cultural traits in Denison's model and how they relate to organizational effectiveness are discussed in the following sub-sections.

Involvement Culture

This theory is based on the idea that involvement and participation of workers especially in decision-making would contribute to a sense of responsibility and ownership and hence organizational performance and loyalty. This culture affects the organization, positively and negatively. It leads to greater worker commitment to the organization thereby reducing the needs for formal systems of control and leading to performance enhancement^{95&96}. Three components of involvement culture were identified as: - empowerment, team orientation, and capability development^{95&97}.

Empowerment occurs when individuals have the authority, initiative and ability to manage their own work. This creates a sense of ownership and responsibility toward the organization. Team orientation is value placed on working collaboratively toward common

goals for which all workers feel mutually accountable. Capability development is seen when the organization continuously invests in the development of worker skills in a bid to stay competitive and meet on-going business needs^{95, 96&97}.

In educational institutions, involvement culture exists when the school head seeks the involvement and participation of the staff in decision-making in relation to financial administration, curriculum planning and implementation, recruitment and remuneration, student policies, school community relationships. This could promote teamwork, interdependence, cooperation, and respect for the contribution of all members (especially teachers) of the organization.

Consistency Culture

According to the consistency theory, organizations tend to be effective because they have strong cultures that are highly consistent, well-coordinated and well integrated. This kind of culture occurs when the leader and workers maintains the stability in the organization⁹⁵. Consistency culture has three features: core values, agreement, and co-ordination and integration. In school setting, consistency culture exists when the school head follows the procedures for administering human, material, and financial resources of the school. This means that the school head adheres strictly to the timetable provided by the ministry of Education or the government without any modifications and workers^{95&97}.

Adaptability Culture

This theory is based on the idea that norms and beliefs that enhance an organization's ability to receive, interpret and translate signals from the environment into internal organizational and behavioural changes will promote its survival, growth and development⁹⁵. In educational settings, adaptability culture exists when the school is set up to attain the aims

and aspirations of the society which is dynamic in nature. It is therefore expected that the school adjusts to the changing cultural, economic, social, political, and technological systems of the society so that the educated individuals fit in the society and perpetuates its development^{95&97}.

Relevance of Denison's Theory of Organizational Culture to the Study

This theory supports the fact that when the cultural traits of involvement, consistency and adaptability are put in place in the school, there is every tendency for teachers' performance to be improved. The theory therefore throws support to the idea that the culture of the school can influence the performance of its members (especially the teachers). For instance, when teachers are involved in management such as decision making, it gives them a sense of belonging to the school which could ultimately improve their performance. When consistency of the core values of the school is maintained, it could increase teachers' satisfaction and ultimately influence their performance positively. When the school knows its vision and is willing to do it can to achieving it, the teachers would have no choice but to ensure that they give in their best towards its attainment. In a bid to adapting to the needs of the society, teachers would have to ensure that they teach their students all the contemporary subject matter that they need to know. In so doing, they would have to increase their performance. This therefore implies that organization culture of involvement, consistency and adaptability could influence teachers' performance positively or negatively.

2.2.2 Herzberg's Two-Factor Theory

This theory was propounded by a theorist in 1959. The theory states that job satisfaction and job dissatisfaction are caused by different and independent sets of factors: the motivators and the hygiene factors. It was found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. The theorist

developed the motivation-hygiene theory to explain these results. He called the satisfiers 'motivators' and the dissatisfiers 'hygiene factors', using the term "hygiene" in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction^{98&99}.

The theorist analyzed and classified satisfiers as follows:- attainment, recognition, nature of work itself, responsibility, advancement and growth. These factors (motivators) which are intrinsic in nature stand out as strong determinants of job satisfaction which can invariably influence performance. For instance, recognition produces good feelings in workers about the job does. On the other hand, the hygiene factors are extrinsic and relate to work context. They include; policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical working conditions, job security, workload and remuneration (benefits). The hygiene factors prevent the workers from being dissatisfied. When this occurs, there is that tendency for workers to put in their best into their work⁹⁸.

Relevance of Herzberg's Two-Factor Theory to the Study

This theory is applicable to this study in that when teachers are provided motivators and hygiene factors such as conducive working conditions, appropriate workload and remuneration (benefits), their satisfaction increases and their dissatisfaction reduces. When this happens, teachers are more likely to perform well.

2.3 Review of Empirical Studies

This section compares previous empirical literatures related to this study in a bid to identifying gaps in literature and providing a rationale for the study. This section would therefore be treated using the following headings and sub-headings:

2.3.1 Organizational Culture (Involvement, Consistency, Adaptability) and Teachers' Performance

A study was undertaken to ascertain the influence of school organizational culture on teachers' performance in private and public basic schools in the Ga South Municipality. School organizational culture was studied based on the three cultural trait of Denison's model. These traits include; involvement, consistency and adaptability. Teachers' performance was studied as a single variable. Descriptive survey research design was adopted. A quantitative research approach was applied. A structured questionnaire was developed and distributed to collect data from forty six (46) teachers using the census sampling technique. With the aid of the Statistical Package for Service Solution (SPSS) version 20, descriptive (mean, standard deviation) and inferential statistics such as t-test, Oneway ANOVA, Pearson correlation, and multiple regression were used to determine the data. The study revealed that adaptability culture was more dominant than involvement culture, mission culture and consistency culture. The general performance of teachers was rated as very good. The study indicated that school organizational culture was a good predictor of teachers' performance. However, the study revealed that adaptability culture and consistency culture made significant positive contribution to teachers' performance whereas involvement culture and mission culture did not contribute significantly to teachers' performance. It was therefore recommended on the basis of the findings that school administrators and teachers should be guided to strengthen the culture in their schools, especially the adaptability and consistency cultural traits since they contribute significantly to teachers' performance. Further, it was recommended that the Ministry of Education and Education Service should design and implement programmes to assist public basic schools to improve their culture and teachers' performance in a bid to attaining educational goals³.

A similar study investigated the perceived influence of organizational culture on teachers' performance in public secondary schools in Abia state. Descriptive survey design was used for the study. The area of the study was Abia state. Two research questions and two hypotheses guided the study. A sample size of three hundred and ninety eight (398) participants comprising three hundred and seventy four (374) teachers and twenty four (24) principals in secondary schools in Abia state were selected through the use of proportionate stratified random sampling technique from a target population of three thousand, nine hundred and seventy (3,970). A 4-point rating scale questionnaire with content and face validity ascertained by three experts from Measurement and Evaluation and Educational Management departments in College of Agricultural and Science Education Michael Okpara University of Agriculture Umudike. Reliability index values of 0.74 and 0.75 respectively for the two clusters as a measure of internal consistency was obtained through Cronbach Alpha method. All the 398 copies of questionnaires were personally administered and also with the help of three research assistants. Research questions were answered using mean ratings, while the hypotheses were tested using t-test at 0.05 level of significance. The result of the findings revealed that school organizational norms to a low extent influences sustainable teachers' performance in public secondary schools in Abia state. Based on the findings, recommendations were made; that norms and values of secondary schools in the various states should be specified to teachers and principals for their daily practice, principals should encourage decision-making process in their staff meetings and allow every teacher to contribute his/her own idea (involvement) and among others¹⁷.

Another closely related research investigated organizational culture as correlate of teachers' performance and attitude to work in secondary schools in Anambra State, Nigeria. Five research questions guided the study and six null hypotheses were tested. The study adopted correlational survey research design. The population of the study consisted of all the

six thousand, three hundred and ninety six (6,396) teachers in public secondary schools in the state. Out of the population, a sample size of one thousand, two hundred and seventy nine (1,279) teachers was selected through proportionate stratified random sampling techniques. Data was collected using three different questionnaires developed by the researchers. The questionnaires include school organizational culture questionnaire (SOCQ), Teachers' performance questionnaire (TJPQ) and Teachers' attitude to work questionnaire (TAWQ). The instruments were validated by three experts from the Faculty of Education, Nnamdi Azikiwe University Awka. Cronbach Alpha method was used to determine the reliability of the instruments which yielded a reliability coefficient of .959, .957 and 0.701 respectively. The reliability indices were considered high enough and thus the instruments were deemed reliable. Data collection was done by the researcher and the help of ten research assistants. Aggregate score was used to answer research questions 1 to 3 while Pearson r was used to answer research questions 4 and 5 and critical probability table of Pearson r was used to take decision on the six null hypotheses at 0.05 level of significance. The findings showed among others that: teachers rated their school organizational culture to be good; teachers' performance is good and teachers have positive attitude to their work. Also, it was found that there is no significant positive relationship between school organizational culture and teachers' performance; and no significant relationship between school organizational culture and teachers' attitude to work. Based on the findings, it was recommended that: school management and Post primary school service commission should ensure improvement in secondary school organizational culture in order that all the teachers would rate their school organizational culture to be good without some rating it to be poor. It was also recommended that in- service training be organized for secondary school teachers through seminars, workshops and advance learning in a bid to ensuring that all the teachers have good performance and positive attitude to work³⁷.

A study investigated gender differences on the relationship between school organizational culture and teachers' task performance in public secondary schools in Anambra State. It adopted a correlational survey research design. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Out of a population of six thousand, three hundred and ninety six (6,396) teachers comprising of one thousand and forty five (1,045) males and five thousand, three hundred and fifty one (5,351) females in the two hundred and sixty one (261) public secondary schools in the State. A sample of one thousand, two hundred and eighty (1,280) participants comprising two hundred and nine (209) male teachers and one thousand and seventy one (1,071) female teachers from the six (6) educational zones in the State was used for the study. A multi-stage sampling procedure consisting of proportionate stratified and simple random sampling techniques was used. Stratification was based on gender. Two researchers developed instruments titled - "School Organizational Culture Questionnaire (SOCQ)" and "Teachers' Task Performance Questionnaire (TTPQ)" were used for data collection. The instruments were validated by experts. The Cronbach's Alpha statistics was used to determine the internal consistency of the instruments and these yielded co-efficient values of 0.80 and 0.70 for the two instruments respectively. The researcher with the aid of three research assistants administered a total of one thousand, two hundred and eighty (1,280) copies of each of the questionnaires on the participants. Out of this number, one thousand, two hundred and fifty six (1,256) copies representing 98% were completed, successfully retrieved and therefore used for data analysis. Data relating to both the research questions and hypotheses were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). The results of the findings revealed that there is a significant low positive relationship between male and female teachers' perception on school organizational culture and their task performance in public secondary schools in Anambra State. Based on the findings, it was recommended among others that the

management of public secondary schools in Anambra State should encourage teachers to practice those organizational cultures that are seen as positive and which can lead to improved teacher task performance. Such cultures include the collegial and role culture⁵⁶.

A very closely related research was implemented to identify and examine the influence of organizational culture on teachers' performance. The study adopted a survey research design. Quantitative data was collected and used for the study. The data was collected by obtaining views/perceptions of teachers (participants) through questionnaires. Descriptive and inferential statistics were used to analyse the collected data. The results revealed no significant effect between organizational culture on teachers' performance. The value of the coefficient was positive (+), which means that the better the organizational culture, the better the teachers' performance, and vice versa. A decrease in organizational culture would lead to a decrease in teachers' performance. Role between the two is not significant, because it has a relatively weak role as well as through other variables⁶¹.

A closely identical research work was carried out to examine organizational culture as determinant of workers' job commitment in public secondary schools in Ogun State. The study adopted an ex-post facto design approach. The population consisted of all workers (teaching and non-teaching staff) in secondary schools in Ogun State, Nigeria. A multi-stage random sampling technique was adopted where five (5) public secondary schools (comprising of both junior and senior) were randomly selected from each of the local government area amongst twenty (20) local government areas in Ogun State, making a total of ten (10) secondary schools that were selected for the study. Stratified random sampling technique was used in selecting ten (10) workers (teaching and non-teaching) from each junior and senior secondary school respectively, making a total number of twenty (20) workers from each of the selected ten (10) secondary schools. A total number of 200 workers was selected for the study. The instrument used for this study was a questionnaire which was

sub-divided into three sections. Section A was used to collect information on personal characteristics of the participants while Section B was designed to collect information on Workers Organizational Commitment. Section C was designed to obtain information on organizational culture. Data was analyzed using regression and T-test analysis at 0.05 level of significance. Findings showed that organizational culture has significant relationship with workers' job commitment and that there is no significant difference in junior and senior public secondary school workers' job commitment. It was concluded that organizational culture determines job commitment of public secondary school workers in Ogun State. Based on the findings, it was therefore recommended that motivational strategies should adopt to improve teachers' salaries and promotions. The right organizational culture should be put in place to ensure that teachers are committed to their work⁶².

A research work was carried out to determine the influence of organizational culture and trust to the teacher performance in the private secondary school in Palembang. Quantitative research method with path analysis technique (path analysis) was used. Samples in this study were three hundred and twenty six (326) teachers from one thousand, seven hundred and seventy three (1,773) private junior high school teachers in Palembang. The findings of the study showed that: (1) there was a direct positive influence of organizational culture to the teacher performance, (2) there was a direct positive influence of trust to the teacher performance. It is suggested to private junior high school teachers of Palembang that in a bid to improve their performance in teaching, they can pay attention to the variables of good organizational culture and trust, because it is believed that the good organizational culture and trust as the factors that can encourage the creation of good teacher performance⁶⁶.

A study was carried out on the effects of organizational culture on employee performance of public service organization of Dire Dawa administration. The survey based research was employed to carry out the study. Primary and secondary data was used in this

study. Primary data was gathered via questionnaire about employee performance and organizational culture variables like Employee participation, Openness to communication, Risk taking and innovation, Customer service orientation, Reward system, level of education and experience are considered for this study. The target population of the study was all employees of three public service organization of Dire Dawa administration. Since the size of population was too large to collect data, researcher distributed three hundred and seventy one (371) questionnaires randomly to respondents using the Sloving sample size determination formula. Of which, two hundred and ninety three (293) questionnaires were collected back and used for analysis. To analyze the data, in addition to descriptive statistics, multiple regressions were employed using a software package SPSS 20. The researcher found that except experience and level of education all variables of organizational culture have contributed to employee job performance. Particularly employee participation and innovation have a significant contribution to employee job performance. Based on the finding, since communication has a negative significant relation with employee performance, researcher recommended public service organizations should be minimized communication platform to amplify employees' job performance as well as develop reward system that motivates its employees. Finally, unless Dire Dawa administration design a new benefit package for public service employees in considering experience and level of education, they should not be focused on experience and level of education so as to increase employee's job performance and to provide quality service to the society¹⁰⁰.

Similarly, a study was done to examine the influence of organizational culture on teachers' engagement at selected senior high schools in Kumasi Metropolitan. The study adopted a descriptive survey research design. The study was descriptive. Questionnaires were utilized to collect data from a sample size of two hundred and thirty eight (238) participants determined by Sloving sample size determination formula. A simple random sampling

approach was adopted in selecting the two hundred and thirty eight (238) participants. Using the Denison Model of organizational culture, the study revealed the existence of four kinds of organizational culture among teachers within the various schools at Kumasi Metropolitan in order of importance which are:- involvement, adaptability, consistency and mission. This implies that there is likely more than one type of organizational culture in the institution. Teachers also demonstrated that they were highly engaged in their profession. The findings further showed that enhancement of the four types of Denison organizational culture (involvement, adaptability, consistency, and mission) contributed to an increase in teachers' engagement. The study recommended that management should promote all the four Denison organizational culture types as they significantly influence teachers' engagement positively¹⁰¹.

A synonymous research work was undertaken to determine the influence of organizational culture, competency and certification toward teachers' performance. A quantitative ex post facto research design was employed. The sample consisted of twenty eight (28) teachers in SD Negeri Rayon 2 PulauRimau. Data were collected using questionnaire. Data were analysed using descriptive analysis and multiple regressions. The results of the study showed that 1) there is a significant influence of organizational culture on teachers' performance; 2) there is significant influence of competency on the teachers' performance; 3) there is significant influence of teachers' certification on their performance; 4) there is significant joint contribution of organizational culture, competency and teachers' certification on teachers' performance. It was recommended on the basis of the findings that organizational culture be maintained and improved in the study area¹⁰².

An identical research work aimed to ascertain (1) the influence of organizational culture on work motivation; (2) the influence of organizational culture on teachers' performance and (3) the influence of work motivation on teacher performance. The population of the study included two hundred and ninety seven (297) teachers in all the

public senior high schools in Tebing Tinggi. The researcher used the Arikunto's criteria to determine the sample by taking 37% (110) of the population of teachers. The proportionate random sampling technique was used to determine the sample of each school. Questionnaire based on the Likert Scale model was used to collect data for the study. The validity was computed using the Pearson Product Moment Correlation (PPMC) formula while the reliability was tested using the Cronbach's Alpha formula. This causal model was tested using the path analysis. Based on the analysis, the results revealed that: (1) organizational culture has a direct effect on work motivation; (2) organizational culture has a direct effect on teachers' performance and (3) work motivation has a direct effect on teachers' performance. Based on the results of the study, the three null hypotheses were rejected. Therefore, all hands must be on deck to ensure that organizational culture and work motivation are strengthened and improved so as to increase teachers' performance¹⁰³.

A research work was carried out to assess the interactive effects of organizational culture and its magnitude of influence on the performance of employees in GCB bank Ghana. The study further evaluates how the relationship between organizational culture and employee performance is affected when job satisfaction (moderating variable) is considered. A descriptive cross-sectional survey was conducted for 339 employees of GCB Bank in all Greater Accra Region branches in Ghana. Multiple linear regression analysis indicated that organizational culture contributes to a substantial rise in employee performance, with entrepreneurial culture implementation causing a higher increase in employee performance as compared to consensual and bureaucratic culture. The introduction of a moderating variable (job satisfaction) further suggested that its presence increases employee performance in a well-structured cultured environment. In organizations, one culture may be more effective than the other; hence, employees' performance could heighten or weaken from their satisfaction or dissatisfaction with a particular culture¹⁰⁴.

Research scholars posited that school organizational culture is a vital variable in building school climate to be more conducive. Whether this factor will affect biological teachers' job satisfaction and finally affect teachers' task performance was the problem of their research. A causal survey design was adopted. A sample of ninety (90) senior high school biological teachers was randomly selected as sample. There were three instruments developed to measure teachers' task performance, school organizational culture and job satisfaction respectively. These instruments were validated by experts. Data was analyzed by regression, correlation and path analysis. Research findings showed that teachers' task performance is directly and significantly affected by school organizational culture and job satisfaction as well. Job satisfaction was also found to be a good moderating variable in connecting school organizational culture and teachers' task performance. It was logic to state that all the biological teachers therefore require a positive atmosphere reflected by school organizational culture and satisfaction based on how they are treated by the school system to perform well. It was recommended that educational policy makers should pay more attention on how to improve school organizational culture to be more conducive; teachers felt more satisfied then will have an impact on school quality reflected by teachers' task performance¹⁰⁵.

The objective of a study was to investigate the influence of four organizational culture traits namely, involvement, consistency and adaptability on worker commitment in Ethiopian Airlines Company. Based on the work of Denison on organization culture traits and Mowday on worker commitment, a structured questionnaire was developed and self-administered to workers in Ethiopian Airlines Company. A total of two hundred and eighty four (284) workers participated in the study and the data were analyzed using descriptive and inferential statistics. The results showed that three traits (adaptability, mission and involvement) measuring organizational culture were all positively related with worker's commitment. Adaptability was the most contributing organizational culture trait to workers' commitment.

The other two organizational culture traits, in their descending order of contribution to workers' commitment were mission and involvement. However, consistency did not have significant effect on workers' commitment at $p > 0.05$ ¹⁰⁶.

Synonymously, a research paper investigated the impact of organizational culture on employee engagement in Saudi Banks. A qualitative research approach was employed. Data collection was done through an issue focus approach. Interviews were conducted with Bank line managers, and sub-ordinates. The results revealed that the enabler factors of organizational culture that contribute most to workers' engagement were training and development, organizational communication, reward, and recognition. Results revealed that Islamic culture has an influence on workers' engagement in Saudi banks¹⁰⁷.

An identical paper explored the influence of Denison model of organizational culture on work engagement of government school teachers using a Partial Least Square Structural Equation Modeling (PLSSEM) technique. The hypothesis was tested using a descriptive, cross-sectional research design. The multistage and stratified random sampling technique was adopted in selecting three hundred and fifty seven (357) school teachers working in the government schools of Chennai district. The results of the SEM technique revealed that organizational culture is a significant predictor of the work engagement of government school teachers. Additionally, the results showed a strong relationship between the organizational culture and the work engagement of the teachers. Based on the study, the results implied that for teachers to be highly engaged in the work that they do, the role, behaviours, values and the patterns manifested in the organization play a significant role and vital part. The paper suggests that the Denison model of organizational culture can be used in the educational context as it highly influences the teaching workforce in the Indian context, especially Chennai district¹⁰⁸.

Another identical research work was carried out to explain the impact of organizational culture and perceived organizational support on workers' engagement. The research used a quantitative approach. Data collection was done through a survey of one hundred and thirty one (131) workers of PT Terminal Petikemas Surabaya. Incidental sampling technique was used to draw a sample size for the study. Analysis of research data was conducted using multiple linear regression analysis techniques. The results showed that organizational culture and Perceived Organizational Support (POS) both partially and simultaneously could increase workers' engagement. Workers' behaviour that demonstrated high engagement could be seen from a passion for work (vigour), high dedication to work (dedication), and was able to exert its concentration to stay focused on completing tasks (absorption). The results of the study also showed that the level of worker absorption to the job, in this case exerting concentration, remained focused on the completion of the task that was the responsibility (absorption) was more dominant than the worker aspect other engagement apps. In addition, the influence of organizational culture to improve workers' engagement was also quite large compared to increasing workers' engagement. It was therefore recommended that HR managers should evaluate the effectiveness of organizational culture implementation and perceived organizational support to increase workers' engagement at PT. Terminal Petikemas Surabaya¹⁰⁹.

Another synonymous research work was undertaken to ascertain the predictors of organizational culture, which influence workers' engagement among workers of the hospitality industry. Data was collected with the help of multistage sampling technique and was analyzed, interpreted using descriptive and inferential statistics (simple percentage, Pearson correlation and multiple regression). The results revealed that among the different dimensions of organizational culture - autonomy and experimentation were significantly related with all the dimensions of workers' engagement. Trust predicted dedication and

absorption, whereas collaboration influenced only absorption dimension of workers' engagement. Autonomy and experimentation served as a predictor for all the three dimensions of workers' engagement (which are vigor, dedication and absorption). It was recommended that the management of hospitality industry should take steps towards creating an engaged organizational culture, so that, the organizations in particular and the industry as a whole benefits¹¹⁰.

A closely related research work was implemented to investigate organizational culture: a catalyst for workers' engagement in the Ghanaian public sector. The study was carried out to determine whether culture affects three dimensions (Cognitive, affective and physical) of engagement in the public sector in a bid to encouraging high levels of engagement within the sector. Though more research has been done in this area, most have looked at other engagement dimensions (such as vigor, adsorption and dedication) other than the cognitive, physical and emotional and especially, in the Ghanaian public sector. The study adopted a descriptive survey research design. Questionnaires were used to gather data from one hundred and ninety two (192) participants who were selected based on convenience. With the help of a linear regression, the findings of the study showed a statistically positive influence of organizational culture on all three dimensions of engagement: cognitive engagement, affective engagement and behavioural engagement. It was therefore recommended on the basis of the findings that management must make workers' engagement strategic; instill a sense of belongingness and ownership in the public sector by clearly defining and ensuring a favourable corporate culture and also emphasizing assumptions and beliefs that are shared by members to assist in improving their collaboration with the mission, values and goals of the organization¹¹¹.

Another identical study was undertaken with the purpose of ascertaining the influence of organizational culture (defined as communication, trust, and innovative production) on

workers' organizational commitment. Furthermore, the influence of HRD (Human Resource Development) activities in mediating the aforementioned relationship was also done. Using the national employer survey data conducted by Korean government in 2011, the results showed that organizational culture (better communication among superiors and subordinates, trust, and appreciation of innovation from superiors) is positively related to organizational commitment. In addition, firm's investment in HRD or worker participation in HRD would play a moderating role in influencing the relationship between organizational culture and organizational commitment. Therefore, organizational culture is a critical factor to increase workers' motivation through the participation in HRD training program, thereby increasing worker's commitment. It was recommended that organizational culture as defined by better communication among superiors and subordinates, trust, and appreciation of innovation from superiors be sustained since it positively influences workers' commitment¹¹².

A study was carried out to determine the extent to which organizational culture influences school productivity of elementary teachers in the city schools division of Dasmariñas City Cavite, Department of Education. This study adopted descriptive research design to determine the relationship between organizational culture and school productivity. The results revealed that organizational culture has a significant relationship to school productivity in city schools division of Dasmariñas City Cavite. It was hoped that the results would help teachers and administrators to find the relationship between organizational culture and productivity of elementary teachers. This was done in a bid to enhancing the performance of teachers and rationalizing the planning for activities intended for improving the performance of teachers. It is further hoped that this paper would be an input towards understanding the greater need of the City Schools Division in making policies, plans and practices as a basis for policy formulation, program development and procedural enhancement¹¹³.

A paper examined the relationship between corporate culture and workers' engagement among workers in public sector organizations of Ghana. A review of the relevant literature indicates that corporate culture as a measure of workers' engagement especially in the public sector of a developing country in Africa such as Ghana has been given limited research efforts. To address this, the study adopted Handy's cultural framework as limited efforts have been geared toward investigating the effect each of Handy's four pillars of culture on workers' engagement. The multiple regression technique was used to test the hypothesized relationships between the variables in the study. A sample of two hundred and sixty-seven (267) workers was randomly drawn from selected public-sector organizations in Ghana. Findings from the study established that, attainment and support cultures significantly cause workers to be engaged in the public sector of Ghana whilst power culture had a significant, but negative relationship with workers' engagement. The relationship between role culture and workers' engagement was not significant. On the basis of the findings, it was recommended that, in order for the skilled workers in the Ghanaian public sector organizations to be highly engaged, management of such organizations should increase the extent of attainment and support cultures and minimize the extent of power culture while paying only a little attention to role culture¹¹⁴.

A very closely related work sought to establish the influence of organizational culture on workers' engagement. The study was anchored on the structural theory of culture, Schein's theory of organizational culture and cultural web theory. The study adopted a descriptive research design where the target population included all the one thousand and twenty six (1,026) workers of KCB head office in Nairobi. Stratified random sampling was used to arrive at a sample of 20% based on the level of workers ranging from managerial, clerical and operational level. The study relied on primary data which collected through a structured questionnaire. The questionnaire was duplicated and administered through a drop and pick

later method. Organizational culture was based on six main parameters ranging from dominant characteristics, organizational leadership, and management of workers, organization glue, strategic emphasis and criteria success. Workers' engagement was measured in terms of vigor, dedication and absorption. Both descriptive and inferential statistics were used to analyze the data collected quantitatively. Descriptive statistics such as frequency, mean, standard deviation and percentages were used. The analyzed data was then presented in tables and figures. However, inferential statistics such as regression analysis was employed. The study showed that there is a strong positive relationship between organizational culture and workers' engagement. The study further established that market culture is the most dominant at KCB head office. Hierarchical culture is also dominant though to a small extent. Adhocracy and clan culture exist to a very small extent. This study recommended on the basis of the findings that management of commercial banks in Kenya should ensure that an entrepreneurial culture is instilled among staff aimed at enabling them stick out their necks to take risks whenever opportunities present themselves. The leadership of commercial banks should also nurture upcoming talents and develop a staff retention strategy aimed at ensuring value of worker abilities. Strategic emphasis should stress on human growth, high confidence, candidness and participation. Management should ensure staff works vigorously, are more dedicated and absorbed in their daily routine by making sure right organizational culture is sustained. The study also suggested that a broad based study covering all commercial banks in Kenya be carried out in future¹¹⁵.

A study was intended to accurately examine the effects of the four dimensions of the Denison organizational culture model on creativity. The Denison organizational culture model and Randsip's creativity questionnaire were used. The statistical population was all the workers of the Tondar Department of IKCO and the sample size was three hundred and eighty three (383) which consisted of workers from engineering, QA, logistics and production

departments. Results of the study showed that there were direct, positive significant relationships between creativity and the dimensions of the Denison organizational culture model (involvement, adaptability, mission and consistency). Each organizational culture dimension had a significant relationship with creativity. It was recommended that the four cultural traits be emphasized and built upon in the organization¹¹⁶.

Scholars indicated that there is a direct influence of organizational culture on organizational performance¹¹⁷. A study was carried out to investigate the impact of organizational culture on teacher learning in municipality school. A total sample of one hundred and forty eight (148) participants consisting of sixteen (16) principals and one hundred and thirty two (132) teachers were selected from Nongkhai municipality schools in Thailand applying stratified random sampling. The study employed a quantitative method survey design to collect data using questionnaire as an instrument. The data was analysed by using computer program to calculate mean value, percentage, standard deviation, correlation Pearson, and Stepwise multiple regression analysis. The results showed that the organizational culture and behaviour of teacher learning are at high level respectively. The relationship between the organizational culture and the behaviour of teacher learning indicated a positive correlation with a statistically significant at the level of 0.01. All the four types of organizational culture were significant predictors which contributed 71.30% variance in teachers' learning. It was recommended that the kinship or clan organizational culture be adopted since it is the most significant predictor in improving teachers' learning which would invariably influence students' learning in the long run¹¹⁸.

A research work was undertaken to investigate the relationship among school organizational culture, teachers' job satisfaction, and school effectiveness. It also explored the mediating influence of teachers' job satisfaction on school organizational culture and school effectiveness. Participants of the study included on thousand, two hundred and ninety

seven (1,297) teachers from six (6) lower secondary and upper secondary schools in Beijing, China. Quantitative research methods were used for data collection, consisting of three questionnaire-based surveys to measure, separately, school organizational culture, school effectiveness, and job satisfaction from the teachers' perspective. The results revealed positive significant relationships among school organizational culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the influence of school organizational culture on school effectiveness. In light of these results, it was recommended that attention should be given to organizational culture of the schools in the study area¹¹⁹

A similar paper was done to effectively determine the influence of organizational culture on the performance of workers. The study was carried out on non-lecturer workers at the University of MercuBuana with a population amounted to one hundred and forty eight (148) people. Sixty participants were chosen as samples, determined through proportional random sampling. The analytical tool used was SPSS version 22. The results show that there is a significant influence in partial engagement and mission on the performance of non-lecturer workers. On the contrary, two variables, consistency and adaptability, partially do not have significant influence on the performance of workers at the University of MercuBuana. Simultaneous testing on variables, namely, involvement, consistency and adaptability, has significant influence on the worker's performance. The results of the study indicated that consistency and adaptability do not have any influence on the workers' work performance in the context of higher education institution¹²⁰.

The above studies still differ from this present study in four areas which include - population, sector, study area and variables.

2.3.2 Working Conditions and Teachers' Performance

A research work established the Zimbabwean urban teachers' working conditions, which affected their performance and proffered remedies. The research observed that schools with favourable working conditions attracted, developed and retained highly qualified, experienced and effective teachers. The opposite resulted in low productivity, high turnover, absenteeism, moonlighting, job hopping and attrition. A qualitative approach informed by a constructivist grounded theory was used. Sixteen experienced teachers and four education managers had their lived experiences on the phenomenon under investigation interrogated as experienced in Bulawayo Metropolitan Province (BMP). The findings suggested that the improvement of the teachers' working conditions enhanced their performance. Teachers bemoaned the low remunerations that could not meet their basic physiological needs, which were fundamental in enhancing their performance. They also claimed that the teacher to learner ratio and curriculum demands overworked them amid the scarcity of resources. Sponsored career training/development opportunities were not available³¹.

A similar research work was done to establish the influence of the working conditions of support staff on their work performance in public secondary schools in Rarieda Sub-County. The specific objectives of the study were to: examine the working conditions of support staff; establish the influence of the work conditions on performance of support staff; determine challenges faced by support staff in their duties and ascertain how support staff copes with challenges faced. A conceptual frame work was used to guide the study. The conceptual frame work proposes that if work conditions are favourable then work performance improves. The study population consisted of one hundred and eighty (180) support staff, thirty four (34) head teachers and thirty four (34) BOM chairpersons from thirty four (34) secondary schools. Saturated sampling technique was used to select thirty one (31) head teachers and thirty one (31) BOM chairpersons. Saturated sampling technique used to select one hundred and fifty (150) support staff. The instruments of data collection were

questionnaires and interview schedules. The questionnaires were administered to the head teachers and support staff while the interviews were conducted to the support staff and Board of Management chairpersons. Content validity of the instruments was ascertained by experts from the School of Education, JaramogiOginga Odinga University of Science and Technology. A pilot study was carried out in three (3) schools which were not part of the main study to establish the reliability of the instruments by using the outcome to remove the ambiguities, inconsistencies and weaknesses noted.

Quantitative data from closed-ended questionnaire were analyzed using descriptive statistics such as frequency counts, percentages and means. Qualitative data from open-ended sections of the questionnaires and interviews were analyzed by organizing the content into themes and sub themes as they emerged, then tallied and presented through verbatim reporting. The study revealed that conditions of work influence work performance of support staff. The study also found that support staff in Rarieda Sub-County work under poor conditions. They experienced challenges such as inadequate working tools, low salary, inadequate housing and are overworked. In coping with the challenges faced, support staff carried tools from home, engaged in small scale businesses and odd jobs, commuted from their homes and others who are unable to cope persevered. The study recommended on the basis of the findings that: Ministry of Education should improve support staff working conditions by taking up full payment of support staff salaries, increasing support staff salaries, putting up houses for support staff, recruiting more support staff and increasing funds to enable schools acquire enough working tools. The study may be useful to the policy makers in realizing the degree to which work conditions influence performance of support staff; head teachers to discover successful strategies of improving work conditions of support staff; and in providing baseline information for further research in conditions of work of support staff¹²¹.

A synonymous research work was done to ascertain the influence of working conditions and salary on teachers' productivity in government owned secondary schools in Emure Local Government Area of Ekiti State, Nigeria. The descriptive research of the survey type was employed for the research work. The population for this research work was seven government-owned secondary schools while the sample was four government-owned secondary schools. The research work found out the relationship between working conditions and teachers' productivity; salary and teachers' productivity in government-owned secondary schools in Emure Local Government Area of Ekiti State, Nigeria. Validated instruments titled: "Working Conditions and Salary Questionnaire" (WCSQ) and "Teachers' Productivity Questionnaire" (TPQ) were used to collect data from sample of eighty (80) participants. Simple random sampling technique was used to select four secondary schools while, proportional sampling technique was used to select eighty (80) teachers. The research work revealed that there is a significant relationship between working conditions and teachers' productivity; salary and teachers' productivity. The research work therefore showed that working conditions and salary has influence on teachers' productivity. It was recommended that the working conditions of teachers be improved in order to increase their productivity¹²².

Similarly, a research work was done to ascertain the relationship between working conditions and teachers' attrition in secondary schools in the Southwest Region of Cameroon. The cross sectional survey research design was used for this study, adopting both the quantitative and qualitative research approaches. The population of the study was made up of all the secondary school teachers in the Southwest Region. The sample population was made up of three hundred and seventy (370) teachers. The simple random sampling technique was used. Questionnaire and an interview guide were used as instruments for data collection. The statistical tools for analysis were percentages, mean scores, standard deviations and the Pearson Product Moment Correlation Coefficient (PPMCC). The findings showed that, low

salary, poor working environment, lack of job satisfaction and bad principal leadership style contributed greatly to teachers' attrition. The study found out that in some cases, only one of these factors causes the attrition while in many cases, a number of factors collectively compel teachers to leave their jobs and these factors give the impression that the teaching profession is not respected as other professions in the study area. It was recommended that all hands must be on deck to ensure that teachers are given good working conditions¹²³.

A similar study examined the impact of working conditions on teacher's job satisfaction and performance in the private primary schools in Yei town, South Sudan. A survey research design was employed in private schools in Yei town, South Sudan to establish how working conditions affect job satisfaction of teachers and performance in private primary schools. Simple random sampling technique was used to select the participants from ten private schools. The participants thus included ten (10) head teachers and hundred (100) teachers which gave a total of one hundred and ten (110) participants. Questionnaires were used for data collection. Data collected was analysed by the use of Statistical Package for Social Science (SPSS) version 12.0 was and presented in frequencies and percentages and a regression analysis performed to establish the relationships among the variables. The study concluded that the poor working conditions especially inadequacy of school facilities led to teachers' dissatisfaction with their job¹²⁴.

A study was done to examine welfare management practices (working conditions) that affect teachers' performance. The study was guided by two research hypotheses. Descriptive survey design was adopted and the major instrument used in collecting data for the study was a questionnaire. A sample size of one hundred and sixty-five (165) teaching staff from the target population was selected using simple random technique. Analysis of the responses revealed a statistical significant and positive influence of working condition on teachers' performance. It was recommended that school managements and the Ghana

Education Service (GES) should ensure teachers enjoy family friendly policies, efficient and effective working conditions, and good and timely payments of fringe benefits¹²⁵.

An identical work was carried out to investigate the conditions of service as correlate of teachers' performance in primary schools in Onitsha South Local Government Area of Anambra State, Nigeria. The study was guided by four research questions and one hypothesis. The study adopted survey research design. The area of study was Onitsha South Local Government Area, Anambra State. The population of study consisted of all the forty (40) Head Teachers and three hundred and nine (309) teachers in forty (40) primary schools found in Onitsha South Local Government Area, Anambra State. The total population was three hundred and forty nine (349). The sample size of the study consisted of the forty (40) Head Masters and one hundred and eighty (180) teachers randomly selected through stratified simple random sampling method from the total population of three hundred and forty nine (349). The total size for the study was two hundred and twenty (220). The researcher used a self-developed instrument for collecting the data for 20-item questionnaires titled: "Conditions of Service as Correlate of Teachers' performance in Primary Schools" (CSCTPPS). The data collected were analyzed with descriptive and inferential statistics. The findings of the study showed that salary and promotion as conditions of services do not correlate with teachers' performance in primary schools in Onitsha South local government area of Anambra state, Nigeria. The study concluded that higher salary and promotion of teachers in primary schools can satisfy them but may not improve pupils' academic attainment nor exert teachers to put more efforts in return to compensation for higher salaries. Also, regular increase of primary school teachers' salaries may not worth the investment they make on the children. The study, therefore recommended among others that teachers should be motivated inwardly to teach and improve their performance not only waiting to be driven by external forces such as salary, promotion, housing provision and as well as medical care.

This would better improve the teachers' performance and pupils' academic performance in primary schools, especially in the study area and Nigeria in general. Also, government of Nigeria and Anambra State should encourage teachers in primary schools through adequate conditions of service in order to upgrade their educational system and output¹²⁶.

A related study was undertaken to ascertain the relationship between working conditions and teachers' turnover intentions in public secondary schools in Meru County, Kenya. The study used a descriptive survey design with both quantitative and qualitative research approaches in data collection and analysis. A total of five hundred and twenty (520) participants were involved in the study which included five hundred and three (503) secondary school teachers, fifteen (15) principals and two (2) staffing officers. Teachers' working conditions were examined to determine their relationship with turnover intentions. Data obtained from teachers questionnaires were analyzed quantitatively using SPSS version 21. Hypotheses were tested using Pearson product moment correlation coefficient and chi-square goodness of fit at 0.05 level of significance. The result of product moment correlation analysis indicated that the independent variable (working conditions) have a negative and inverse relationship with the dependent variable (turnover intention of teachers). These results were agreed with the results of Chi-square analysis which also showed a significant relationship between working conditions and turnover intentions of secondary school teachers in Meru County. The results therefore established that teachers' motivation in secondary schools in Meru County is low due to poor working conditions and the educational system appears to be staffed with teachers, with poor morale and low levels of commitment to their jobs leading to high turnover intentions. On the basis of the findings, it was recommended that the various Boards of Management and other educational stakeholders at the national and county government levels consider issues of teachers' working conditions as an essential

element in motivating and reducing turnover intentions hence increase retention in the teaching service¹²⁷.

Another similar research work was done to ascertain the influence of working conditions on teachers' attitude. Philosophically, the study was guided by post-positivist paradigm utilizing the survey research design. The data were collected from the teachers of community schools of the Kathmandu District using the questionnaire titled: "My Classroom Appraisal Protocol (MCAP)". The collected data were analyzed using both descriptive and inferential statistics like mean, standard deviation, independent sample t-test and simple linear regression. Then, the derived findings were then interpreted and measured against the past studies and theories. This study found a significant difference in the attitude of the teachers who had satisfactory and unsatisfactory building conditions. Additionally, the study showed a moderate association between working conditions and teachers' attitude. The study concluded that the building condition of school plays a crucial role in shaping the teachers' attitude. Finally, the study showed that there is a positive relationship between the working conditions and teachers' attitude. It was recommended that working conditions of teachers be made better so as to positively influence their attitude to work¹²⁸.

A study identical to the above research work investigated the relationship between conditions of service and teachers' performance in senior secondary schools in Adamawa State". One hypothesis guided the study. The study adopted descriptive research design. The area of the study was Adamawa state, the population was three hundred and thirty seven (337) principals and five thousand, one hundred and twenty eight (5,128) teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of one hundred and sixty six (166) principals and one hundred and sixty six (166) teachers was determined using Sloving's formulae. The instruments used for data collection consisted of two questionnaires titled: Conditions of Service for Teachers' Determination

Questionnaire (CSTDQ) and Teachers' Performance Questionnaire (TPQ). The instruments were validated by 3 experts and reliability coefficients were 0.94 and 0.92 respectively using Cronbach's Alpha Method. The data was collected personally and with the help of four research assistants within a period of 4 weeks. The data was analysed using Pearson Product Moment Correlation Coefficient (PPMCC). Findings indicated that there is a significant relationship between conditions of service and teachers' performance in senior secondary schools in Adamawa State. It was recommended among others that the government and educational stakeholders should try as much as possible to pay teachers' salaries promptly, promote them as and when due, give them surprise packages and send them on in-service training programmes¹²⁹.

Another similar research work was implemented to ascertain the association of work-related variables, namely; staff development, working conditions and motivation with institutional commitment of teachers in secondary schools in Cross River State, Nigeria. The components of institutional commitment considered in the study were - affective commitment, continuance commitment and normative commitment. Four hypotheses were formulated to guide the study. The study adopted a correlation research design and stratified random sampling technique was used to select four hundred (400) teachers that constituted the sample of the study from a population of nine thousand, seven hundred and sixty four (9,764) teachers. The instrument for data collection was a 5-point Likert type questionnaire and consisted of thirty three (33) items. The data collected were analyzed using Pearson's Product Moment Correlation (PPMC) and multiple regression statistics. The results of the study revealed a significant positive correlation between staff development and affective commitment, continuance commitment and normative commitment. Similarly, motivation was significantly related to affective commitment, continuance commitment and normative commitment. There was no significant relationship between working conditions and each

component of institutional commitment of teachers. This finding indicated that working condition was not associated with teachers' commitment in secondary schools. Staff development, working conditions and motivation jointly and significantly predicted institutional commitment of teachers with motivation being the most potent contributor to the prediction. Based on the findings of the study, it was recommended among others that the government should greatly improve the working conditions of teachers in a bid to enhancing their commitment¹³⁰.

Another synonymous study was done to ascertain the influence of working conditions on teacher job satisfaction among the Special Needs Educators in Special Schools for the Learners with hearing impairment in Kakamega County Kenya. The study employed the Two Factor Theory of Herzberg. The study adopted multiple case study design. The study was carried out in Special Primary Schools for the HI in Kakamega County. The target population was fifty nine (59) participants, which comprised of four (4) head teachers, four (4) deputy head teachers, forty seven (47) classroom teachers and 3 curriculum support officers for special needs drawn from each of the sub-counties where the special schools for the HI is located. The sample size was a total of fifty eight (58) participants. Saturated sampling technique was used. Interview schedules, Focus Group Discussions and document analysis were used for data collection. The study adopted thematic analysis to generate the findings of the study. Many of the Special Needs Educators were not satisfied with the working conditions that the schools had. The workload for the Special Needs Educators in some schools was unattainable. Some schools had teachers taking as many as forty six (46) lessons per week¹³¹.

The aim of another related study was to determine the relationship between the physical conditions of school buildings and teachers' organizational commitment in public primary schools. The research population consisted of two thousand, four hundred and fifty

(2,450) teachers from ninety two (92) primary schools in the central district of Diyarbakır/Turkey in the academic year of 2017-2018. The data collection instrument (questionnaire) was used to collect data from a sample of five hundred and thirty four (534) teachers from twenty seven (27) schools. "School Buildings Scale" and "Organizational Commitment Scale" were used as questionnaires in the study. Results revealed a moderate and positive relationship between school building scale and organizational commitment scale. This shows that, as physical conditions of school buildings improve, the organizational commitment of the teacher increased¹³².

The above studies also still differ from this present study in four areas which include - population, sector, study area, variables and their indices. In this study, three indices of working conditions are considered - school physical facilities, teachers' workload and remuneration. The influence of these three indices of working conditions on teachers' performance would be examined under the following sub-headings below:

2.3.2.1 School Physical Facilities and Teachers' Performance

A research work examined teachers' satisfaction with physical working environment as an imperative for effective service delivery in secondary schools in Akwa Ibom State, Nigeria. Descriptive survey research design was utilized in conducting the study. One research question and one hypothesis were evolved for the study. A sample size of five hundred and thirty three (533) participants, derived from a population of five thousand, three hundred and thirty nine (5,339) teachers were involved in the study. Two researcher-developed instruments titled "Physical Working Environment Assessment Questionnaire (PWEAQ)" and "Teachers' Service Delivery Questionnaire (TSDQ)" duly validated by experts in Educational Administration and Planning with reliability index of 0.88 and 0.85 respectively were employed to elicit relevant data for the study. Data gathered were analyzed using descriptive statistic (frequency counts, simple percentages) and inferential statistic

(Pearson Product Moment Correlation Analysis). The hypothesis was tested at 0.05 level of precision. Findings indicated that majority of the teachers were not satisfied with eleven (11) out of fourteen (14) aspects of their schools' physical working environment. The facilities were library books, office accommodation, office chairs and tables, teaching aids, shelves for book storage, office space, toilet facilities, electrical facilities, classroom space, science laboratories and computer facilities. The findings also showed a strong relationship between school physical environment and teachers' service delivery. It was recommended on the basis of the findings that adequate facilities such as laboratories, library books, tables and chairs be made available for teachers' use in a bid to enhance their service delivery¹³³.

A closely related study was designed to answer the following research questions: To what extent are job attitudes of teachers influenced by the conditions of school facilities in Arkansas? What are the perceptions of teachers in regards to the conditions of the school buildings? And is there a difference between attitudes of teachers in "newer" facilities versus "older" facilities? The overall purpose of the study was to determine if there was a significant relationship between age of the school building and the attitudes of the teacher. The instruments used in the research work were "Commonwealth Assessment of Physical Environment (CAPE)" and "My Classroom Assessment Protocol (MCAP)". The schools in this study were chosen to have a contrast between older and newer facilities. Data from the CAPE was used to determine the physical condition of the school buildings while the MCAP was used as an attitudinal assessment for classroom teachers. Data from the superintendents on the CAPE showed that the newer building was looked at more positively while the results of the MCAP showed a more positive result of the attitudes of the teachers in the older facility. These findings concluded that age of facilities did not have a significant impact on teachers job attitudes. However, it was recommended that school facilities be improved as it might improve teachers' attitude¹³⁴.

An identical research work was implemented to determine the influence of physical facilities on female principals' job satisfaction in Siaya County. Descriptive and correlation design was used for the study. Intact sampling was used to sample fifty five (55) female principals for the study. Questionnaires and interviews were used as instruments for data collection. The Findings showed low female principals' job satisfaction; inadequate physical facilities and moderate negative correlation between physical facilities and job satisfaction. The results also showed that physical facilities accounted for 25.8% change in job satisfaction and had a negative significant influence on job satisfaction. These findings imply that physical facilities are very significant and therefore as physical facilities become more inadequate, female principals become more dissatisfied with their jobs¹³⁵.

Another related work was conducted to assess the extent to which school physical facilities influences teacher satisfaction in public primary schools in Elgeyo Marakwet County, Kenya. The two-factor theory guided the study. The theory was based on the assumption that dissatisfaction leading to avoidance of work and satisfaction leading to attract one to work do not present end point of a single continuum. A descriptive survey research design was adopted for the study. A survey was deemed appropriated because of the nature of the study which was mainly quantitative and thus, an emphasis was put on the description of the responses and the later generation of the results. Elgeyo Marakwet County was chosen for this study owing to the high stress levels due to workload and other indicators of dissatisfaction experienced by school teachers. The county has three hundred and forty five (345) public primary schools with a population of three thousand, seven hundred and seventy one (3,771) public primary school teachers. The study adopted stratified, purposive and simple random samplings to select participants. A total of one hundred and forty (140) participants where thirty eight (38) were males and one hundred and two (102) being females) from Keiyo North Sub-County having a total population of one thousand, two hundred and

ninety five (1,295) primary school teachers – two hundred and twenty one (221) males and one thousand and seventy four (1,074) females were sampled from eleven (11) schools with eleven (11) teachers per school to give one hundred and twenty one (121) teachers – twenty four (24) males and ninety seven (97) females, eleven (11) head teachers – eight (8) males and three (3) females), seven (7) Curriculum Support Officers – five (5) males and two (2) females) and one (1) male Sub-County Director. The study adopted a triangulation of sampling techniques including stratified sampling for selecting the final subjects proportionally from the various strata, proportionate to ensure that minorities are properly represented in the study and purposive sampling to accomplish expertise knowledge of the researcher. The sampled strata included teachers, Curriculum Support Officers (CSOs) and Assistant County Directors. Both questionnaire and interview schedule was used to collect information from a sample size of one hundred and forty (140) participants, including thirty eight (38) males and one hundred and two (102) females, whereby one hundred and three (123) were teachers fifteen (15) were Curriculum Support Officers and two (2) were Assistant County Directors. Data analysis for quantitative data was both descriptive and inferential where multiple regressions was used. As a result, the study sought to review and gave actual facts using both descriptive and inferential analysis on how school physical facilities influence teacher satisfaction in public primary schools in Elgeyo Marakwet County. The study revealed that uncondusive working facilities, inadequate facilities such as desks, shelves and classrooms were the major physical facilities issues that influenced teachers' satisfaction. Finally, lack of proper demarcation of space, poor arrangement of books as well as inadequate space for teacher's movement in class was revealed to be the major issues under the arrangement of the workspace that could influence teacher satisfaction. It was recommended on the basis of the findings that there is need for school management to ensure

that school physical facilities are conducive for teachers to enhance their motivation and satisfaction level¹³⁶.

A research was carried out to investigate teachers' challenge of physical facilities on curriculum implementation in day secondary schools in Hamisi Sub-County, Kenya. The study adopted descriptive research design and the systems theory to guide the study. The study had a sample size of twelve (12) principals and one hundred and eight (108) teachers selected through stratified random sampling and simple random sampling techniques. The instruments used to collect data were questionnaire, interview and observation guides. The instruments were validated using content and face validity. Test-retest technique enhanced instruments reliability. Descriptive data was analysed in form of frequencies, percentages, mean and standard deviation and presented in pie charts and tables. Inferential statistics such as t-test was used to test relationship of variables at 0.05 level of significance. The qualitative data was analysed in form of narratives and excerpts form. The findings established that most teachers in day secondary schools in Hamisi Sub County had a challenge of inadequate physical facilities that limited effective curriculum implementation. It was recommended on the basis of the findings that the government should provide adequate physical facilities aimed at improving teachers' efficiency during teaching and learning process¹³⁷.

A synonymously related work sought to investigate the extent to which provision of physical facilities influence the internal efficiency of day secondary schools in Bureti Sub-County. The specific objective of the study was to; determine the influence of provision of physical facilities on the internal efficiency of day secondary schools in Bureti Sub-County. The study adopted Classical Liberal Theory of equal opportunity by Bannister and used descriptive survey research design. From twenty eight (28) day secondary schools in Bureti Sub-County, three (3) schools, being 10% of the entire population, were used during pilot study and thus the target population consisted of twenty five (25) principals, twenty five (25)

deputy principals and two hundred and forty nine (249) teachers. A total sample of one hundred and ninety four (194) participants were selected using purposive sampling technique for twenty four (24) principals and twenty four (24) deputy principals while one hundred and forty six (146) teachers were selected using simple random techniques. Data collection was done using questionnaires on teachers and interview schedules on principals and deputy head teachers. The tools were adequately validated using expert judgment and piloted to establish the reliability where Cronbach coefficient alpha was determined and found a reliable index of 0.70. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 23.0 to find the means, percentages and standards deviations and presented on tables, charts and graphs while qualitative data were analyzed thematically. The study found out that science laboratories have required resources in their schools. Most of the schools did suffer congestion in classrooms since majority of the participants disagreed that there is no congestion in class due to enough classrooms. The study recommended on the basis of the findings that new classes should be built to reduce congestion in schools. It was noticed that most classes used by day schools in Bureti Sub-County were formerly being used by the primary schools and therefore needs to be expanded to reduce the congestion in class¹³⁸.

A related research work investigated the influence of school facilities on teachers' effectiveness in Federal College of Education, Zaria. A research work was carried out to; 1) determine the influence of classrooms in terms of size and conduciveness on teachers' effectiveness; 2) ascertain the influence of library materials in terms of quantity and appropriateness on teachers' effectiveness and 3) ascertain the influence of laboratories in terms of equipment on teachers' effectiveness. Descriptive survey research design was used for the study. The population consisted of the entire teachers of Federal College of Education, Zaria – eight hundred and thirty eight (838). Stratified random sampling technique was used to draw a sample size of two hundred and sixty eight (268) from the population. A

questionnaire was used for data collection. The questionnaire was validated and also found to be reliable using Cronbach's Alpha. Hypotheses were formulated and tested at 0.05 level of significance. Data were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). The results of the findings showed a high positive relationship between classroom size and teachers' effectiveness; moderate positive relationship between library materials and teachers' effectiveness and strong relationship between laboratory equipments and teachers' effectiveness. It was recommended on the basis of the findings that: The management of the college should provide and improve good classroom size so that it is conducive for teaching and learning in the college to strengthen the efforts of teachers in becoming more punctual, committed and deliver their lessons to learners effectively; Library materials should be available, adequate and accessible to teachers/students in the college in a bid to improve their commitment and consultations of various instructional materials that enhance teaching and learning more effective in colleges of education and College Management should provide adequate laboratory equipments that could bring about good performance and teachers' effectiveness in the college¹³⁹.

The above related empirical studies reveal scarcity of both indigenous and non-indigenous studies on the influence of school physical facilities on teachers' performance hence the identified gap that this study intends to fill.

2.3.2.2 Workload and Teachers' Performance

A research work was done to examine teachers' perception on workload and performance, the factors that influenced teachers' performance, and how to improve the performance as well. It was carried out to the homeroom teachers at Primary Global Islamic School 2 Serpong. Further, this study used a qualitative method with a case study as the

design. The data was derived from observation, questionnaire, interview, and documentation. From the observation, it was found that the teachers had two kinds of workload; academic and non-academic workload. Moreover, from the interview result with several teachers, it was found that the teachers perceived workload as the duties that had to be done by them. Additionally, the teachers were difficult to have work-life balance. They said that work-life balance was important but it was not easy to attain. Bad work-life balance caused stress on teachers. Next, they perceived performance as their ability that they give to institution or organization to finish their work or duty.

Moreover, based on the questionnaire result, it was found that some factors influence the teachers' performance; environment, motivation, workload, school facilities, salary, etc. There were 36% of teachers who said the environment was an important factor for them. Then, 15% of the teachers said that their motivation had an impact on their performance. Meanwhile, 17% of the teachers mentioned workload, 15% of the teachers mentioned school facilities, 12% of the teachers mentioned salary, and 5% mentioned other factors such as had time for enough sleep or rest as the factors that influenced their performance. Moreover, this study found several ways to improve the teachers' performance as well. 41% of the teachers chose to discuss with friends, 33% of the teachers admitted their performance can be improved by joining training, seminar, workshop, 14% of the teachers mentioned supervision, 7% chose reading book and the rest had another opinion to improve their performance such as by observing other classes and joining online seminar or webinar. From this study, it can be concluded that a better level of teachers' job satisfaction, workload management, work-life balance, reward, environment, and lower level of teachers' job stress, the teachers' performance will improve⁵.

The purpose of a study was to determine the effects of teaching workload on teachers' performance in public secondary schools in Kitui County. The study employed mixed

methods approach and descriptive survey research design to reveal and measure the opinion of teachers. The study targeted four hundred (400) public secondary schools and two thousand, four hundred and seventeen (2,417) teachers from Kitui County. Purposive and random sampling was used to select forty (40) principals and four hundred and eighty eight (488) teachers. Fractional method was used to sample forty (40) teachers from the four hundred (400) public secondary schools. Twenty percent (20%) of two thousand, four hundred and seventeen (2,417) teachers were randomly selected from each sub-county. The sample size for the study was therefore calculated using hypergeometric formulae where seventy six (76) principals and three hundred and fifty two (352) teachers were selected giving a total of four hundred and twenty eight (428) respondents. Data was collected using Questionnaires for teachers, interview schedules for principals and document analysis. Validity of the instrument was achieved by reading other research works, books and journals. Split half reliability was used to test teacher's questionnaire and principal's checklist. Research instruments were appraised through a pilot study on twenty five (25) teachers and five (5) principals from Katulani sub-county. Data was analysed qualitatively and quantitatively using Pearson correlation moment to test the questionnaire, Analysis of variance (ANOVA) and multiple regressions. Descriptive statistics and inferential statistics were used. Descriptive statistics aided by statistical package for social sciences (SPSS) version 21.0 was used. Quantitative data was presented in percentages, t-test, frequencies and tables while qualitative data was organized into thematic categories according to the objectives of the study. The study established that there is statistical significant relationship between teaching workload and teachers' performance¹⁴⁰.

A closely identical research work ascertained the extent to which components of workload management predict performance of university lecturers in Rivers State, Nigeria. Correlational research design was adopted for the study. A sample of six hundred (600)

university lecturers was selected for the study through purposive sampling technique. Two instruments namely “Workload Management Strategies Questionnaire” (WMCSQ) and “Lecturers’ Performance Scale” (LJPS) were used for data collection. The content and face validities of the instruments were established. Reliabilities of WMSQ and LJPS were determined through Cronbach alpha and test-retest methods respectively. Overall reliability coefficients of 0.72 and 0.70 were obtained for WMCSQ and LJPS respectively. Mean, standard deviation, multiple regression, and ANOVA associated with multiple regressions were used for data analysis at .05 level of significance. Results obtained among others were that: Teaching a large class, supervising more than five learners’ theses, dissertations, and projects in a semester, handling more than five courses in a semester constitute workload among university lecturers; components of workload management (distancing, avoidance, social support and emotion focused) jointly contribute to performance of university lecturers by 28.4% as indicated by the coefficient of determination. Based on the findings of the study, recommendations were made among which is that; government should ensure that universities in Nigeria are adequately staffed to reduce the level of workload on university lecturers¹⁴¹.

The study aimed at investigated the relationship between job demands, workloads and job satisfaction among teachers in public secondary schools in Kaduna metropolis, Nigeria. Specifically the study had three objectives which consisted of three research questions and three null hypotheses. Descriptive survey research design was employed for the study. The population was made up of three hundred and seven (307) teachers in public secondary schools in Kaduna Metropolis, Nigeria. The sample size of the study stood at one hundred and fifty four (154) teachers drawn from one hundred and thirty one (131) public secondary schools in the nine educational zones in the state. The instruments titled: Job Demand, Workload and Job Satisfaction Questionnaire (JDWJS) developed by the researcher was

employed to collect data from participants. Four experts validated the instrument. Questionnaire was employed for data collection. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the two research questions. In the rest of hypotheses, inferential statistics such as Pearson Product Moment Correlation was employed at 0.05 level of precision. Results revealed that a significant relationship exist between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna Metropolis, Nigeria. By implication, since stress is the most hindering factor affecting the job contentment and commitment of teachers, it was therefore concluded that expectations from teachers in terms of delivery of quality teaching, quality products, and quality outcomes may be hard due to the high level of stress and reduced level of job satisfaction. It was recommended based on the findings of the study that: State Ministry of Education and principals should provide welfare facilities and rewards to motivate hardworking teachers more especially those with much workload; Educational management should provide and encourage activities on developing professional identity for teachers and Ministry of Education should enforce certain policies or standards for stress management among teachers¹⁴².

A related research was undertaken to test the relationship between job workload and academic performance among University Academic Staff in Malaysia. The research also attempts to discuss and then seek empirical evidence to the two mediational paths (namely, career commitment and job satisfaction) that explain the focal relationship between job workload and academic performance. The study used cross-sectional data collected from academic staff serving in Malaysian Research Universities (MRUs) to test the three proposed hypotheses. The final sample of one hundred and ninety one (191) valid and complete responses was analysed using SMART-PLS-SEM to test the hypotheses. Results showed that workload is negatively related to academic staff performance. In addition, job satisfaction

mediates workload and academic staff performance linkage. These findings reinforced the importance of job satisfaction as an influencing factor against the deleterious influence of job workload and academic staff performance. The study therefore revealed that in contrary to expectations, career commitment does not mediate the relationship between job workload and academic staff performance. This study thus provides new insights about the influence of job workload on the performance of university academic staff through intervening variables¹⁴³.

Another research work investigated the relationship between job security and workload factors influencing teachers' job satisfaction. This paper has used SMART-PLS-SEM to ascertain the data using quantitative research techniques. The study was conducted among two hundred and sixty six (266) teachers. Teachers' job satisfaction was determined by two separate measures namely: - teachers' job security and workload influencing teachers' job satisfaction. This study was done as a result of what the teachers in higher education institutions were facing regarding their job security and workload. The outcome exposed an important relationship among teachers' job security, workload, and teachers' job satisfaction. The research added value to knowledge by making universities, institutes and colleges administration to know the causes of teachers' discomfort regarding their job security and workload. Conversely, it is also important for the administration in these institutes to understand well the needs and demands of their teachers and what factors will contribute to their satisfaction¹⁴⁴.

Synonymously, a work was done to ascertain the level of perceived workload of university professors and to evaluate related psychosocial risks, such as addiction to work, psychological distress, and work–life conflicts. A total of two hundred and fifty two (252) professors from ten (10) different universities across Europe participated in the research. Participants completed the University's Work Environment Survey, the Dutch Workaholism Scale, and The General Health Questionnaire. The results showed that workload, when linked

to bureaucratic university practices, is a predisposing factor to a negative perception of work-related well-being among university professors¹⁴⁵.

A similar work was undertaken to determine the influence of workload on the job satisfaction of the teachers of State University of Malang and as a cause of job stress. Proportionate stratified random sampling method was employed. The research was based on a sample size of one hundred and seventy six (176) people. The result showed that workload does not have a significant influence on the job stress of teachers. However, there was a negative significant influence of workload on teachers' job satisfaction. There was also a negative significant influence of job stress on job satisfaction. Job stress did not mediate between workload and job satisfaction¹⁴⁶.

Another closely identical work was done to examine the perceived influence of work overload on academic staff performance in universities in Rivers State, Nigeria. The study was guided by three research objectives from which three research questions were posed and three hypotheses formulated. The study adopted a descriptive survey research design with a population of three hundred and thirty seven (337) lecturers – one hundred and eighty nine (189) males and one hundred and forty eight (148) females from the Faculties of Education in the three public universities in Rivers State (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education). The entire population was employed for the study, hence the census sampling technique was adopted. The instrument for data collection was a structured questionnaire titled “Influence of Work Overload on Academic Staff Performance Questionnaire”. The instrument was validated by experts in the Departments of Educational Management and Measurement and Evaluation. The internal consistency of the instrument was determined using the Cronbach Alpha statistics. Reliability coefficients of 0.986, 0.881 and 0.984 were obtained for the various sections of the instrument respectively, which showed that the instrument was reliable. The research

questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The result of the analysed data revealed among others that teaching of many courses in a semester, supervision of large number of undergraduate projects and post-graduate theses influence performance of academic staff in universities in Rivers State to a high extent. Based on the findings, it was recommended among others that the Federal and State Governments should employ more academic staff either as contract, adjunct, sabbatical or permanent staff in the universities as this will reduce the number of courses assigned to each lecturer per semester and eventually improves their efficiency on the job¹⁴⁷.

Similarly, another study looked at the relationship between teachers' workload and instructional delivery of Business Education courses. The research design adopted for the study was a survey research design. The population of the study consisted of eighty seven (87) Business Teachers from Rivers States Universities. There was no sampling as the entire population was employed for the study. A 14-item instrument titled: Teachers Workload and Effective Instructional Delivery of Business Education Courses (TWEIDBEC) was employed to collect data for the study. The instrument was self-constructed. The instrument was a 4-point rating scale, with span options of High Extent (4), Moderate Extent (3), Low Extent (2), and Very Low Extent (1). Two research objectives, questions and hypotheses guided the study. The research questions were answered using the weighted mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation coefficient to determine the relationship between teachers' workload and effective Instructional delivery of Business Education courses. Item-by-item analysis was employed to conclude that Business Education teachers would not perform better if they are given many courses to handle. The null hypothesis tested revealed a significant relationship between teachers' workload and instructional delivery. It was recommended that more teachers should be employed, higher

institutions should always review teachers' workload policies to enable them to work better and attain organizational goals and government should pay more attention to making sure instructional materials are available for more effective and efficient course delivery¹⁴⁸.

A research similar with the above was also carried out to ascertain the effects of the workload on the teachers' performance in Kanduyi Division, Bungoma District. The study was carried out in ten primary schools in Kanduyi Division of Bungoma District. Among the ten schools, one was a girls' school, and nine mixed public schools. The subject sampled included twenty-four (24) head teachers, deputy head teachers, and senior teachers. The sample also included seventy-six (76) teachers and three education officers. To select the schools and subject samples, purposive and stratified sampling techniques were employed. A descriptive research method was adopted. The study mainly used descriptive and inferential statistics in data analysis and interpretation. The results revealed that the workload of teachers had a negative significant effect on their performance. It was therefore recommended amongst others that policymakers in the Ministry of Education should work towards improving the performance of teachers in primary schools by easing the problem of teachers' work overload¹⁴⁹.

2.3.2.3 Remuneration and Teachers' Performance

A study was undertaken to ascertain the impact of remuneration on workers' performance in Abdul Gusau Polytechnic, Talata-Mafara, and State College of Education Maru, Zamfara State. Eighty-three workers of Abdul Gusau polytechnic and state college of education, both in Zamfara state were given structured questionnaires to solicit data on remuneration and performance. The dependent variable is workers' performance while the independent variable is remuneration (salary/wages, bonus/incentives). Pearson correlation and multiple regression models were used to analyze the data using SPSS 22.0 and E-views 9.0. The finding revealed that there was a strong and positive relationship between

remuneration and workers' performance and that salary/wage and bonus/incentives also serve as a form of motivation to the workers. Based on the basis of the findings, it was recommended that prompt payment of salaries, wages and all entitlements and encouragement of workers' participation be made⁹.

An identical study investigated the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted for guide the study. The population of the study consisted of all the sixteen (16) public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling technique was employed to sample one principal and nineteen teachers from thirty (30) public secondary schools where a total sample of six hundred (600) participants comprising thirty (30) principals and five hundred and seventy (570) teachers was employed for the study. The instrument for data collection was a researcher-developed questionnaire titled - "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ)" which was validated by experts in educational management department. It was tested and found reliable at $r=0.87$ using test-re-test. The findings of the study showed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It was also found out that there is no significant relationship between internal welfare package factors and teachers' job satisfaction in Ondo state secondary schools. There was a significant relationship between external welfare packages and job satisfaction in secondary schools. Following the findings, it was recommended that the involvement of teachers in the decision making should be a practice of modern-day principals. It was also recommended that to increase teachers' job satisfaction and attainment in secondary schools, it is important that the Government increase its budgetary allocation to

education and to adequately allocate sufficient funds to secondary schools for the provision of necessary materials and equipment⁷².

A similar research work was implemented to investigate the influence of remuneration on productivity of academic staff of selected tertiary institutions in Bauchi State, Nigeria. It investigated the influence of remuneration such as pay system, benefits and incentives on the productivity of academic staff of selected tertiary institutions. The study was based on Herzberg's two-factor theory. The study adopted descriptive survey research design. The study population was one thousand, three hundred and eighty nine (1,389) and the sample of the study was three hundred and eleven (311) participants, selected using a systematic random sampling technique. Survey method of data collection was employed. The closed-ended questionnaire was employed as an instrument for data collection. Data were analyzed using simple linear regression analysis. The findings of the study revealed a significant positive influence of remuneration on productivity of academic staff. The study concluded that remuneration when given has a positive effect on productivity of academic staff of selected tertiary institutions in Bauchi State, Nigeria. Based on the findings, it was recommended that the institutions should ensure fair, equitable and transparent remuneration to all academic staff based on their value. The study improved researchers' efforts in understanding the studied variable and has opened up a debate on the influence of remuneration on the productivity of academic staff. It was suggested that further study be carried out to cover the North-Eastern Geographical Region of the country, to give a wider coverage so that the result can be used for generalization purposes⁸⁹.

The study investigated the relationship between remuneration and performance of teachers in government-aided secondary schools in Western Uganda. Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances. Teachers' performance was considered in terms of classroom teaching, management of

learners, discipline and regularity and interpersonal relations. The study adopted a cross-sectional research design using the quantitative approach on a sample of three hundred and thirty three (333) teachers. Data were collected using questionnaire. A descriptive result revealed that performance of teachers is high and their remuneration is moderate. Inferential analysis showed that while income security schemes had a positive and significant influence on teachers' performance, basic pay had a positive but insignificant influence on teachers' performance, and bonuses and allowances had a negative insignificant influence on teachers' performance. It was concluded that low remuneration to teachers impedes high performance, especially when basic pay is low and there is a lack of bonuses and allowances. Existence of income security schemes increases the performance of teachers. It was therefore recommended that stakeholders involved in the management of schools such as Government, headteachers, and Boards of Governors devised means of enhancing the remuneration of teachers. Teachers should be given bonuses for exceeding performance and allowances when they do extra work. Pension plan and social welfare benefits should also be made attractive to increase the performance of teachers¹⁵⁰.

A related research work investigated the influence of remuneration on workers' performance through influencing workers attitudes. The study proposed that remuneration influences workers' performance while workers attitudes mediate the relationship between these two. A sample of two hundred (200) participants from listed companies of the Amman stock exchange were studied and structural equation modeling was used for analysis. Results showed that in the manufacturing organizations, remuneration significantly influences workers' attitude that ultimately influences their performance. Hence, remuneration has significant influence on workers' performance but by influencing their attitudes towards their jobs. It was recommended that remuneration be paid to workers as and when due¹⁵¹.

A similar research work was undertaken to assess the impact of teachers' remuneration on the provision of quality education in secondary schools of Zimbabwe. It looked at a single ignored but most important quality education component: Teachers' salaries. These salaries in many African countries are way below prevailing inflation rates. In this study, the major argument was that, if education is perceived as a key institution for social political-economic and technological development of any country underpinning sustainable living, why are people who provided such a vital commodity left at the periphery of empowerment? Researches findings suggest that, Zimbabwe will never effectively attain sustainable development goals and quality education if it does not considerably remunerate its teachers, who are in turn when well, motivated are capable of being agents of change. Research findings argued that teachers' remuneration is interrelated to all aspects of quality education, such that choice to ignore it affects costs and benefits of education in very complex ways. The content of the entry is based on theoretical analysis of published literature sources. Synthesis of analysed information led to the conclusion that, education is key to development but also a very costly enterprise. Within that pivotal enterprise, teachers represent the single most important variable to the attainment of functional literacy which is the cornerstone for sustainable development. Based on the findings, it was recommended that finding mechanisms to improving teachers' remuneration an obvious centrality for sustainable development¹⁵².

Similarly, another study investigated the extent to which reward system predicts teaching staff morale in public senior secondary schools in Imo State. Two research questions and two hypotheses guided the study. The study adopted correlational research design. The population of the study was six thousand, five hundred and sixty six (6,566) teachers in the two hundred and ninety six (296) public senior secondary schools in Imo State. A sample of three hundred and seventy seven (377) teachers of public senior secondary schools in Imo

State was employed. A multistage sampling procedure involving cluster sampling was adopted. Two sets of instruments titled: Reward System Questionnaire (RSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used for data collection. Cronbach Alpha was employed to determine the reliability coefficients of reward system and teaching staff morale questionnaire at 0.788 and 0.974. Simple regression was employed to answer the research questions and t-test associated with simple regression was employed to test hypotheses. The findings were that: remuneration predicted teaching staff morale and promotion predicted teaching staff morale in public senior secondary schools in Imo State. It was recommended that teachers should be promoted in order to boost their teaching morale in public senior secondary schools in Imo State¹⁵³.

A research work was conducted on the effects of staff remuneration on the performance of Ramat Polytechnic Maiduguri learners from 1995 to 2011 in Borno State. A research work was done to establish the relationship between the variables. Analytical and correlational research designs were used in the course of the study. Quantitative data was gathered in a bid to establishing the relationship between the independent and dependent variables. The data was collected from a total population of forty five (45) participants including academic staff of Ramat Polytechnic Maiduguri. The data was presented in a tabular form with frequencies and percentages for singular classifications of responses. Microsoft Excel was employed to establish the relationship between remuneration and performance of Ramat polytechnic Maiduguri. Findings on establishing the relationship between staff remuneration and performance of Ramat Polytechnic, Maiduguri learners revealed a strong and positive relationship between staff remuneration and performance of Ramat Polytechnic, Maiduguri learners. Similarly, findings about the relationship between staff level of motivation and performance of Ramat Polytechnic, Maiduguri learners revealed a strong and positive relationship. The study of findings also revealed that, fringe benefits and

staff nature of working conditions greatly affected performance of Ramat polytechnic learners. It was therefore recommended that the government or management should put up strategies to ensure that staff salaries, wages and other allowances are adequately and satisfactory given to staff so that they could be able to provide individualized attention to their students, avoid absenteeism and strictly follow the policies and regulations of the ministry of education for improved performance and achievement in Ramat Polytechnic, Maiduguri¹⁵⁴.

Another closely identical research work was done to investigate and enhancing teachers' productivity through remuneration and training in secondary schools in North-East Senatorial District of Benue State, Nigeria. The study was guided by two research questions and hypotheses. The design adopted for the work was the descriptive survey research design. This study was confined to North-East Senatorial District of Benue State, Nigeria. The population of the study comprised of all the one hundred and nineteen (119) government and grant-aided secondary schools with a teachers' population of three thousand, one hundred and forty (3,140). About three hundred (300) teachers representing 9.6% were sampled from thirty (30) secondary schools representing 22% of the schools. The systematic sampling technique was employed to draw the sample. The instrument for data collection was the questionnaire titled "Enhancing Teachers' Productivity through Remuneration and Training Questionnaire (ETPRTQ)". The questionnaire was structured by the researcher and validated by two experts in the Faculty of Education, Benue State University, Makurdi. Data from the questionnaire were collected and analyzed using the Cronbach Alpha Coefficient. The analysis yielded an alpha coefficient of 0.856. Mean and standard deviation were used to answer the research 2 questions, while chi-square (χ^2) test was employed in testing the hypotheses at 0.05 level of significance. Findings of the study showed that remuneration and training enhanced teachers' productivity in secondary schools. It was recommended that, the

government through the Ministry of Education and other agencies should ensure that teachers' salaries/allowances are promptly and regularly paid to enhance their productivity. The government through the Ministry of Education should ensure that in-service training is a routine exercise for teachers in order to enhance better productivity of teachers¹⁵⁵.

The research study investigated the contribution of remuneration to workers' motivation and performance in global communication limited, Lagos Nigeria. The descriptive research design was adopted. Questionnaire was used for data collection. The questionnaire was divided into several sections and about one hundred and twenty (120) copies were distributed for data collection. Regression analysis was employed to test the formulated hypothesis through the use of Statistical Packages for Social Sciences (SPSS). The findings showed that remuneration significantly contributes to workers' motivation and performance at a 0.05 level of significance. The study concluded that there is a significant influence of remuneration on workers' motivation and performance in global communication limited, Lagos Nigeria. The study recommended on the basis of the findings that Global Communication Limited should show greater interest in the remuneration and welfare of their workers so as to make them more extrinsically motivated for increased performance¹⁵⁶.

A study investigated the reward system and public secondary school teachers' performance in Ogun State, Nigeria. The study adopted expectancy theory to guide it. Six (6) officials of the Ministry of Education, Science and Technology in Ogun State, the Teaching Service Commission, Ogun State and, six (6) executive members of Nigerian Union of Teachers and the Academic Staff Union of Secondary Schools were interviewed through key informant interview and in-depth interview respectively. Results revealed that teachers were not satisfied with their pay and are not motivated by rewards in which the state played a prominent role in agitating for good wages and working condition for teachers. In addition, participants stated the drastic fall in federal allocation to the state which is reduced by 60% as

the reason for it. On the basis of the findings, it was recommended that the government should allow better reward system for better performance¹⁵⁷.

An identical study was designed to ascertain reward system, teachers' attitude to work and their productivity in public Senior Secondary Schools in Ogun West Senatorial District, Nigeria. Methodology: A descriptive survey research design was adopted. A total of one thousand, five hundred (1,500) participants from the thirty (30) sampled schools from a population of eighty six (86) schools was employed. Three self-constructed questionnaires titled: Reward System Questionnaire (RSQ), Teachers' Attitude to Work Questionnaire (TAWQ) and Teachers' Productivity Questionnaire (TPQ) were used for data collection. Data obtained were analysed using Pearson Product Moment Correlation, One way ANOVA and Multiple Regression Analysis with the aid of SPSS at 0.05 level of significance.

The questionnaires were subjected to content validity using experts' opinion which was quantified by Content Validity Ratio (CVR) while a cut-off of 0.56 was set. Also, test-retest method of reliability was employed and the reliability index of RSQ was 0.981, TAWQ yielded 0.879 while TPQ yielded 0.985. The results showed that reward system influences teachers' attitude to work and that there is no significant relationship between teacher's attitude to work and teachers' productivity. It was recommended based on the results that school administrators should be trained and sensitized on the value of reward system. They should be made to understand that monetary rewards also motivate teachers and is paramount in ensuring their productivity and tenure¹⁵⁸.

A similar study was undertaken to examine monetary and non-monetary incentives as correlates of teacher educators' performance in Colleges of Education in Oyo State. The study was guided by three research questions and hypotheses. A descriptive survey design of the correlational type was employed. About two hundred (200) teacher educators were purposively selected as sample from the two-colleges of education owned by Oyo State

Government. Incentives and Teacher Educators' Performance Questionnaire (ITEJPQ) with a reliability coefficient of 0.898 was used for data collection. A descriptive statistics of frequency count, percentages and inferential statistics of multiple regression analysis were used for data analysis. The study found out that salary package and promotion were rated highest as the monetary and non-monetary incentives which boost teacher educators' performance. Results further indicated a significant joint contribution of the incentives to teacher educators' performance. Significant individual influences to the teacher educators' performance were also reported for salary package, allowances/arrears, fringe benefits, professional development support, promotion, working environmental condition and award/commendation. Based on these findings, regular welfare system and incentive schemes as well as adequate budget allocation for education were among the recommendations suggested to enhance teacher educators' performance and improve their standard of living¹⁵⁹.

Another similar research work was conducted to understand how different types of incentives (monetary, near monetary and non-monetary incentives) influence the "effort" of public school teachers as perceived by the learners in Lagos, Nigeria using a novel measurement tool – the teaching effectiveness survey – to measure the teachers' outcomes. Using a randomized field experiment where learners evaluate the changes in their teachers' effort with a standard teaching effectiveness survey and differences in differences estimation, It was shown how incentives could potentially improve (or harm) teaching effectiveness. The results of the study revealed that monetary incentives and near monetary incentives have no significant effect on "effort" while non-monetary incentives have a significant negative effect on the effort of teachers. This could mean that the situation underlying the current state of productivity of public school teachers in Lagos State run deeper than remuneration or accountability¹⁶⁰.

Another closely identical study was done to ascertain the contribution of work environment and compensation to the productivity of teachers in Ogun State, Nigeria. A descriptive research design was adopted for the study and two hundred and eighty five (285) teachers were selected from both private and public primary and secondary schools through multi-stage stratified random sampling technique. Responses were sought from participants with standardized questionnaires namely - Workplace Outcomes Questionnaire with 10 items and reliability coefficient of .738; Worker Compensation Scale comprising of 5 items with a reliability coefficient of .868, and Productivity Scale with 5 items and reliability coefficient of .562. The data collected were analysed using descriptive and inferential statistics (such as multiple regression analysis and correlation matrix for the proposed hypotheses). Results showed a significant combined contribution of work environment and compensation on teachers' productivity. Compensation was found to have a significant relative contribution to teachers' productivity but a non-significant relative contribution of work environment to teachers' productivity was reported. Based on the findings, it was concluded that good compensation plan enhances teachers' productivity and it was recommended that government as well as management of private schools should ensure that they improve on the existing compensation packages to embrace both financial and nonfinancial rewards. It was suggested that future research on this topic be extended to the whole of South-West, Nigeria¹⁶¹.

Another similar research was done to ascertain the influence of welfare package on teachers' performance in private secondary school in Anambra State. Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised two thousand, seven hundred (2,700) teachers in Anambra state secondary schools. The Sample size for this study is fifteen thousand, seven hundred and ninety five (15,795) teachers drawn from one thousand, seven hundred and fifty five (1,755) register private

secondary schools in Anambra State. Sample size consists of seven hundred and ninety (790) teachers drawn from the population of the study. The sample consists of 5% of the entire population. The instrument for data collection was a structured questionnaire titled “Welfare Package and Teachers’ Performance Questionnaire” (WPTPQ) designed by the researcher. Data generated were analyzed using mean and standard deviation to answer the research questions. Z-test was employed to test the hypotheses at 0.05 level of significance. The findings of the study include: Housing allowances influencing teacher's performance in private secondary school is high. Co-operatives and saving facilities influencing teacher's performance in private secondary school is high. Medical care allowances on teacher's performance in private secondary school are high. Housing allowances and teachers' performance in private secondary school in Anambra State was not significant. co-operatives and saving facilities and teachers' performance in private secondary school in Anambra State was not significant. Medical care allowance and teachers' performance in private secondary school in Anambra State was not significant. The study recommended on the basis of the findings that teachers housing allowances be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities for teachers are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate teachers by providing free medical care that will spur them to enhance teachers' performance¹⁶².

A related research work was done to ascertain the relationship between staff development, promotion and teachers’ job satisfaction in secondary schools in Ekiti State. The study adopted a descriptive research design of the survey type. The population of the study consisted of all the seven thousand, five hundred and thirty eight (7,538) teachers in the two hundred and three (203) public secondary schools in Ekiti State. The sample for the study

consisted of eight hundred (800) participants – six hundred and forty (640) class teachers, one hundred and twenty eight (128) Head of Departments and thirty two (32) Vice Principals from thirty two (32) public secondary schools in Ekiti State via multi-stage sampling procedure which involved simple random, stratified and purposive sampling techniques. Two sets of instruments titled - Staff Development and Promotion Questionnaire (SDPQ) and Teachers Job Satisfaction Questionnaire (TJSQ) were used to collect relevant data for the study. The content and face validity of the instruments were determined by experts in Educational Management and Test and Measurements. The test-re-test method of reliability was employed to ascertain the reliability of the instruments. The reliability coefficient of 0.991 obtained for SDPQ while 0.884 was obtained for TJSQ. The research hypotheses were tested using Pearson's Product Moment Correlation at 0.05 level of significance. Findings showed a significant relationship amongst staff development, promotion and teachers job satisfaction. It was recommended that regular staff development programmes be organized by government for continuous professional development of teachers. It was also recommended that teachers should be promoted as at when due and whenever there is delay in promotion, the arrears of the financial benefit of such promotion should be paid in full¹⁶³.

A similar study investigated the predictive impacts of welfare packages on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District. The multipurpose questionnaire titled: Teachers' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) with a Cronbach' Alpha reliability coefficient of 0.73 was administered to two hundred and twenty (220) purposively selected teachers. Two null hypotheses were tested with the aid of multiple regression analysis. Results revealed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance are insignificant negative predictors of job satisfaction. The results also revealed that promotion allowance is a positive but

insignificant predictor while staff training, house allowance and hazard allowance are negative but insignificant predictors of job productivity. In the same vein, staff salary, car loan, study leave and leave allowance contributed nothing to teachers' job satisfaction and productivity. It was recommended that Lagos State Government should continue to set the pace in making prompt payment of teachers' salaries but should improve on the provision of car loan, study leave and leave allowance to all eligible teachers. Also, the Government should synergize with quality assurance department and salary-welfare units to properly investigate teachers' plight and complaints in all the districts, while teachers should be encouraged to put hard work and commitment ahead of incentives and welfare packages¹⁶⁴.

A previous similar study was done to ascertain the nexus among irregular payment of modulated salary, teachers' productivity and general welfare in Osun State, Nigeria. Descriptive research design was adopted and two-hundred (200) participants were sampled. Structured questionnaire titled - "Modulated Salary Structure Teachers' Productivity and Welfare Questionnaire' (MSSTPWQ)" was employed. Both inferential and descriptive statistical tools were used for data analysis. The findings indicated that the irregular payment of modulated salary did not prevent serving teachers under consideration from being productive but they were unable to meet up with some of their welfare-enhancing targets. It was further revealed that there is no significant difference between male and female teachers' level of productivity during irregular payment of modulated salary. Besides, a significant difference was discovered between teachers' level of productivity based on school location but in favour of teachers serving in urban schools. On the part of welfare, the outcomes showed that there is no significant difference in the teachers' welfare level during irregular payment of modulated salary when gender and school location were considered. As a result, it was recommended that, employers should desist from applying contractionary wage policy during financial crisis, bush allowances should be introduced for those workers working in

rural areas, workers in teaching industry are advised to enforce the professional ethics of their job and the need for financial institutions or other lending houses to review the mode of loan repayment in a bid to lessen workers' debt burden during the period of servicing the loan and so on and forth¹⁶⁵.

A research was carried out to ascertain teachers' performance incentives: A panacea for improving teachers' productivity in Nigerian secondary school. A sample of one thousand (1,000) schools out of eleven thousand (11,000) secondary schools in Nigeria – six thousand, seven hundred (6,700) public schools and four thousand, three hundred (4,300) private schools were selected. The sample covered the south west Nigeria using proportionate stratified random sampling technique. Two sets of self-designed questionnaire titled: "Teachers' performance Incentives Questionnaire (TPIQ)" and "Teachers Job Performance and Student Outcome Questionnaire (TJPSOQ)" with a reliability coefficient of 0.791 and 0.822 respectively were used for the study. Inferential statistics of multiple correlation was employed for the analysis of null hypothesis developed for the study at 0.05 level of significance. The findings showed that there is a significant relationship between teachers' performance incentives and increased teachers' effort, behaviour in the classroom, attendance, teaching methods and retention respectively. It was therefore recommended among others that there should be adequate performance incentives scheme for Nigerian teachers in a bid to improving their effort on the job¹⁶⁶.

Another similar research sought to evaluate influence of welfare activity and performance of teachers in private primary schools located in Bomet County. Specific objectives sought to examine the impact of housing provision, social support programs, and staff motivation programs, and work environment on teachers' performance of different private-owned primary schools within Bomet County. Additionally, the study was driven by functional theory of labor welfare, Fredrick Herzberg Two Factor theory, Abraham Maslow's

need Hierarchy Theory and also expectancy theory. A descriptive research design was employed in this research. The study population was one hundred and thirty two (132) privately-owned primary schools in Bomet County. Stratified random sampling technique was employed in selecting ninety nine (99) schools out of one hundred and thirty two (132) schools. Both primary and secondary data was employed. Secondary data on teachers' performance was obtained from performance appraisal reports in the private primary schools while semi structured questionnaires were used in the collection of primary data. Assessment of the reliability as well as validity of research tool was done through a pilot test. The research tool generated both quantitative as well as qualitative data. Thematic analysis was utilized to analyze all qualitative data after which findings were presented in form of narrative. Further, quantitative data analysis was performed using both descriptive and also inferential statistics with help of statistical software known as the statistical package for social sciences.

Presentations of results were done in tables and figures such as bar charts and pie charts. The relationship between the dependent variable and the independent variable was established through correlation and regression analysis. The survey indicated that housing provision has positive as well as significant impact on performance of teachers amid private primary schools. Study found that social support programs have positive significant impact on teachers' performance in private primary schools. The study further revealed that staff motivation programs have positive as well as significant impact on teachers' performance in private primary schools. The study further revealed that work environment has a positive and significant influence on teachers' performance in private primary schools. On the basis of the findings, it was recommended that the management of private primary schools should provide adequate housing for the teachers in the schools. The management of the private primary schools should ensure adequate provision of water by using piped water, drilling of a

borehole or collecting and storing of the rain water. The study also recommended that the establishment of counseling department for teachers working in private primary school within Bomet County. It was also recommended that the schools ought to start hiring counselors to advice teachers on social matters in a bid to improving their morale and productivity in their schools. Also, private primary schools in Bomet County should start arranging academic tours for the teachers and install televisions and provide well equipped gymnastic rooms for teachers¹⁶⁷.

A study was undertaken to establish the influence of welfare on teachers' performance in public primary schools in Bugisu sub-region. Staff welfare was regarded as the independent variable, while teachers' performance was the dependent variable. The study was guided by five research objectives and five research questions. The study adopted a descriptive cross-sectional survey research design - with both qualitative and quantitative research approaches, and data was collected from five hundred and fifty nine (559) participants. Quantitative data was analyzed using SPSS computer software to generate frequencies, percentages, mean, and standard deviation. Principal Component Analysis and Regression were employed to determine the pattern of interrelations and robustness among the constructs of welfare variable and their level of effect on teachers' performance. Qualitative data analysis was done through thematic content analysis. The findings showed that welfare is positively associated with teachers' performance in public primary schools in Bugisu sub-region.

The findings also revealed that housing, meals, and the school environment have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region, while medical care and allowances did not. It was concluded that welfare may account for teachers' performance in Bugisu sub-region. It was therefore recommended that education policymakers, implementers and managers pay much attention to the provision of

teachers' welfare in public primary schools in Bugisu sub-region. This is hoped to improve teachers' welfare policy and performance in public primary schools¹⁶⁸.

A synonymous research work was carried out to examine promotion and recognition as predictor of teachers' commitment in public senior secondary schools in Abia State. Two research questions and two corresponding hypotheses were formulated to guide the study. The design of the study was correlational while population of the study was five hundred and fifty (550) vice principals in two hundred and seventy five (275) public senior secondary schools in Abia State. A sample size of two hundred and seventy five (275) vice- principals in one hundred and thirty eight (138) public senior secondary schools in Abia State were selected using proportionate stratified random sampling technique. Instruments used for data collection were a 16-item questionnaire titled: 'Promotion and Recognition Questionnaire' (PRQ) and a 15-item questionnaire titled: 'Teachers' Job Commitment Questionnaire' (TJCQ) for the dependent and independent variables of the study respectively. The questionnaire was validated by two experts in the Department of Educational Management, University of Port Harcourt. Cronbach alpha was employed to determine the reliability of the questionnaire with coefficients of 0.861 and 0.761 for the independent variable and 0.843 for the dependent variable. The questionnaire was administered by the researcher. Simple regression was employed to answer the research questions while t-test associated with simple regression was employed to test the hypotheses at 0.05 alpha level. The findings of the study showed a moderate positive relationship between promotion and teachers' commitment as well as between recognition and teachers' commitment in the selected schools. It was recommended among others that promotion should be given to teachers as and when due and on merit to enhance teachers commitment¹⁶⁹.

A study was motivated by the desire to ascertain about teacher perception of compensation and whether compensation affects teachers job satisfaction at the basic level

since they laid the foundation for the future leaders of a country, which means that their ability to give off their best went a long way to affecting the caliber of persons that are brought up in our society. A convenience sampling procedure was employed to select hundred (100) basic school teachers for the study. Primary data were gathered through the administration of questionnaires. Statistical tools employed to determine the data were frequencies, means and standard deviation. Pearson correlation and regression analysis were also adopted for hypotheses testing. The results revealed that teachers have a negative perception about compensation practices of the service and also revealed that compensation dimensions of basic pay, incentives and benefits significantly correlated with teachers' job satisfaction. As a result of the findings, it was recommended that policy makers and management put in place effective compensation policies and include teachers in major compensation decisions that affect them¹⁷⁰.

Similarly, a researcher examined how teachers' welfare and commitment determine productivity in secondary schools in Bayelsa State. It was discovered that teacher welfare package enhance productivity and further revealed that effective management, staff training, good financial benefits and regular promotion influence productivity¹⁷¹.

A similar research work was undertaken to examine job satisfaction factors influencing teachers' performance in public primary schools: a case study of Mombasa County, scholars stated that the influence of compensation on teachers' job satisfaction and performance was based on basic salary, special allowances (for example, recognition awards, free merchandise, and free trips), promotions, leave allowance and overtime payments. Mean was employed to measure the level of influence an aspect has on the job satisfaction with higher mean indicating a higher influence on a continuum between 1 and 5. Standard deviation, on the other hand, was employed to designate the level of the unanimity of response with higher standard deviation showing higher dispersal of responses from the mean.

The opposite was true. From the findings, special allowances (for example, recognition awards, free merchandise and free trips) were found to be influencing job satisfaction. At the same time, basic salary, overtime payments, promotions and leave allowance were also found to be key to job satisfaction. This implied that compensation is important for the teachers to remain satisfied in their respective jobs and perform well. It was thus recommended that all hands should be on deck to ensure that teachers are well compensated for their work¹⁷².

Similar research work was undertaken to examine the direct and indirect effects of reward, personality, and job satisfaction on teacher's organizational commitment in Public Vocational High Schools in Bogor City, West Java, Indonesia. Data for this study was collected quantitatively through a survey, involving a proportionate randomly of selected sample of one hundred and fifty four (154) teachers, by using a questionnaire. Path analysis supported by descriptive statistics was employed to determine the data. The results of the study showed that reward had a positive and significant direct effect on job satisfaction. This gives an indication that the high and low job satisfaction of teachers can be influenced by the good or bad system of reward that is applied in schools. If the reward system implemented fulfills teacher expectations, then it can contribute significantly to the realization of teacher's job satisfaction. In the reality of the dynamics of organizational life, reward is really needed by every member of the organization. Reward is not only useful for members of the organization to fulfill basic needs, but also needed to realize other needs. This is possible because reward has a broad scope that is not only limited to financial terms, but also in non-financial terms. Extrinsic rewards in the form of pay, fringe benefits, and incentives can increase a person's satisfaction at work. Likewise, intrinsic rewards such as feelings of competence, attainment, responsibility, and personal growth are useful for satisfying psychological needs, such as self-esteem need, social need and actualization need. Rewards in the form of giving responsibility and personal growth although not physically visible, its

existence is very meaningful to the teachers, because the teachers will feel that they are recognized by their existence and have a contribution to the progress of the organization. Reward thus has a positive and significant direct effect on job satisfaction of the teachers of state vocational high schools in Bogor City, West Java, Indonesia¹⁷³.

Another synonymous research work was implemented to ascertain the relationship between occupational incentives and teacher retention in private secondary schools in Akwa Ibom State, Nigeria. The study formulated four objectives, research questions and hypotheses. The research design was ex-post facto. The population of the study comprised ten thousand, six hundred and fourteen (10,614) teachers and multi-stage sampling method was employed to select seven hundred and eighty four (784) teachers as sample. Data were gathered using two instruments titled: "Occupational Incentives Questionnaire (OIQ) and Teacher Retention Questionnaire (TRQ)". Pearson correlation statistic was employed to analyse data and test the hypotheses while internal consistency was determined using Cronbach Alpha coefficient which gave reliability of 0.983 and 0.993 respectively. The result of the analysis and hypothesis 1 showed that there is a significant relationship between job security and teachers' retention in private secondary schools in Akwa Ibom State. This implies that the strong nature of the relationship existing between the two variables from the findings prove that job security is related to teacher retention. As for the positive nature of the relationship, the findings show that both variables change in the same direction whereby better job security is related to high teacher retention, and poor job security is related to low teacher retention. The reason for this outcome could be attributed to the teachers feeling of insecurity in their current place of work, thus leading to their feedback on their responses to the questionnaire. The finding concerned with hypothesis 2 revealed that there is a significant relationship between remuneration and teachers' retention in private secondary schools. This implies that the strong nature of the relationship existing between the two variables show that a change in

teachers' remuneration is related to a considerable change in teachers' retention. As for the positive nature of the relationship, the findings showed that both variables changed in the same direction whereby better teacher remuneration is related to high teacher retention, and poor teacher remuneration is related to low teacher retention. The basic needs of any individual are met with money.

The reason for this is that, most salaries that teachers receive do not match their work loads, and the little that is paid to them is not sufficient for survival, they seek for more favourable conditions in another institution or field in a bid to meet their basic physiological needs. If they are not met, a worker would not feel satisfied. Moreover, the school promises to increase teachers' salary as the school grows but most people are receiving the same amount for several sessions despite the increase in enrolment of learners. Thus, they leave in a bid to seek employment with the state, or something better, believing that their previous job had given them experience. In hypothesis 3, the finding shows that a significant relationship exist between promotion and teachers' retention in private secondary schools in Akwa Ibom State. This implies that promotion for teachers when due are not effected with the necessary benefits is related to a considerable change in teacher retention. Some teachers explained that irregular promotion took place in their schools based on favoritism, some explained the promotion did not affect their salary and other benefits; in other words, the salary level remained the same after promotion. Hypothesis 4 revealed that there is a significant relationship between welfare package and teachers' retention in private secondary schools in Akwa Ibom State. This implies that welfare as additional package to teacher's salary contributes to teacher's retention in this particular school. Teachers are not granted leave. When a teacher is sick, schools do not support the medical bills yet management complain that classes are left vacant. Loans are not granted to teachers to meet certain needs. These reasons make them say that retention rate is low thus if something better comes up, they will

be glad to leave as they are just keeping themselves busy. Recommendation based on the findings is that Private School Management in line with the government policy on emoluments should review teachers' salaries, promotion and other fringe benefits¹⁷⁴.

A synonymous study was carried out on the influence of prompt payment of salary on the performance of teachers in private primary schools in Kampala district, Uganda. The study reported that teachers' performance, as measured by the national Primary Leaving Examination results for four consecutive years, 2013, 2014, 2015 and 2016 was high. The cause was attributed to good teachers' remuneration, as well as other factors like school management, physical resources and school organizational culture¹⁷⁵.

Scholars stated that the construct of teachers' pay satisfaction is important to the systemic appraisal of teachers' compensation. Their study aimed to probe the components of teachers' pay satisfaction and verify this construct in primary and secondary schools in China. In-depth interviews with twenty-four (24) teachers were conducted to propose a construct model for teachers' pay satisfaction. A survey of one thousand, two hundred and eighteen (1,218) teachers was conducted to verify the teachers' pay satisfaction construct, including its reliability and validity, with subjects recruited from forty-five (45) primary and secondary schools in six (6) cities and counties. Another survey of three hundred and sixty four (364) teachers sampled from six (6) provinces was employed to compare the proposed two-order model with Heneman's four-dimensional model. Teachers' pay satisfaction comprises pay results satisfaction and pay management process satisfaction. The former includes pay level and increase, promotion and training. The latter includes teachers' engagement, openness and transparency of pay distribution, as well as the reasonableness of distribution rules. Teachers assign greater importance to relative pay than do workers in other occupations. Chinese teachers attach great importance to pay management process satisfaction¹⁷⁶.

Similar study was carried out in private secondary schools in Buikwe District of Uganda to ascertain the influence of remuneration on teachers' performance. Victor Vroom's Expectancy theory guided the study. A total of 900 participants participated in the study. Of these, six hundred and fifty (650) were learners who assessed their teachers' performance, while two hundred and fifty (250) were teachers, who gave responses on their own remuneration. In addition to filling questionnaires, fifty (50) teachers were subjected to oral interviews. The participants were got from thirteen (13) schools out of the twenty seven (27) private secondary schools in the district. Whereas teachers' remuneration was measured based on the financial and nonfinancial benefits given to teachers by their respective employers, their performance was measured based on the core roles of a teacher, namely teaching, guiding and counselling learners; assessing/marking learners' work; as well as engaging learners in extra-curricular activities. The findings revealed that there is a significant influence of remuneration on teachers' performance in private secondary schools in Buikwe District, Uganda. It was concluded that since remuneration significantly influences performance, there is need for school founders to appreciate more the efforts of their teachers by attaching more allowances to what their teachers do. This recommendation was directed towards school founders because in private schools, the founders are in most cases the ones who determine how to remunerate workers; managers such as head teachers usually dance on the tunes of the institutional founders¹⁷⁷.

All the empirical studies reviewed above are closely related to this study. However, there are differences (variation) in certain aspects. These differences are in the variables and their indices, study population, study area, objectives and sector. Search of empirical literatures also shows that there is scarcity of studies on the joint prediction of organizational culture and working conditions on teachers' performance in the secondary school sector. This creates a gap in empirical literature that this study intends to address.

2.4 Conceptual Model

The conceptual model shows the interrelationship amongst the independent variables (organizational culture and working conditions), dependent variable (teachers' performance) and mediating variable (gender) as depicted in figure 2.1:

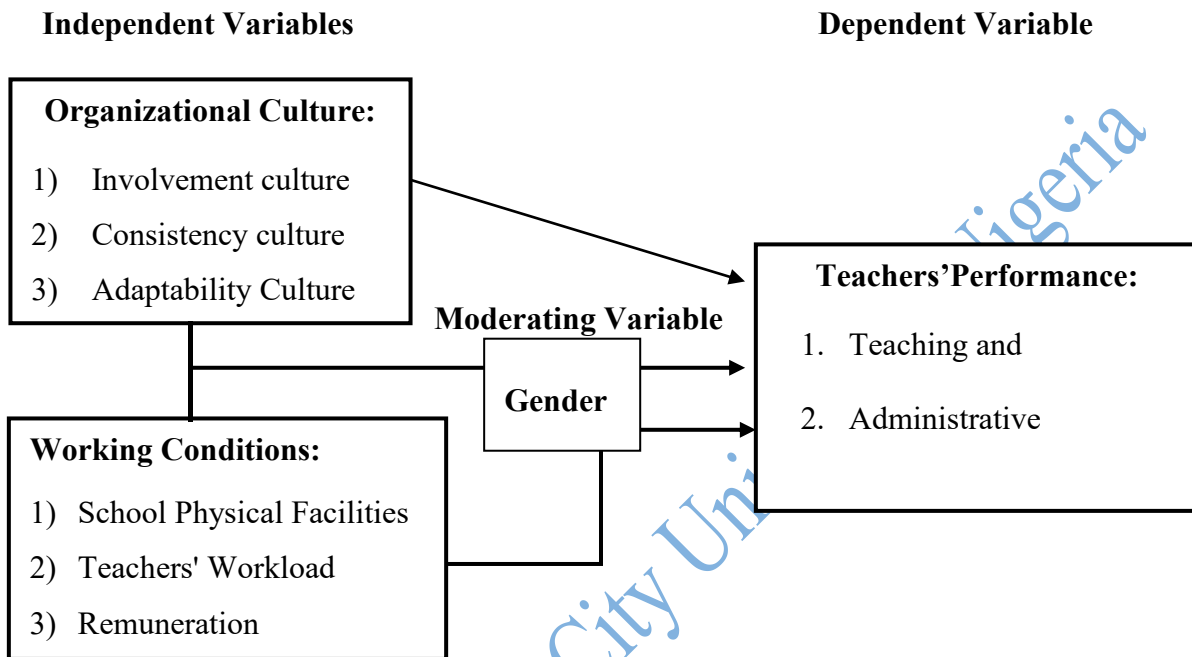


Figure 2.2: Conceptual Model for the Study

The above figure shows the joint and individual prediction of the two independent variables and their indices on the dependent variable. It also shows the mediating influence of gender on the dependent variable. The first independent variable which is organizational culture would be studied using four indices based on Denison's model. They are:- involvement culture, consistency culture and adaptability culture. The second independent variable which is working conditions would be studied using three indices - school facilities, teachers' workload and remuneration. The dependent variable is teachers' performance. Teachers' performance would be treated in terms of their teaching and administrative performance. The figure also shows the moderating influence of gender in influencing the outcome of the study.

2.5 Summary of Literature Reviewed

This chapter was organised into four sub-headings - conceptual review, theoretical review/framework, review of empirical studies related to the research topic and conceptual model. The conceptual review explained in depth the concepts of the study. These concepts are - teachers' performance, organizational culture and working conditions. It also richly gave insights into sub-concepts such as teaching performance, administrative performance, involvement culture, consistency culture, adaptability culture, school physical facilities, workload and remuneration. Two theories made up the theoretical framework for the study. These theories which are "Denison's model of organizational culture" and "Herzberg Two Factor Theory" provided support to the variables under study. The first theory which is "Denison's model of organizational culture" supported the influence of organizational culture on teachers' performance. The second theory renders support to the influence of working conditions on teachers' performance.

In the review of empirical studies, several related studies were presented. The studies showed that many empirical research works similar to the topic under study have been carried out. However, studies are scarce on the joint and relative influence of organizational culture and working conditions and their indices on teachers' performance. Studies are also scarce on the mediating influence of gender. The empirical studies reviewed therefore shows that studies are lacking in the subject matter which identifies a gap in literature that needs to be filled. Lastly, the conceptual model diagrammatically illustrates the relationship amongst the variables of the study.

Endnotes

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Chapter Three

Methodology

This chapter deals with the methodology for this study. It is organized on the basis of the following sub-headings:

3.1 Research Design

This research work employed the descriptive survey research design of the exposit facto type. This design was considered suitable for this study because it allows the researcher to examine the relationship amongst the variables (organizational culture and working conditions on teachers' performance in secondary schools in Oyo state alongside the mediating influence of gender) without any form of manipulation. This implies that findings were described the way they are without any interference.

Variables of the Study

Three categories of variables are outlined in this study. These are the independent, dependent and the moderator variables.

Independent Variables: These are the working condition indices:

1. School Physical Facilities
2. Level of Remuneration
3. Teachers' Workload

And the Organisational Culture indices:

1. Involvement
2. Consistency
3. Adaptability

Moderator Variable of Gender

Dependent Variables: These are the Teachers' Job Performance at two levels

1. Administrative and
2. Teaching Performances.

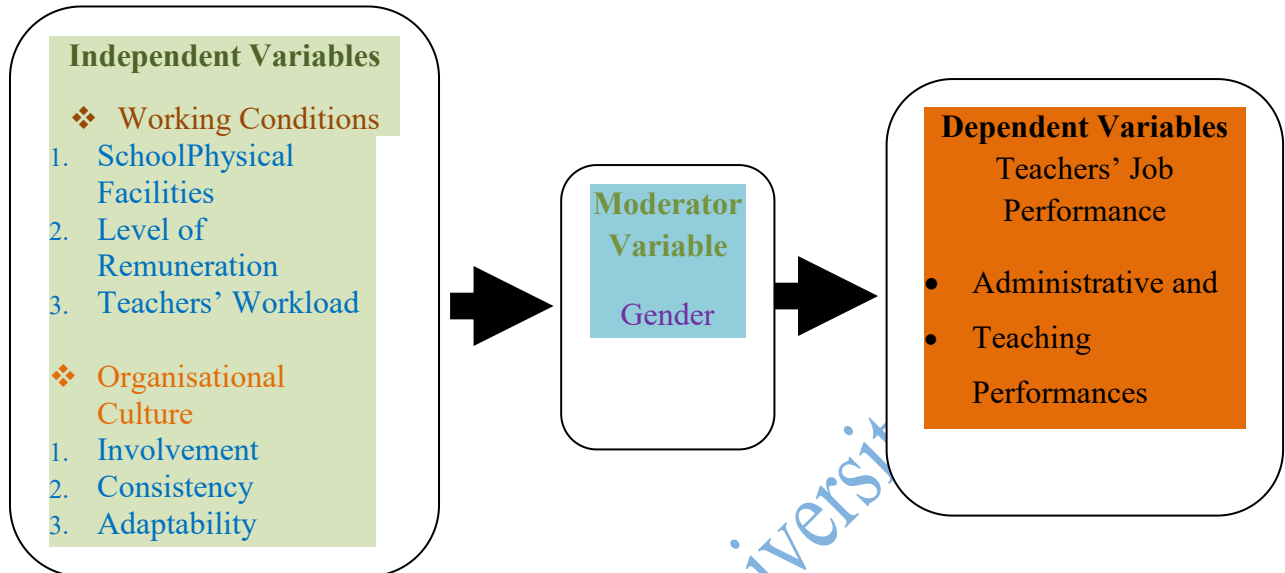


Fig. 3.1: Variables in the Study

3.2 Population of the Study

The target population for this study consists of all the teachers and principals in all the public secondary schools in Oyo State, Nigeria. As at the time of the study, there are a total of six hundred and twenty five (625) public secondary schools in Oyo State with a total number of six hundred and twenty five (625) principals and fourteen thousand, five hundred and eight (14,508) teachers¹. These schools are located across three senatorial districts (Oyo Central, Oyo North and Oyo South) and thirty three (33) local government areas in the state. The senatorial districts, LGAs, and number of schools, principals and teachers are presented in table 3.1:

Table 3.1: Population of the Study (N= 625 Principals & 14,508 Teachers)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals
				Male	Female	Total	
1.	Oyo Central	Afijio	17	194	207	401	17
		Akinyele	36	269	423	692	36
		Egbeda	30	285	630	915	30
		Ogo Oluwa	13	120	54	174	13
		Surulere	23	182	109	291	23
		Lagelu	26	277	494	771	26
		Oluyole	29	178	240	418	29
		Ona Ara	33	264	248	512	33
		Oyo East	11	194	282	476	11
		Oyo West	11	144	209	353	11
		Atiba	15	218	177	395	15
			Sub-total	244	2,325	3,073	5,398
2.	Oyo North	Saki West	22	201	159	360	22
		Saki East	11	74	23	97	11
		Atisbo	12	92	36	128	12
		Irepo	6	74	24	98	6
		Olorunsogo	4	52	46	98	4
		Kajola	16	211	121	332	16
		Iwajowa	9	84	46	130	9
		Ogbomoso North	15	236	313	549	15
		Ogbomoso South	16	295	308	603	16
		Iseyin	23	213	144	357	23
		Oorelope	8	76	44	120	8
		Itesiwaju	11	78	20	98	11
Orire	18	133	53	186	18		
	Sub total	171	1,819	1,337	3,156	171	
3.	Oyo South	Ibadan North	42	458	993	1451	42
		Ibadan North West	13	114	445	559	13
		Ibadan South West	30	318	789	1105	30
		Ibadan North East	34	439	621	1060	34
		Ibadan South East	36	451	582	1033	36
		Ibarapa East	11	103	84	187	11
		Ibarapa North	8	90	26	116	8
		Ibarapa Central	10	113	84	197	10
		Ido	26	108	138	246	26
			Sub total	210	2,194	3,760	5,954
Grand Total			625	6,338	8,167	14,508	625

Source: Oyo State Ministry of Education¹

3.3 Sample and Sampling Procedure

Multi-stage sampling procedure was used to arrive at the sample size for the study. At stage one (1), simple random sampling technique was used to select eleven (11) local government areas scattered across the three senatorial districts in the study area. This sampling technique was done in a way that local government areas are selected on the table based on an odd number of three (3) beginning from the first local government area. This means that for every three local government areas on the table, one local government area is chosen beginning from the first local government area on the table. The selected local government areas along with their number of schools, principals and teachers are shown in table 3.2:

Table 3.2: Selected Local Government Areas for the Study (n= 11)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number of Principals
				Male	Female	Total	
1.	Oyo Central	Afijio	17	194	207	401	17
		Ogo Oluwa	13	120	54	174	13
		Oluyole	29	178	240	418	29
		Oyo West	11	144	209	353	11
		Sub-total	70	636	710	1,346	70
2.	Oyo North	Saki East	11	74	23	97	11
		Olorunsogo	4	52	46	98	4
		Ogbomoso North	15	236	313	549	15
		Oorelope	8	76	44	120	8
		Sub total	38	438	426	864	38
3.	Oyo South	Ibadan North	42	458	993	1451	42
		Ibadan North East	34	439	621	1060	34
		Ibarapa North	8	90	26	116	8
		Sub total	84	987	1,640	2,627	84
Grand Total			192	2,061	2,776	4,837	192

Source: Oyo State Ministry of Education

Table 3.2 shows that the eleven (11) selected local government areas consist of one hundred and ninety two (192) public secondary schools, one hundred and ninety two (192)

principals and four thousand, eight hundred and thirty seven (4,837) teachers which includes two thousand and sixty one (2,061) males and two thousand, seven hundred and seventy six (2,776) females. At stage two (2), the Slovin sample size determination formula is used to draw a sample of schools, teachers and principals in the study area. The Slovin formula is shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where 'n' is the sample size that is needed that is the actual sample size
 'N' is the population size the researcher intends to derive the sample from, while
 'e' is the level of precision which is 0.05 for this study.

According to the mathematical Slovin formula, the sample size of public secondary schools, teachers and principals is presented in table 3.3, 3.4 and 3.5:

Table 3.3: Selected Number of Schools for the Study (n= 178)

S/N	Senatorial District	Local Government Areas	Number of Schools	Sampled Number of Schools
1.	Oyo Central	Afijio	17	16
		Ogo Oluwa	13	12
		Oluyole	29	27
		Oyo West	11	10
		Sub-total	70	65
2.	Oyo North	Saki East	11	10
		Olorunsogo	4	4
		Ogbomoso North	15	14
		Oorelope	8	8
		Sub total	38	36
3.	Oyo South	Ibadan North	42	38
		Ibadan North East	34	31
		Ibarapa North	8	8
		Sub total	84	77
Grand Total			192	178

Source: Public Secondary Schools in Oyo State and their Local Government Areas

According to Slovin sample size determination formula, the sample size of public secondary schools for the study is one hundred and seventy eight (178).

Table 3.4: Selected Number of Teachers for the Study (n= 2,569)

S/N	Senatorial District	Local Government Areas	Number of Teachers			Number of Teachers		
			Male	Female	Total	Male	Female	Total
1.	Oyo Central	Afijio	194	207	401	131	136	267
		Ogo Oluwa	120	54	174	92	47	136
		Oluyole	178	240	418	123	150	273
		Oyo West	144	209	353	106	137	243
		Sub-total	636	710	1,346	452	471	923
2.	Oyo North	Saki East	74	23	97	62	22	84
		Olorunsogo	52	46	98	46	41	87
		Ogbomoso North	236	313	549	148	176	324
		Oorelope	76	44	120	64	40	104
		Sub total	438	426	864	320	279	599
3.	Oyo South	Ibadan North	458	993	1451	213	285	498
		Ibadan North East	439	621	1060	209	243	452
		Ibarapa North	90	26	116	73	24	97
		Sub total	987	1,640	2,627	495	552	1,047
Grand Total			2,061	2,776	4,837	1,267	1302	2,569

Source: Teachers in Public Secondary Schools in Oyo State and their Local Government Areas

According to Slovin sample size determination formula, the sample size of public secondary school teachers for the study is two thousand, five hundred and sixty nine (2,569).

Table 3.5: Selected Number of Principals for the Study (n= 178)

S/N	Senatorial District	Local Government Areas	Number of schools	Sampled Number of principals
1.	Oyo Central	Afijio	17	16
		Ogo Oluwa	13	12
		Oluyole	29	27
		Oyo West	11	10
		Sub-total	70	65
2.	Oyo North	Saki East	11	10
		Olorunsogo	4	4
		Ogbomosho North	15	14
		Oorelope	8	8
		Sub total	38	36
3.	Oyo South	Ibadan North	42	38
		Ibadan North East	34	31
		Ibarapa North	8	8
		Sub total	84	77
Grand Total			192	178

Source: Principals in Public Secondary Schools in Oyo State and their Local Government Areas

According to Slovin sample size determination formula, the sample size of public secondary school principals for the study is one hundred and seventy eight (178).

3.4 Research Instruments

The instruments that was used for data collection for the research work weretwo self-designed questionnaires titled: "Organizational Culture and Working Conditions Questionnaire (OCWCQ)" for teachers and "Teachers' Job Performance Questionnaire (TJPQ)" for principals.

3.4.1 Organizational Culture and Working Conditions Questionnaire (OCWCQ)

This questionnaire comprises of four (4) sections.

Section A was designed to obtain demographic data of teachers. It consists of gender, age, educational qualification and year of teaching experience of teachers.

Section B was designed to examine the organizational culture of the public secondary schools in Oyo state. It consists of twenty items of which five items each belong to the three cultural traits - involvement, consistency and adaptability according to Denison model of organizational culture. The first five items belong to involvement culture; the second five items belong to consistency culture while the last five items belong to adaptability culture. The rating technique was based on the four point likert scale as follows:

Strongly Agree (SA) = 4 points,

Agree (A) = 3 points

Disagree (D) = 2 points and

Strongly Disagree (SD) = 1 point

Section C was designed to ascertain the working conditions of teachers in public secondary schools in Oyo State. It comprises of thirteen items of which the first seven items represent school physical facilities while last six items represent the workload of teachers. The rating technique was based on the four point likert scale as follows:

Strongly Agree (SA) = 4 points,

Agree (A) = 3 points

Disagree (D) = 2 points and

Strongly Disagree (SD) = 1 point

Section D was designed to ascertain the working conditions of teachers in public secondary schools in Oyo state based on 'remuneration' of teachers. It comprises of eleven items. The rating technique was based on the four point Likert scale as follows:

High Level (HL) = 4 points,

Moderate Level (ML) = 3 points

Low Level (LL) = 2 points and

Not At All (NAA) = 1 point

3.4.2 Teachers' Job Performance Questionnaire (TJPQ)

This questionnaire was divided into two (2) sections.

Section A was designed to collect demographic data of the principals such as gender, age, highest educational qualifications and years of teaching experience

Section B was designed to examine the level of performance of teachers in public secondary schools in Oyo State. It comprises of twelve (12) structured items of which the first seven items belong to the teaching performance while last five items belong to administrative performance of teachers. The rating technique is based on the following:

High Level (HL) = 4 points,

Moderate Level (ML) = 3 points

Low Level (LL) = 2 points and

Not At All (NAA) = 1 point

3.5 Validity of the Instruments

The research instruments were subjected to face and content validity in order to ensure that the instruments measure what it is purported to measure³. The instruments (questionnaires) were shown to three experts in the Department of Educational Management at Lead City University and University of Ibadan, Oyo State. The experts determined the correctness of the instruments in ensuring that they measure what they intends to measure. After all necessary corrections have been made the instruments were also shown to the supervisor to make the final corrections.

3.6 Reliability of the Instrument

Reliability is the extent to which the questionnaire produces the same results on repeated trials. The reliability of the instrument was ensured through a test-retest method. The reliability of the instruments was determined using cronbach alpha method, so as to determine the internal consistency or stability of an instrument⁴. The questionnaires were

distributed once to a sample of five (5) principals and five (5) teachers who were not included in the final study. After retrieval of the instruments, they were subjected to cronbach's Alpha analysis. A reliability coefficient value ranging between 0.6 - 1.0 meant that the instruments were internally consistent (reliable) and were used for the research work.

3.7 Administration of Instrument

A letter of introduction was obtained from the Department of Educational Management, Lead City University, Ibadan to the respondents. The instruments were duplicated and administered personally and with the help of four trained research assistants. These assistants were properly trained for a period of five days and sent to the sampled schools, teachers and principals. After the respondents have filled the instruments, they were retrieved from them.

3.8 Method of Data Analysis

Descriptive statistics of frequency counts and simple percentages was used to analyse the demographic data of respondents. The descriptive statistics of means, standard deviation, frequency counts and simple percentages were used to answer the research questions in the study while inferential statistics such as Multiple Regression Analysis and t-test was used to test the hypotheses formulated for the study.

Endnotes

1. Ministry of Education, *Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPSTSC) Planning Research and Statistics Department*. 2019/2020 Academic Session.
2. T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.). 8, 1967, ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf.
3. E.I. Obilor& G.U. Miwari, *Content Validity in Educational Assessment*, **International Journal of Innovative Education Research**. 10(2), 2022, 57-69. ISSN: 2354-2942.
4. S.T. EL Hajjar, *Statistical Analysis: Internal-Consistency Reliability and Construct Validity*, **International Journal of Quantitative and Qualitative Research Methods**. 6(1), 2018, 27-38, ISSN 2056-3620(Print), ISSN 2056-3639(Online).

Do Not Copy, Lead City University, Nigeria

Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings which was based on the data collection and analysis with respect to the objectives (research questions and hypotheses) of the study. This chapter first shows the instruments' response rate followed by the presentation and interpretation of data (demographic characteristics of respondents, research questions and hypotheses) and then the discussion of findings.

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Organizational Culture and Working Conditions Questionnaire (OCWCQ)	2,569	2565	2,500	97.31%
2	Teachers' Job Performance Questionnaire (TJCQ)	178	178	178	100%

Source: Field Work, 2022

Table 4.1 presents the amount of research instruments that were administered, retrieved and validated including the rate of responses. Two instruments named - Organizational Culture and Working Conditions Questionnaire (OCWCQ) and Teachers' Job Performance Questionnaire (TJCQ) were administered in order to collect data for the study. Organizational Culture and Working Conditions Questionnaire (OCWCQ) was administered to public secondary school teachers; 2,569 copies were distributed to the sampled respondents in the sampled schools. About 2,565 were retrieved, 2500 were rendered valid and useful for analysis. Thus, the analysis was based on returned valid copies and this gave response rate of

97.31%. Similarly, Teachers' Job Performance Questionnaire (TJCQ) was administered to school principals and 178 copies was distributed to the sampled respondents in the sampled schools. All the instruments were retrieved and all were rendered valid and useful for analysis. This gave a complete response rate of 100%.

4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Principals (N =178)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	85	47.8
	Female	93	52.2
	Total	178	100
Age	31-40 years	8	4.5
	41-50 years	136	76.4
	51 and Above	34	19.1
	Total	178	100
Marital Status	Single	0	0.00
	Married	166	93.3
	Divorced	7	3.9
	Separated	5	2.8
	Total	178	100
Highest Educational Qualifications	Bachelor's degree	121	68
	PGDE	39	21.9
	Master's degree	15	8.4
	Ph.D degree	3	1.7
	Total	178	100
Years of Teaching Experience	6-10 years	0	0
	11-15 years	10	5.62
	16 years and above	168	94.38
	Total	178	100

Source: Fieldwork, 2022

Table 4.2 shows the frequency distribution of principals' demography in public secondary schools in Oyo State. From the table, 47.8% (85) of the respondents were male principals, while 52.2% (93) are female. This shows that female principals are more in this study. This

suggests dominance of female to male principals in Oyo State. Majority of the principals, 76.4% (136%) are within 41-50 years of age, 19.1% (34) are 50 years and above, while 4.5% (8) are within 31-40 years. This implies that most of the principals are advanced in age, however only very few are young. Majority of the principals, 93.3% (166) are married, 3.9% (7) are divorced, while 2.8% (5) are separated. This suggested that a major portion of the principals in Oyo State were married. Most of the principals, 68% (121) have Bachelor's degree as their highest form of degree which is an indication that Oyo State public secondary schools are managed or led by principals who are university graduates.

However, 21.9% (39) of the principals have PGDE, 8.4 (15) of them has Master's degree, while 1.7% (3) of the principals have Ph.D. This suggests that some of the principals are advancing their qualifications to the post graduate level which is very good for school management. Lastly, majority of the principals, 94.38% (168) have 16 years of experience and above while few, 5.62 (10%) have 11-15 years of experience. None of the principals have within 6-10 years of experience this is because principal position in public schools starts from grade level 14 and above, unless special cases where level 12 or 13 becomes a principal. However, to get to level 14 will take minimum of 15 years in service. This clearly indicates that most of the principals in Oyo State public secondary schools are well experienced.

Table 4.3: Frequency Distribution of Teachers' Demography (N=2,500)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1020	40.8
	Female	1480	59.2
	Total	2,500	100
Age	21-30 years	173	6.9
	31-40 years	831	33.2
	41-50 years	1335	53.4
	51 years and above	161	6.4
	Total	2,500	100
Highest Level of Education	NCE	709	28.4
	Bachelor's degree	1,279	51.2
	PGDE	438	17.5
	Master's degree	74	2.9
	Total	2,500	100
Marital Status	Single	150	6.0
	Married	2336	93.4
	Divorced	8	0.3
	Separated	6	0.2
	Total	2,500	100
Position	Class Teacher	2,150	86.0
	Head Teacher	350	14.0
	Total	2,500	100
Department	Science	1083	43.3
	Social Science	663	26.5
	Art	754	30.2
	Total	2,500	100
Years of Teaching Experience	1-5	376	15.0
	6-10	378	15.1
	11-15	734	29.4
	16-20	691	27.6
	21-25	140	5.6
	26-30	101	4.04
	31 and above	80	3.26
	Total	2,500	100

Source: Fieldwork, 2022

Table 4.3 shows the frequency distribution of teachers' demography in public secondary schools in Oyo State. Majority of the respondents 59.2% (1480) are female teachers, while

40.8% (1020) are male teachers. This implies that the study was dominated by female teachers and suggests dominance of female to male teachers in Oyo State. Majority of the teachers, 53.4% (1335) are within 41-50 years of age, 33.2% (831) are within 31-40 years of age, and 6.9% (173) are within 21-30 years while 6.4% (161) of the teachers are 51 years and above. This implies that a major portion of the teachers are young and probably in their mid-age. Only very few are well advanced in age.

Further, most of all the teachers, 93.4% (2336) are married. Few of them, 6% (150) are single while 0.3% (8) are divorced and only 0.2% (6) indicated to be separated. This suggests that the majority of the teachers in Oyo State is married and will in turn have effect in the way they treat students like family and also be responsible for them just like their children. Majority 51.2% (1,279) of the teacher have bachelor's degree, 28.4% (709) of the teachers have NCE as their present level of academic qualification. Some of the teachers seem to have advanced their education to the post graduate level as 2.9% (74) have master's degree and 17.5% (438) have PGDE. This implies that most of the teachers have the basic and required as their highest form of degree which is an indication that Oyo State public secondary schoolshave more teachers who are university graduates. Most of the teachers, 86% (2,150) are class teachers while 14% (350) are head teachers.

In terms of teachers' department or field in which they teach, most of the respondents, 43.3% (1083) indicated that they teach in the field of sciences, 26.5% (663) of the teachers are in social science (commercial) department. However, 30.2% (754) teach Art subjects. Lastly, in terms of work experience, 15% (376) of the teachers have 0-5 years of experience, 15.1% (378) have 6-10 years of experience, 29.4% (734) have 11-15 years of experience, 27.6% (691) have 16-20 years of experience, 5.6% (140) have 21-25 years of experience, 4.04% (101) have 26-30 years of experience while 3.26% (80) of the teachers have 31 years and above experience. This implies that majority of the teachers, 29.4% (734) have 11-15 years of

teaching experience and Oyo state public secondary schools still have many teachers who are well experienced in the teaching profession.

4.2.1 Answering of Research Questions

Research Question One: What is the level of teachers' performance (teaching and administrative) in secondary schools in Oyo State?

Table 4.4: Level of Teachers' Performance (Teaching and Administrative) In Secondary Schools in Oyo State. (N=178)

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	My teachers are effective in delivering their lessons	9 (5.1)	157 (88.2)	12 (6.7)	0 (0)	2.98	0.34	Moderate Level
2	My teachers skilfulin use of instructional materials for instruction	26 (14.6)	140 (78.7)	12 (6.7)	0 (0)	3.08	0.46	Moderate Level
3	My teachers ensure they meet up with their lesson periods	48 (27)	110 (61.8)	20 (11.2)	0 (0)	3.16	0.60	Moderate Level
4	My teachers effectively completes the scheme of work for each term	12 (6.7)	115 (87.1)	11 (6.2)	0 (0)	3.00	0.36	Moderate Level
5	My teachers ensure their lesson notes/plan are properly updated on time	9 (5.1)	128 (71.9)	41 (23)	0 (0)	2.82	0.50	Moderate Level
6	My teachers manages the classroom properly during instruction	66 (37.1)	108 (60.7)	4 (2.2)	0 (0)	3.35	0.53	Moderate Level
7	My teachers use well proven teaching methods for instructional activity	27 15.2%	151 (84.8)	0 (0)	0 (0)	3.16	0.36	Moderate Level

Administrative Performance								
8	My teachers are very active in curricular and extra-curricular activities	94 (52.8)	82 (46.1)	2 (1.1)	0 (0)	3.52	0.52	High Level
9	My teachers discipline students properly without biasness	6 (3.4)	116 (65.2)	56 (31.5)	0 (0)	2.72	0.52	Moderate Level
10	My teachers keep records adequately	39 (21.9)	136 (76.4)	3 (1.7)	0 (0)	3.20	0.44	Moderate Level
11	My teachers are actively involved in students' welfare programs	4 (2.2)	44 (24.7)	123 (69.1)	7 (3.9)	2.25	0.56	Low Level
12	My teachers actively give reports concerning students to their parents	0 (0)	19 (10.7)	109 (61.2)	50 (28.1)	1.83	0.60	Not At All
Weighted Mean = 2.922; S.D = 0.48; Overall Decision = Moderate Level								

Source: Fieldwork, 2021

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At All (1); S.D = Standard Deviation

*****Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Very Low Level; 2.500-3.499 = Low Level; 3.500 to 4.499 = Moderate Level; 4.500-5.499 = High Level and 5.500-6.000 = Very High Level

Table 4.4 presents the level of teachers' performance (teaching and administrative) in secondary schools in Oyo State. The rating scale of Not At All (1)' to 'High Level (4)'. Twelve items were used to measure the teaching and administrative performance of teachers. Among the items, nine (9) are remarked "moderate level", one (1) item is remarked "high level", one (1) items is remarked "low level", while one (1) is remarked "not at all". The nine items remarked "moderate level" implies that most of the principal agreed that are effective in delivering their lessons, skilful in use of instructional materials for instruction, ensure they meet up with their lesson periods, effectively completes the scheme of work for each term,

ensure their lesson notes/plan are properly updated on time, manages the classroom properly during instruction and use well proven teaching methods for instructional activity.

In terms of administrative performance, the principals also agreed that the teachers discipline students properly without biasness, keep records adequately. The only item remarked “high level” also implies that the teachers are highly very active in curricular and extra-curricular activities. However, the item remarked “low level” implies that most of the teachers are not are actively involved in students' welfare programs while the item remarked “not at all” implies that teachers do not give reports concerning students to their parents at all. Additionally, table 4.3 generally reveals that teaching and administrative performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. Hence, level of teachers' performance (teaching and administrative) in secondary schools in Oyo State is Moderate (**Weighted Mean=2.922; S.D = 0.48**)

Research Question Two: What is the status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo State?

Table 4.5: Status of Organizational Culture (Involvement Culture, Consistency Culture, Adaptability Culture)

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	Most teachers are highly involved in their work	525 (21)	1589 (63.6)	376 (15)	10 (0.4)	3.05	0.61	Agree (Good)
2	Information is widely shared so that every teacher can get the information he or she needs when it is needed	157 (6.3)	1717 (68.7)	626 (25)	0 (0)	2.81	0.53	Agree (Good)
3	Cooperation across different parts of the school is actively encouraged	157 (6.7)	1649 (66)	694 (27.8)	0 (0)	2.78	0.54	Agree (Good)

4	Teachers are involved in the process of school planning/decision to some degree	140 (5.6)	1429 (57.2)	921 (37.2)	0 (0)	2.68	0.57	Agree (Good)
5	There is continuous investment in the skills of teachers	136 (5.4)	1660 (66.4)	656 (26.2)	48 (1.9)	2.75	0.58	Agree (Good)
Consistency Culture								
6	There is a clear and consistent set of values that governs the way teachers work	201 (8)	2299 (92)	0 (0)	0 (0)	3.08	0.27	Agree (Good)
7	There is an ethical code that guides teachers' behaviour and tells them right from wrong	157 (6.3)	1717 (68.7)	626 (25)	0 (0)	2.81	0.53	Agree (Good)
8	It is easy to reach consensus (agreement), even on difficult issues	125 (5)	1663 (66.5)	712 (28.5)	0 (0)	2.77	0.53	Agree (Good)
9	My school's approach in doing education is very consistent and predictable	132 (5.3)	1814 (72.6)	554 (22.2)	0 (0)	2.83	0.50	Agree (Good)
10	Staff from different parts of the school organization share a common perspective	108 (4.3)	1671 (66.8)	721 (22.8)	0 (0)	2.75	0.52	Agree (Good)
Adaptability Culture								
11	New and improved ways to do work are continually adopted	117 (4.7)	1814 (72.6)	569 (22.8)	0 (0)	2.82	0.49	Agree (Good)
12	All members of staff have a deep understanding of students' wants and needs	132 (5.3)	1515 (60.6)	853 (34.1)	0 (0)	2.71	0.56	Agree (Good)

13	Innovation and risk taking are encouraged and rewarded	195 (7.8)	1963 (75.8)	342 (13.7)	0 (0)	2.94	0.46	Agree (Good)
14	The way things are done is very flexible and easy to change	97 (3.9)	1791 (71.6)	612 (24.5)	0 (0)	2.79	0.49	Agree (Good)
15	My school responds well to competitors and other changes in the environment	201 (8.0)	1723 (68.9)	576 (23)	0 (0)	2.85	0.54	Agree (Good)

Weighted Mean = 2.83; S.D = 0.49; Overall Decision = Agree (Good)

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.5 reveals the status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo State, Nigeria. The rating scale of 'strongly disagree (1)' to 'strongly agree (4)' was used. Fifteen (15) items were used to measure status of organizational culture in public secondary school. All of the items were remarked "agree (good)". This implies that most of the teachers agreed to the statements on status of organizational culture (involvement culture, consistency culture, adaptability culture), as most teachers are highly involved in their work, information is widely shared so that every teacher can get the information he or she needs when it is needed, cooperation across different parts of the school is actively encouraged, teachers are involved in the process of school. In terms of consistency culture, there is a clear and consistent set of values that governs the way teachers work, there is an ethical code that guides teachers' behaviour and tells them right from wrong, it is easy for the teachers to reach consensus (agreement), even on difficult issues, school's approach in doing education is very consistent and predictable and staff from different parts of the school organization share a common perspective. Further, on adaptive culture, teachers adopted new and improved ways to do work, all members of

staff have a deep understanding of students' wants and needs, innovation and risk taking are encouraged and rewarded, things are done is very flexible and easy to change and the school responds well to competitors and other changes in the environment. The table however generally reveals that status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo state (**Weighted Mean = 2.83; S.D = 0.49**) which is good.

Research Question Three: What are the working conditions (school physical facilities, workload and remuneration) in public secondary schools in Oyo State?

Table 4.6: Working Conditions (School Physical Facilities and Workload) in Public Secondary Schools in Oyo State

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	Staff offices are very conducive for teachers	0 (0)	207 (8.3)	2172 (86.9)	121 (4.8)	2.03	0.36	Disagree (Bad)
2	Laboratories are well equipped for instruction	0 (0)	80 (3.2)	1503 (60.1)	917 (36.7)	1.67	0.54	Disagree (Bad)
3	Staff convenience facilities are conducive	11 (0.4)	16 (0.6)	2152 (86.1)	321 (12.8)	1.89	0.37	Disagree (Bad)
4	School libraries are well resourced	0 (0)	36 (1.4)	1377 (55.1)	1298 (51.9)	1.50	0.53	Disagree (Bad)
5	Instructional materials (visual, audio and audio-visual aids) are adequate for teaching and learning	0 (0)	36 (1.4)	1377 (55.1)	1087 (43.5)	1.58	0.52	Disagree (Bad)
6	Classrooms are conducive for teaching	0 (0)	31 (1.2)	1714 (68.6)	755 (30.2)	1.71	0.48	Disagree (Bad)

7	Recreational facilities are available and conducive for teaching and learning	0 (0)	21 (0.8)	1573 (62.9)	906 (36.2)	1.65	0.50	Disagree (Bad)
Teachers' Workload								
8	I am made to spend more hours at work than the stipulated daily amount of hours	0 (0)	273 (10.9)	2125 (0)	102 (4.1)	2.07	0.38	Disagree (Bad)
9	I am made to teach extra classes and extra-mural lessons	39 (1.6)	309 (12.4)	1939 (77.6)	213 (8.5)	2.07	0.53	Disagree (Bad)
10	I teach more students than my capacity	493 (19.7)	1669 (66.8)	338 (13.5)	0 (0)	3.06	0.57	Agree (Good)
11	I teach more subjects than is required	124 (5.0)	1791 (71.6)	585 (23.4)	0 (0)	2.82	0.50	Agree (Good)
12	I teach more classes beyond my capacity	192 (7.7)	1875 (75)	433 (17.3)	0 (0)	2.90	0.49	Agree (Good)
13	I teach more lesson periods in a week beyond my capacity	159 (6.4)	1770 (70.8)	571 (22.8)	0 (0)	2.84	0.51	Agree (Good)

Weighted Mean = 2.19; S.D = 0.48; Overall Decision = Disagree (Bad)

Source: Fieldwork, 2022

KEY: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1); S.D = Standard Deviation

*****Threshold:** mean value of 0.000-1.499 = Strongly Disagree (Very Bad); 1.500-2.499 = Disagree (Bad); 2.500-3.499 = Agree (Good); 3.500 to 4.500 = Strongly Agree (Very Good)

Table 4.6 reveals the working conditions (school physical facilities and workload) in public secondary schools in Oyo state, Nigeria as perceived by the teachers. The rating scale of 'strongly disagree (1)' to 'strongly agree (4)' was used. Thirteen (13) items were used to measure the working condition in public secondary schools in Oyo State; school physical facility and workload having 7 items and 6 items respectively. . Among the items, seven (7) which is work condition are remarked "disagree (bad)", 6 (six) which is work load, 4 (four)

are remarked "agree (good)", while 2 (two) are remarked "disagree (bad)". The seven items (school physical facilities) remarked 'disagree (bad)' implies that majority of the teachers opined that majority of the teachers disagreed that staff offices are very conducive for teachers, laboratories are well equipped for instruction, staff convenience facilities are conducive. They also disagreed that school libraries are well resourced, instructional materials (visual, audio and audio-visual aids) are adequate for teaching and learning, classrooms are conducive for teaching, and recreational facilities are available and conducive for teaching and learning. The four (4) items on teacher's workload remarked 'agree (good)' indicate that most of the teachers agreed that they teach more students than their capacity, they teach more subjects than is required.

They also agreed that they teach more classes beyond their capacity and teach more lesson periods in a week beyond their capacity. The 2 (two) items on teachers workload remarked "disagree (bad)" indicate that most of the teachers disagreed that they are made to spend more hours at work than the stipulated daily amount of hour and are made to teach extra classes and extra-mural lessons. The table however, generally shows that the working conditions (school physical facilities, workload) in Oyo State, Nigeria as perceived by the teachers was bad (disagree) (**Weighted Mean = 2.19; S.D = 0.48**).

Table 4.7: Level of Remuneration of Teachers in Public Secondary Schools in Oyo State

Source: Fieldwork, 2022

KEY: HL = High Level (4), ML = Moderate Level (3), LL = Low Level (2) and NAA = Not At

S/N	Items Level which I Receive)	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	reward for my performance at work	0 (0)	434 (17.4)	858 (34.3)	1208 (48.3)	1.69	0.75	Low Level
2	leave bonuses	0 (0)	2334 (93.4)	166 (6.6)	0 (0)	2.93	0.25	Moderate Level
3	life insurance	0 (0)	0 (0)	1027 (42.9)	1428 (57.1)	1.43	0.50	Not At All
4	motor insurance	0 (0)	0 (0)	1581 (63.2)	919 (36.8)	1.63	0.48	Low Level
5	vacation leave	0 (0)	0 (0)	1155 (46.2)	1345 (53.8)	1.46	0.50	Not At All
6	sick leave	34 (1.4)	2300 (92)	166 (6.6)	0 (0)	2.95	0.25	Moderate Level
7	in-service training	0 (0)	434 (17.4)	917 (36.7)	1149 (46)	1.71	0.74	Low Level
8	recognition for my work performance	0 (0)	0 (0)	1148 (45.9)	1352 (54.1)	1.46	0.50	Not At All
9	allowances such as car and housing allowances	0 (0)	0 (0)	1298 (51.9)	1202 (48.1)	1.52	0.50	Low Level
10	pension scheme	13 (0.5)	2298 (91.8)	191 (7.6)	0 (0)	2.92	0.28	Moderate Level
11	welfare packages	0 (0)	434 (17.4)	942 (37.7)	1124 (45.0)	1.72	0.74	Moderate Level

Weighted Mean = 1.94; S.D = 0.499; Overall Decision = Low Level

All (1); S.D = Standard Deviation, M= Mean

*****Threshold:** mean value of 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500 to 4.500 = High Level

Table 4.7 reveals level of remuneration of teachers in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'high level (4)' was used. Eleven (11) items were used to measure the level of remuneration of the teachers. Among the items, three (3) are

remarked "moderate level", five (5) are remarked "low level" and three (3) is remarked "not at all". The six items remarked 'moderate level' imply that majority of the teachers opined that the level which they receive remunerations like leave bonuses, sick leave and pension scheme is moderate or good. The five (5) items remarked "low level" clearly indicates that majority of the teachers perceive that the level which they received remuneration like reward for performance at work, motor insurance, in-service training, recognition for work performance, allowances such as car and housing allowances and welfare packages is low. The three (3) items remarked "not at all" clearly indicates that most of the teachers opined that level which they receive remuneration in terms of recognition of work performance, vacation leave and life insurance at a very low level or does not even exist. The table however, generally reveals that the level of remuneration of teachers in public secondary schools in Oyo State, Nigeria is at a low level (**Weighted Mean = 1.94; S.D = 0.499**) which could be regarded as poor.

4.2.2: Presentation of Hypotheses

H₀₁: There will be no significant combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State.

Table 4.8: ANOVA Table for Combined Influence of Organizational Culture (Involvement, Consistency and Adaptability) and Working Conditions (School Physical Facilities, Workload and Remuneration) on Teachers' Performance (Teaching and Administrative) in Public Secondary Schools in Oyo State

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.976	2	21.488	5.738	.004 ^b
	Residual	655.344	175	3.745		
	Total	698.320	177			

a. Dependent Variable: Tecahers_Performance

b. Predictors: (Constant), Working_Condition, Organizational_Culture

Source: SPSS Computation 23.0
*F-value is significant at 0.05**

4.6.2 Model Summary of Combined Influence Of Organizational Culture (Involvement, Consistency And Adaptability) And Working Conditions (School Physical Facilities, Workload And Remuneration) On Teachers' Performance (Teaching And Administrative) in Public Secondary Schools In Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248 ^a	.062	.051	1.93515

a. Predictors: (Constant), Working Condition, Organizational Culture

Source: SPSS Computation 23.0

Tables 4.7 and 4.8: shows the model summary and ANOVA of multiple regression analysis for the combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State, Nigeria. The table shows that the F- value the p-value is 0.004 (F= 5.738, P<0.05) which is much less than 0.05 and highly significant since p-value (0.004< 0.05) at 95% confidence level. The F-test rejects the null hypothesis states that none of the independent variables have a significant relationship with teacher's performance and it can be concluded that there exists variation in teacher's performance due to organizational culture and working condition is significant which means that the regression model is a good fit of the data. This suggests that organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) significantly influenced teacher's performance.

The model summary on table 4.8 shows the R² value of 0.62 which implies that 62% variation in teachers' performance (dependent variable) could be explained by the independent variables (organizational culture and working conditions). The remaining 46% is explained by other factors outside the model and the error term. An R² value greater than 0.5

means that the model is effectively enough to determine the relationship. In this case, the value is 0.62, which is also good. The adjusted R² value shows that 51% of the variance in teachers' performance is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 49% could be a result of other predictors included or added to the model that do not have a significant prediction on teachers' performance. Furthermore, the very little difference between the R² value and Adjusted R² value (that is, .62 - .51 = .0011) indicates a very good fit of the model because the closer the R² value is to the adjusted R², the better the fit of the model.

H₀₂: There will be no significant relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State.

Table 4.9: Coefficients of Multiple Regression Analysis for the relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State, Nigeria

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.390	13.826		.173	.000
Organizational Culture	.917	.310	.217	2.959	.004
Working Condition	-.157	.084	-.137	-1.865	.002

a. Dependent Variable: Teachers Performance

Table 4.9 shows the coefficients of multiple regression analysis for the relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State. The table reveals that the beta coefficient (β) and t- values for organizational culture (Beta = .217; t = 2.959; Significant P < 0.05 = .004), working conditions (Beta = -.137; t = -1.865; Significant P = 0.05 = .002). These results imply that organizational culture and working conditions explained the variance in teachers' performance and therefore needed in the model.

In terms of the type of relationship (whether positive or negative) that exist between the significant predictors and the dependent variable (teachers' performance), it is observed from the table that working condition have a negative relationship with teachers' performance as depicted by their negative B value of -.157. This result implies that as it increases, the dependent variable decreased. It therefore means that working conditions negatively influenced teachers' performance in this study. For a unit change in working conditions -.157 decrease in teachers' performance as depicted by the negative value of B. Furthermore, the low standard error value for working condition (.084) also indicates a high level of precision of these predictors on teachers' performance in public secondary schools in Oyo State. Also from the Table, organizational culture have a positive relationship with teachers' performance as depicted by their positive B value of .917. This result implies that as it increases, the dependent variable also increases. It therefore means that organizational culture positively influenced teachers' performance in this study.

Similarly, the computed empirical value of F-test is 5.738 which is significant at $p=0.004$. It is therefore concluded that the F-test is statistically significant. The independent variables (organizational culture and working conditions) statistically and significantly predict the dependent variable (teachers' performance). This therefore

accomplished part of the research aim “To investigate organizational culture and working condition as predictors of teachers' performance in public secondary schools in Oyo State. Hence, the null hypothesis should be rejected because the test is statistically significant. Therefore, the whole regression is statistically significant.

H₀₃: There will be no significant gender difference in teachers' performance in public secondary schools in Oyo State.

To do this, one way ANOVA function was used as shown in Table 4.8.1

Table 4.10: ANOVA Table of Gender Difference in Teachers ‘Performance in Public Secondary Schools in Oyo State

ANOVA					
Teachers Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.846	1	1.846	.464	.496
Within Groups	24819.874	6239	3.978		
Total	24821.720	6240			

Source: SPSS Computation 23.0

From the table 4.10, the F-value .464 is the ratio of the between group and within groups mean. The significant or P-value is .496 which is bigger than the 0.05, we therefore accept the null hypothesis and conclude that there was no significant gender difference in teachers' performance in public secondary schools in Oyo State which implied that gender does not determined teachers' performance in public secondary schools in Oyo State.

4.3 Discussion of Findings

This research investigated organizational culture and working condition as predictors of teachers' performance in public secondary schools in Oyo State and to examine the

mediating influence of gender as a moderating variable. Discussion of the findings presents the results of the research and relates them with previous studies by other researchers to for differences or similarities. In this study, demographic information of the respondents (teachers and principals) were analysed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis of principals showed that 52.2% (93) were females while male principals were 47.8 (41.3%). This implies that there are more female to male principals in Oyo State. This particular finding was also observed in a study on comparative study of leadership styles in public and private secondary schools in Ido Local Government Area of Ibadan, Oyo State" which also reported more female (168) to male (137) principals¹. The results also showed that majority of the principals, 76.4% (136%) are within 41-50 years, 4.5% (8) of the principals are within 31-40 years of age while 19.1% (34) of the respondents are 51 years and above. This implies that most of the principals are within 41-50 years. Almost all the principals, 93.3% (166) are married, 2.8% (5) of them are separated, none is single and 3.9% (7) are divorced. This suggests that a major portion of the principals in Oyo State are with their spouses and probably responsible for a family.

Findings of the study further showed that majority of the principals, 68% (121) have Bachelor's degree as their highest form of degree which is an indication that Oyo State public secondary schools are managed or led by principals who are graduates. However, 21.9% (39) of the principals have PGDE, 8.4% (15%) of them have Master's degree, while only 1.7% (3) have Ph.D. This suggested that some of the principals are advancing their qualifications to the post graduate level which is very good for school management. This result partially agrees with a work on "Knowledge of School Health Programme among Public Primary School Teachers in Oyo State, South-West Nigeria: A Rural-Urban Comparative Study which

revealed that most teachers in Oyo State are females, within 30-49 years of age, have NCE as their highest qualification and about 10 years of experience².

Further, majority of the principals, 94.38% (168) have 16 years of experience and above while 5.62% (10) have 11-15 years of experience, while none of the principal have within 6-10 years of experience. This is because to become a principal in Oyo State, you must have least spent minimum years (16 years) except in rare cases where grade level 12 or 13 becomes a principal. This clearly indicates that most of the principals are well experienced. A research carried out on “Head-Teachers' Demographic Characteristics and Managerial Behaviour in Primary Schools in Osun State, Nigeria” supported this study³. According to the findings of the study, the majority of head teachers (principals) in Osun State, which is located in Southwest Nigeria, are women between the ages of 36 and 50, hold Bachelor's degrees and postgraduate degrees, and have more than 19 years of teaching experience. Because both investigations were conducted in two neighbouring states (Osun and Oyo) in the Southwest area of Nigeria, it is possible that the results acquired from this research will be similar to those derived from this research.

Results of the demographic data analysis of teacher's revealed majority of the teachers 59.2% (1480) are female, while 40.8% (1020) are male. This also suggests dominance of female to male teachers in Oyo State. Most of the teachers, 53.4% (1335) are within 41-50 years of age, this is followed by 33.2% (831) who are within 31-40 years of age, 6.9% (173) are within 21-30 years, while 6.4% (131) are within the age 51 years and above. This could mean that a major portion of the teachers are young and probably in their mid-age, only very few are well advanced in age. Result also indicated that majority of the teachers, 93.4% (2336) are married, 6.0% (150) are single, only 0.3% (8) indicated to be divorced, while 0.2% (6) of the teachers are separated. This suggests that a major fraction of the teachers in Oyo State are with their spouses and probably responsible for a family. This is

good in that a teacher who is responsible for a family would learn to treat students like family and also be responsible for them just like their children.

Results of the study further showed that most of the teachers, 51.2% (1279) have the Bachelor's degree as their highest form of degree. However, 28.9% (709) of the teachers have NCE as their present level of academic qualification. Few of the teachers seems to have advanced their education to the post graduate level as 17.5% (438) have PGDE and 2.9% (74) have masters degree. A major fraction of the teachers, 24.9% (734) have within 11-15 years of teaching experience, 27.6% (691) has 16-20 years of experience, 15.1% (378) have 6-10 years of experience, 15% (376) have 1-5 years of experience, 5.6% (140) have 21-25 years of experience, 4.04% (101) has 26-30 years of experience and 3.26% (80) has 31 years and above teaching experience.

This result implies that Oyo State public secondary schools still have many teachers who are well experienced in the teaching profession. The above results is duly supported by a study on "Challenges of Teaching Profession, as Perceived by Teachers in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria" which reported that most teachers were females, 71(59.16%) compared to their male counterpart, 49(40.83%). The study also reported that majority of the teachers were within 21-60 years of age, 111(92.49%), married, 103(85.83%), had Bachelor's degree as current level of academic qualification, 92(68.33%) and have 11-20 years of teaching experience, 56(46.7%). Further from the results of this study, majority of the teachers, 86% (2150) are class teachers while 14 (350%) are head teachers. In terms of teachers' department or field in which they teach, most of the teachers, 43.3% (1083) indicated that they teach in the field of sciences, 30.2% (754) indicated that they teach in the field of arts, while 26.5% (663) teach social sciences (commercial) subjects.

Findings from research question one showed that teaching and administrative performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. Hence, level of teachers' performance (teaching and administrative) in secondary schools in Oyo State is Moderate with a weighted Mean=2.922. This result corroborates the findings that that most of the public school teachers in Oyo South Senatorial District possessed average or moderate level of job performance while just few of the teachers possessed low or high level of job performance from the findings, it can be deduced that the ability of a significant number of teachers to perform is at average level⁵. The findings also support a study on “relationship between teachers ‘perceived organizational culture and their job performance in secondary schools in Anambra State’”⁶. The findings of the research project indicated that the job performance of instructors working in secondary schools is generally satisfactory. This has been demonstrated by the vast majority of instructors (89.3%), who scored very highly in terms of their work performance. This finding is consistent, to some extent, with the findings of a study conducted in Ogun state on the topic of motivation and teachers' performance in a selection of public secondary schools located in the Ikenne Local Government Area⁷. According to the findings, the level of compliance with professional ethics displayed by teachers, which can also be interpreted as performance, was high in the following aspects: punctuality (68.9%), communication skill (63.3%), human relations (61.6%), effective time management (66.6%), adequate knowledge of subject matter (67.8%), and good dressing habit (81.2%). Further research showed that teachers promptly prepare their lesson notes (68.9% of the time), carry out continuous assessment (73.3%), maintain good classroom management (66.7%), ensure students' discipline (81.1%), and actively participate in the work of committees (75.6%).

Findings from research question two revealed that status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo State is good

as majority of the respondents agreed to the statements on involvement culture, consistency culture and adaptability culture. The Weighted Mean is 2.83 which is at a good. The finding was in accordance with a study on "relationship between teachers'perceived organizational culture and their job performance in secondary schools in Anambra State" This suggested that the majority of the teachers viewed the organizational culture of their school to be good, as opposed to a small number of teachers who held the perception that the culture of their school was moderate⁶.

Findings from research question three revealed that the working conditions (school physical facilities, workload) in Oyo State, Nigeria as perceived by the teachers is bad (disagree) as weighted mean = 2.19. This implies that the working conditions for teachers in Oyo State are poor. This result is corroborated in a work titled "Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria"⁸. From their findings, low level of job commitment among public school teachers was connected to turnover intention indices such as workload, promotional prospect and teacher autonomy.

Findings from hypothesis one (Ho1) revealed a significant combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo state ($F= 5.738, P<0.05$) which is much less than 0.05 and highly significant since p-value ($0.004 < 0.05$) at 95% confidence level. This finding opposes a similar study on the role of technology, organizational culture, and job satisfaction in improving employee performance during the Covid-19 pandemic⁹. Based on the results of the analysis of the influence of organizational culture on employee performance, the p-value is 0.593 (p-value >0.05), with a t-statistic of 0.535 (t-statistic <1.96) and a positive path coefficient value of 0.030 which means that organizational culture has no positive effect on employee performance.

Another similar research work was carried out on teacher job satisfaction, importance of school working conditions and teacher characteristics¹⁰. The findings partly corroborates results of this study, that three aspects of the working environment were significantly related to teacher job satisfaction student discipline, teacher cooperation and teacher workload. This study also supports the findings of a study on the effect of organizational culture and working environment on employee performance¹¹. The finding indicates that significant effect is occurred on working environment while the organizational culture doesn't contribute any significant effect on employee performance. However, the simultaneous effect indicates that both variables were affecting employee performance.

Findings from hypothesis two (Ho2) revealed that the beta coefficient (β) and t-values for organizational culture (Beta = .217; t = 2.959; Significance = .004), working conditions (Beta = -.137; t = -1.865; Significance = .002) which are significant at $P > 0.05$. It was observed from the findings that working condition have a negative relationship with teachers' performance as depicted by their negative B value of -.157. This result implies that as it increases, the dependent variable decreased. It therefore means that working conditions negatively influenced teachers' performance in this study. organizational culture have a positive relationship with teachers' performance as depicted by their positive B value of .917. This result implies that as it increases, the dependent variable also increases. It therefore means that organizational culture positively influenced teachers' performance in this study. These results imply that organizational culture and working conditions explained the variance in teachers' performance and therefore needed in the model. This findings is partly supported by a study titled "Organizational culture as correlate of teachers' job performance and attitude to work in secondary schools in Anambra State Nigeria"¹². Their research demonstrated a number of things, including but not limited to the following: teachers

rated their school's organizational culture was beneficial; teachers performed well in their jobs; and teachers had a positive attitude about their jobs.

It was also revealed that there is no significant relationship between the culture of the school organization and the job performance of the teachers, and there is also no significant relationship between the culture of the school organization and the teachers' attitudes toward their jobs. This study findings is also supported by the findings in a work on the influence of public primary school teachers working environment on students academic performance in rural areas¹³.The findings of the research indicated that educators were confronted with a variety of environmental challenges, some of which were inadequate school infrastructures, scarcity of text and reference books, inadequate housing, and inadequate administrative support from education officials. The National Education Policy, low capitation funding supplied to schools by the government, poor or low primary school teachers' salaries, and the allocation of both human and material resources are the main causes of these problems. Students are impacted for a number of reasons, including the fact that many teachers supplement their income by working outside the classroom during school hours and the high incidence of teacher turnover, which has a negative impact on classroom instruction, thus reducing teachers' performance.

Findings from hypothesis three showed that P-value is .496, which is bigger than the 0.05, and therefore accept the null hypothesis and conclude that there was no significant gender difference in teachers' performance in public secondary schools in Oyo State. This finding is supported by a study whose aim is to conduct an empirical investigation on the gender differences in the transformational leadership behaviours of school principals and the impact that these gender differences have on the academic success of teachers¹³. According to the findings of the study, there was no significant difference in gender when it came to adopting transformational leadership behaviours. However, the study did find a strong

negative association between transformational leadership behaviours and teachers' academic success.

Also, the result of this study corroborates the findings in a work on gender differences in motivation and teacher performance in core functions in Kenyan secondary schools¹⁴. Their findings indicated that there was no significant difference between gender difference and the levels of intrinsic and extrinsic motivation possessed by teachers in order for them to carry out their primary responsibilities. The investigation also came to the conclusion that the gender of teachers did not influence how well they carried out their primary responsibilities.

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Chapter Five

Conclusion

This chapter discusses a summary of the findings of the research, as well as the conclusion, recommendations, contributions to knowledge, and areas where additional research is needed.

5.1 Summary of Findings

This study investigated organizational culture and working condition as predictors of teachers' performance in public secondary schools in Oyo State. The study also aims to examine the mediating influence of gender as a moderating variable. Findings of the study revealed that 47.8% (85) of the respondents were male principals, while 52.2% (93) are female. Majority of the principals, 76.4% (136) are within 41-50 years of age. Majority of the principals, 93.3% (166) are married, 3.9% (7) are divorced, while 2.8% (5) are separated. Most of the principals, 68% (121) have Bachelor's degree as their highest form of degree, 21.9% (39) of the principals have PGDE, 8.4 (15) of them have Master's degree, while 1.7% (3) of the principals have M.phil or Ph.D. Lastly, majority of the principals, 94.38% (168) have 16 years of experience and above while few, 5.62 (10%) have 11-15 years of experience.

Further, the findings also showed majority of the respondents 59.2% (1480) are female teachers, while 40.8% (1020) are male teachers. Majority of the teachers, 53.4% (1335) are within 41-50 years of age, 33.2% (831) are within 31-40 years of age, 6.9% (173) are within 21-30 years while 6.4% (161) of the teachers are 51 years and above. Most of all the teachers, 93.4% (2336) are married. Few of them, 6% (150) are single while 0.3% (8) are divorced and only 0.2% (6) indicated to be separated. Majority 51.2% (1,279) of the teacher have bachelor's degree, 28.4% (709) of the teachers have NCE, 2.9% (74) have master's degree and 17.5% (438) have PGDE. Most of the teachers, 86% (2,150) are class teachers while 14%

(350) are head teachers. Most of the respondents, 43.3% (1083) indicated that they teach in the field of sciences, 26.5% (663) of the teachers are in social science (commercial) department and 30.2% (754) teach Art subjects. Lastly, majority of the teachers, 29.4% (734) have 11-15 years of teaching experience, 15% (376) of the teachers have 0-5 years of experience, 15.1% (378) have 6-10 years of experience, 29.4% (734) have 11-15 years of experience, 27.6% (691) have 16-20 years of experience, 5.6% (140) have 21-25 years of experience, 4.04% (101) have 26-30 years of experience while 3.26% (80) of the teachers have 31 years and above experience

Research question one revealed that teaching and administrative performances of teachers in public secondary schools in Oyo State, Nigeria is at a moderate level. Hence, level of teachers' performance (teaching and administrative) in secondary schools in Oyo State is Moderate (Mean=2.922). Research questions two also reveals that status of organizational culture (involvement, consistency and adaptability) in public secondary schools in Oyo state is good Mean = 2.83). Research question three also showed that the working conditions (school physical facilities, workload) in Oyo State, Nigeria as perceived by the teachers is bad (Mean = 2.19). Test of hypotheses revealed a significant combined influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State, (F= 5.738, P<0.05). Furthermore, the hypotheses two also revealed that significant relative influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State. Beta coefficient (β) and t-values for organizational culture (Beta = .217; t = 2.959; Significant = .004), working conditions (Beta = -.137; t = -1.865; Significant = .002) which are significant at P>0.05.

Finally, the third hypothesis also revealed that there is no significant gender difference in teachers' performance in public secondary schools in Oyo State.

5.2 Conclusion

According to the findings of this study, the vast majority of school principals are married, mature women who have attained an age and level of experience that warrants their promotion, and who hold at least a bachelor's degree. It is possible to draw the conclusion from this fact that more female principals manage Oyo State's public secondary schools. These female principals have at least a bachelor's degree, years of experience, and are most likely more responsible because they are married. The majority of the teaching staff consists of adult female class teachers who are married, have previous teaching experience, and hold at least the requisite basic bachelor's degree. From these findings, one may also draw the conclusion that the majority of the public secondary school students in Oyo State are privileged to have access to the instruction of capable and conscientious female educators.

Level of teachers' performance (teaching and administrative) in secondary schools was found to be moderate which means that teachers performance level is good for effective teaching and administration. Status of organizational culture (involvement, consistency and adaptability) in public secondary schools was found to be good. Also, the working conditions (school physical facilities, workload and remuneration) in public secondary schools were bad.

This concludes that Oyo State public secondary schools as perceived by the teachers have poor working conditions as regards physical facilities workload and remuneration.

Lastly, organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) significantly influenced teachers' performance (teaching and administrative) in public secondary schools in Oyo State teaching profession in public secondary schools in Oyo State, Nigeria. Also, relative

influence of organizational culture (involvement, consistency and adaptability) and working conditions (school physical facilities, workload and remuneration) significantly influenced the teachers' performance (teaching and administrative) in public secondary schools in Oyo State. However, working condition have a negative relationship with teachers'performance. This therefore concludes that as working condition increase, teachers' performance (teaching and administrative) in public secondary schools in Oyo State decreased. Finally, the study concluded that there was no significant gender difference in teachers' performance in public secondary schools in Oyo State

5.3 Recommendations

Based on the findings and objectives of the study, the following recommendations were made.

- i. Most of the principals and teachers are female, well advanced in age and experienced, have worked in the field for quite some time, are already married, and have at least a bachelor's degree. It is important that this practise is maintained throughout the public secondary schools in Oyo State. On the other hand, it has been seen that the majority of principals and teachers appear to have a lower number of advanced degrees, such as Master's degrees, MPhil degrees, or Ph.D degrees, and so on. They need to be encouraged and motivated to continue their education at a higher level because if they did so, they would be better equipped and acquainted to deal with their students, particularly in this 21st century, it is imperative that this takes place.
- ii. Poor working condition (school physical facilities, workload and remuneration) was observed. It is therefore recommended that the government, ministry and the school do all they can within their powers to ensure that good working conditions such as better remuneration, reduced workload by recruiting more teachers and better school physical facilities, teachers may be more committed to their job and hence better performance.

iii. Teacher's performance was found to be moderate and this should be improved or should be sustained in Oyo State public secondary schools. Workshops and seminars should be constantly organized for the teachers so as to guide them and improve their performance in the long run. Also, better remunerations, incentives, allowances and other benefits should be made available for the teachers by the government to boost their morale and hence improve performance.

5.4 Contribution to Knowledge

This work makes conceptual, empirical and theoretical contributions to the body of existing knowledge. It makes a contribution to the study on a conceptual level by giving more and improved clarity on helpful concepts and constructs related to the investigation. This study, in comparison to previous studies, provided a more in-depth and comprehensive understanding of the issues that were investigated in the study itself. Some examples of these ideas include the organizational culture, working conditions, and teachers' performance. Both Denison's theory of organizational behaviour and Herzberg's two-factor theory played a significant role in this research project as theoretical frameworks.

According to Denison's theory of organizational culture, when cultural traits of involvement, consistency, and adaptability are institutionalized in an educational setting, there is a significantly increased likelihood that the performance of the school's educators will improve. Therefore, the theory lends credence to the notion that the culture of the school can have an effect on the performance of its members, particularly the teachers. Furthermore, Herzberg's two-factor theory demonstrates that when teachers are provided with motivators and hygiene factors such as conducive working conditions, an appropriate workload, and remuneration (benefits), their levels of satisfaction increase while their levels of dissatisfaction decrease. Empirically, this study contributes to the growing body of empirical literature by reporting the significant combined and relative contribution of organizational culture (involvement,

consistency, and adaptability) and working conditions (school physical facilities, workload, and remuneration) on teachers' performance (teaching and administrative) in public secondary schools in Oyo State. This is something that previous empirical studies did not consider, so this study helps to bridge the gap that exists in empirical literature. The findings of this study had also supplied helpful information that the government and the ministry of education could utilise in formulating policies that could be employed to improve the school administration and the performance of teachers.

5.5 Suggested Areas of Further Studies

Areas to look at in further studies are discussed as follows:

- i. In terms of the study population and the sector, public primary and junior secondary schools, as well as instructors and school heads, could be utilised for further research. In subsequent research, one possibility would be to investigate whether the influence of the demographic features or bio-data of the teachers could operate as moderating variables. It is also possible that the specific study might be carried out in other states in the Southwest in order to validate and generalise the findings across the Southwest Region of Nigeria.
- ii. The influence of demographic information on either the instructors or the principals was not taken into consideration in this investigation. Moderating variables, also known as control variables, should be investigated in further research. These variables include gender, age, educational credentials, years of teaching experience, and even marital status.

- iii. Although this study used a descriptive survey research design, various kinds of designs can be used in other studies to provide a different kind of blueprint for arriving at the findings and conclusion of the study. This is because this study used a descriptive survey research design.
- iv. The "secondary school sector" was the educational sector that was looked at for this particular study. Nevertheless, there are aspects of both primary and tertiary education sector that may be gleaned from this subject.

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Appendices

Appendix 1- SPSS Computation Results (Raw Scores)

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	47.8	47.8	47.8
	Female	93	52.2	52.2	100.0
	Total	178	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	2	1.1	1.1	1.1
	31-40	8	4.5	4.5	5.6
	41-50	134	75.3	75.3	80.9
	51 and Above	34	19.1	19.1	100.0
	Total	178	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	5	2.8	2.8	2.8
	OND/HND	10	5.6	5.6	8.4
	Bachelor's degree	111	62.4	62.4	70.8
	PGDE	39	21.9	21.9	92.7
	M.Sc	10	5.6	5.6	98.3
	Mphil/Ph.D	3	1.7	1.7	100.0
	Total	178	100.0	100.0	

Teaching_Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10	13	7.3	7.3	7.3
	11-15	51	28.7	28.7	36.0
	16 years and Above	114	64.0	64.0	100.0
	Total	178	100.0	100.0	

Statistics

Marital_Status

N	Valid	178
	Missing	0

Marital_Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	166	93.3	93.3	93.3
	Divorsed	7	3.9	3.9	97.2
	Separated	5	2.8	2.8	100.0
	Total	178	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
My teachers are effective in delivering their lessons	178	2.9831	.34403
My teachers are skilful in the use of instructional materials for instruction	178	3.0787	.45658
My Teachers ensure they meet up with their lesson periods	178	3.1573	.59941
They effectively completes the scheme of work for each term	178	3.0056	.36043
They ensure their lesson notes/plan are properly updated on time	178	2.8202	.49998
They manage the classroom properly during instruction	178	3.3483	.52295
They use well proven teaching methods for instructional activity	178	3.0000	.00000
They are very active in curricular and extra-curricular activities	178	3.5169	.52319
They discipline students properly without biasness	178	2.7191	.52051
They keep records adequately	178	3.2022	.44289
are actively involved in students' welfare programs	178	2.2528	.56059
actively give reports concerning students to their parents	178	1.8258	.59944
Valid N (listwise)	178		

Frequency Table

My teachers are effective in delivering their lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	12	6.7	6.7	6.7
	Moderate Level	157	88.2	88.2	94.9
	High Level	9	5.1	5.1	100.0
	Total	178	100.0	100.0	

My teachers are skilful in use of instructional materials for instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	12	6.7	6.7	6.7
	Moderate Level	140	78.7	78.7	85.4
	High Level	26	14.6	14.6	100.0
	Total	178	100.0	100.0	

My Teachers ensure they meet up with their lesson periods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	20	11.2	11.2	11.2
	Moderate Level	110	61.8	61.8	73.0
	High Level	48	27.0	27.0	100.0
	Total	178	100.0	100.0	

They effectively completes the scheme of work for each term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	11	6.2	6.2	6.2
	Moderate Level	155	87.1	87.1	93.3
	High Level	12	6.7	6.7	100.0
	Total	178	100.0	100.0	

They ensure their lesson notes/plan are properly updated on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	41	23.0	23.0	23.0
	Moderate Level	128	71.9	71.9	94.9
	High Level	9	5.1	5.1	100.0
	Total	178	100.0	100.0	

They manage the classroom properly during instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	4	2.2	2.2	2.2
	Moderate Level	108	60.7	60.7	62.9
	High Level	66	37.1	37.1	100.0
	Total	178	100.0	100.0	

They are very active in curricular and extra-curricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	2	1.1	1.1	1.1
	Moderate Level	82	46.1	46.1	47.2
	High Level	94	52.8	52.8	100.0
	Total	178	100.0	100.0	

They discipline students properly without biasness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	56	31.5	31.5	31.5
	Moderate Level	116	65.2	65.2	96.6
	High Level	6	3.4	3.4	100.0
	Total	178	100.0	100.0	

They keep records adequately

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	3	1.7	1.7	1.7
	Moderate Level	136	76.4	76.4	78.1
	High Level	39	21.9	21.9	100.0
	Total	178	100.0	100.0	

They are actively involved in students' welfare programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	7	3.9	3.9	3.9
	Low Level	123	69.1	69.1	73.0
	Moderate Level	44	24.7	24.7	97.8
	High Level	4	2.2	2.2	100.0
	Total	178	100.0	100.0	

They actively give reports concerning students to their parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	50	28.1	28.1	28.1
	Low Level	109	61.2	61.2	89.3
	Moderate Level	19	10.7	10.7	100.0
	Total	178	100.0	100.0	

Statistics

use well proven teaching methods for instructional activity

N	Valid	178
	Missing	0
Mean		3.1517
Std. Deviation		.35973

They use well proven teaching methods for instructional activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	151	84.8	84.8	84.8
	High Level	27	15.2	15.2	100.0
	Total	178	100.0	100.0	

Statistics

		Gender	Age	Education	Teaching Experience	Marital Status	Position	Department
N	Valid	2500	2500	2500	2500	2500	2500	2500
	Missing	0	0	0	0	0	0	0

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1020	40.8	40.8	40.8
	Female	1480	59.2	59.2	100.0
	Total	2500	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	173	6.9	6.9	6.9
	31-40	831	33.2	33.2	40.2
	41-50	1335	53.4	53.4	93.6
	51 and Above	161	6.4	6.4	100.0
	Total	2500	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NCE	709	28.4	28.4	28.4
	OND/HND	10	.4	.4	28.8
	Bachelor's degree	1269	50.8	50.8	79.5
	PGDE	438	17.5	17.5	97.0
	M.Sc	71	2.8	2.8	99.9
	Mphil/Ph.D	3	.1	.1	100.0
	Total	2500	100.0	100.0	

Teaching_Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	376	15.0	15.0	15.0
	6-10	378	15.1	15.1	30.2
	11-15	734	29.4	29.4	59.5
	16-20	691	27.6	27.6	87.2
	21-25	319	12.8	12.8	99.9
	26-30	2	.1	.1	100.0
	Total	2500	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	150	6.0	6.0	6.0
	Married	2336	93.4	93.4	99.4
	Divorced	8	.3	.3	99.8
	Separated	6	.2	.2	100.0
	Total	2500	100.0	100.0	

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class Teacher	2150	86.0	86.0	86.0
	Head Teacher	350	14.0	14.0	100.0
	Total	2500	100.0	100.0	

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science	1083	43.3	43.3	43.3
	Social Science	663	26.5	26.5	69.8
	Art	754	30.2	30.2	100.0
	Total	2500	100.0	100.0	

Frequency Table

Most teachers are highly involved in their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	.4	.4	.4
	Disagree	376	15.0	15.0	15.4
	Agree	1589	63.6	63.6	79.0
	Strongly Agree	525	21.0	21.0	100.0
	Total	2500	100.0	100.0	

Information is widely shared so that every teacher can get the information he or she needs when it is needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	626	25.0	25.0	25.0
	Agree	1717	68.7	68.7	93.7
	Strongly Agree	157	6.3	6.3	100.0
	Total	2500	100.0	100.0	

Cooperation across different parts of the school is actively encouraged

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	694	27.8	27.8	27.8
	Agree	1649	66.0	66.0	93.7
	Strongly Agree	157	6.3	6.3	100.0
	Total	2500	100.0	100.0	

Teachers are involved in the process of school planning/decision to some degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	931	37.2	37.2	37.2
	Agree	1429	57.2	57.2	94.4
	Strongly Agree	140	5.6	5.6	100.0
	Total	2500	100.0	100.0	

There is continuous investment in the skills of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	1.9	1.9	1.9
	Disagree	656	26.2	26.2	28.2
	Agree	1660	66.4	66.4	94.6
	Strongly Agree	136	5.4	5.4	100.0
	Total	2500	100.0	100.0	

There is a clear and consistent set of values that governs the way teachers work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2299	92.0	92.0	92.0
	Strongly Agree	201	8.0	8.0	100.0
	Total	2500	100.0	100.0	

There is an ethical code that guides teachers' behaviour and tells them right from wrong

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	626	25.0	25.0	25.0
	Agree	1717	68.7	68.7	93.7
	Strongly Agree	157	6.3	6.3	100.0
	Total	2500	100.0	100.0	

My school's approach in doing education is very consistent and predictable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	554	22.2	22.2	22.2
	Agree	1814	72.6	72.6	94.7
	Strongly Agree	132	5.3	5.3	100.0
	Total	2500	100.0	100.0	

Staff from different parts of the school organization share a common perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	721	28.8	28.8	28.8
	Agree	1671	66.8	66.8	95.7
	Strongly Agree	108	4.3	4.3	100.0
	Total	2500	100.0	100.0	

New and improved ways to do work are continually adopted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	569	22.8	22.8	22.8
	Agree	1814	72.6	72.6	95.3
	Strongly Agree	117	4.7	4.7	100.0
	Total	2500	100.0	100.0	

All members of staff have a deep understanding of students' wants and needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	853	34.1	34.1	34.1
	Agree	1515	60.6	60.6	94.7
	Strongly Agree	132	5.3	5.3	100.0
	Total	2500	100.0	100.0	

Innovation and risk taking are encouraged and rewarded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	342	13.7	13.7	13.7
	Agree	1963	78.5	78.5	92.2
	Strongly Agree	195	7.8	7.8	100.0
	Total	2500	100.0	100.0	

The way things are done is very flexible and easy to change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	612	24.5	24.5	24.5
	Agree	1791	71.6	71.6	96.1
	Strongly Agree	97	3.9	3.9	100.0
	Total	2500	100.0	100.0	

My school responds well to competitors and other changes in the environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	576	23.0	23.0	23.0
	Agree	1723	68.9	68.9	92.0
	Strongly Agree	201	8.0	8.0	100.0
	Total	2500	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
Most teachers are highly involved in their work	2500	3.0516	.61146
Information is widely shared so that every teacher can get the information he or she needs when it is needed	2500	2.8124	.52737
Cooperation across different parts of the school is actively encouraged	2500	2.7852	.54257
Teachers are involved in the process of school planning/decision to some degree	2500	2.6836	.57308
There is continuous investment in the skills of teachers	2500	2.7536	.57708

There is a clear and consistent set of values that governs the way teachers work	2500	3.0804	.27197
There is an ethical code that guides teachers' behaviour and tells them right from wrong	2500	2.8124	.52737
It is easy to reach consensus (agreement), even on difficult issues	2500	2.7652	.52894
My school's approach in doing education is very consistent and predictable	2500	2.8312	.49599
Staff from different parts of the school organization share a common perspective	2500	2.7548	.52114
New and improved ways to do work are continually adopted	2500	2.8192	.49174
All members of staff have a deep understanding of students' wants and needs	2500	2.7116	.55763
Innovation and risk taking are encouraged and rewarded	2500	2.9412	.45981
The way things are done is very flexible and easy to change	2500	2.7940	.49118
My school responds well to competitors and other changes in the environment	2500	2.8500	.53704
Valid N (listwise)	2500		

Statistics

It is easy to reach consensus (agreement), even on difficult issues

N	Valid	2500
	Missing	0

It is easy to reach consensus (agreement), even on difficult issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	712	28.5	28.5	28.5
	Agree	1663	66.5	66.5	95.0
	Strongly Agree	125	5.0	5.0	100.0
	Total	2500	100.0	100.0	

Frequency Table

My teachers are effective in delivering their lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	12	6.7	6.7	6.7
	Moderate Level	157	88.2	88.2	94.9
	High Level	9	5.1	5.1	100.0
	Total	178	100.0	100.0	

My teachers are skilful in use of instructional materials for instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	12	6.7	6.7	6.7
	Moderate Level	140	78.7	78.7	85.4
	High Level	26	14.6	14.6	100.0
	Total	178	100.0	100.0	

My Teachers ensure they meet up with their lesson periods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	20	11.2	11.2	11.2
	Moderate Level	110	61.8	61.8	73.0
	High Level	48	27.0	27.0	100.0
	Total	178	100.0	100.0	

They effectively completes the scheme of work for each term

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	11	6.2	6.2	6.2
	Moderate Level	155	87.1	87.1	93.3
	High Level	12	6.7	6.7	100.0
	Total	178	100.0	100.0	

They ensure their lesson notes/plan are properly updated on time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	41	23.0	23.0	23.0
	Moderate Level	128	71.9	71.9	94.9
	High Level	9	5.1	5.1	100.0
	Total	178	100.0	100.0	

They manages the classroom properly during instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	4	2.2	2.2	2.2
	Moderate Level	108	60.7	60.7	62.9
	High Level	66	37.1	37.1	100.0
	Total	178	100.0	100.0	

They are very active in curricular and extra-curricular activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	2	1.1	1.1	1.1
	Moderate Level	82	46.1	46.1	47.2
	High Level	94	52.8	52.8	100.0
	Total	178	100.0	100.0	

They discipline students properly without biasness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	56	31.5	31.5	31.5
	Moderate Level	116	65.2	65.2	96.6
	High Level	6	3.4	3.4	100.0
	Total	178	100.0	100.0	

They keep records adequately

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	3	1.7	1.7	1.7
	Moderate Level	136	76.4	76.4	78.1
	High Level	39	21.9	21.9	100.0
	Total	178	100.0	100.0	

They are actively involved in students' welfare programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	7	3.9	3.9	3.9
	Low Level	123	69.1	69.1	73.0
	Moderate Level	44	24.7	24.7	97.8
	High Level	4	2.2	2.2	100.0
	Total	178	100.0	100.0	

They actively give reports concerning students to their parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	50	28.1	28.1	28.1
	Low Level	109	61.2	61.2	89.3
	Moderate Level	19	10.7	10.7	100.0
	Total	178	100.0	100.0	

Statistics

They use well proven teaching methods for instructional activity

N	Valid	178
	Missing	0
Mean		3.1517
Std. Deviation		.35973

They use well proven teaching methods for instructional activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate Level	151	84.8	84.8	84.8
	High Level	27	15.2	15.2	100.0
	Total	178	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Staff offices are very conducive for teachers	2500	1.00	3.00	2.0344	.36065
Laboratories are well equipped for instruction	2500	1.00	3.00	1.6652	.53556
Staff convenience facilities are conducive	2500	1.00	4.00	1.8868	.37369
School libraries are well resourced	2500	1.00	3.00	1.4980	.53339

Instructional materials (visual, audio and audio-visual aids) are adequate for teaching and learning	2500	1.00	3.00	1.5796	.52209
Classrooms are conducive for teaching	2500	1.00	3.00	1.7104	.48023
Recreational facilities are available and conducive for teaching and learning	2500	1.00	3.00	1.6460	.49556
I am made to spend more hours at work than the stipulated daily amount of hours	2500	1.00	3.00	2.0684	.38129
I am made to teach extra classes and extra-mural lessons	2500	1.00	4.00	2.0696	.51620
I teach more students than my capacity	2500	2.00	4.00	3.0620	.57331
I teach more subjects than is required	2500	2.00	4.00	2.8156	.49970
I teach more classes beyond my capacity	2500	2.00	4.00	2.9036	.49072
I teach more lesson periods in a week beyond my capacity	2500	2.00	4.00	2.8352	.51473
Valid N (listwise)	2500				

Do

Frequency Table

Staff offices are very conducive for teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	121	4.8	4.8	4.8
	Disagree	2172	86.9	86.9	91.7
	Agree	207	8.3	8.3	100.0
	Total	2500	100.0	100.0	

Laboratories are well equipped for instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	917	36.7	36.7	36.7
	Disagree	1503	60.1	60.1	96.8
	Agree	80	3.2	3.2	100.0
	Total	2500	100.0	100.0	

Staff convenience facilities are conducive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	321	12.8	12.8	12.8
	Disagree	2152	86.1	86.1	98.9
	Agree	16	.6	.6	99.6
	Strongly Agree	11	.4	.4	100.0
	Total	2500	100.0	100.0	

School libraries are well resourced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1298	51.9	51.9	51.9
	Disagree	1159	46.4	46.4	98.3
	Agree	43	1.7	1.7	100.0
	Total	2500	100.0	100.0	

Instructional materials (visual, audio and audio-visual aids) are adequate for teaching and learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1087	43.5	43.5	43.5
	Disagree	1377	55.1	55.1	98.6
	Agree	36	1.4	1.4	100.0
	Total	2500	100.0	100.0	

Classrooms are conducive for teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	755	30.2	30.2	30.2
	Disagree	1714	68.6	68.6	98.8
	Agree	31	1.2	1.2	100.0
	Total	2500	100.0	100.0	

Recreational facilities are available and conducive for teaching and learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	906	36.2	36.2	36.2
	Disagree	1573	62.9	62.9	99.2
	Agree	21	.8	.8	100.0
	Total	2500	100.0	100.0	

I am made to spend more hours at work than the stipulated daily amount of hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	102	4.1	4.1	4.1
	Disagree	2125	85.0	85.0	89.1
	Agree	273	10.9	10.9	100.0
	Total	2500	100.0	100.0	

I am made to teach extra classes and extra-mural lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	213	8.5	8.5	8.5
	Disagree	1939	77.6	77.6	86.1
	Agree	309	12.4	12.4	98.4
	Strongly Agree	39	1.6	1.6	100.0
	Total	2500	100.0	100.0	

I teach more students than my capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	338	13.5	13.5	13.5
	Agree	1669	66.8	66.8	80.3
	Strongly Agree	493	19.7	19.7	100.0
	Total	2500	100.0	100.0	

I teach more subjects than is required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	585	23.4	23.4	23.4
	Agree	1791	71.6	71.6	95.0
	Strongly Agree	124	5.0	5.0	100.0
	Total	2500	100.0	100.0	

I teach more classes beyond my capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	433	17.3	17.3	17.3
	Agree	1875	75.0	75.0	92.3
	Strongly Agree	192	7.7	7.7	100.0
	Total	2500	100.0	100.0	

I teach more lesson periods in a week beyond my capacity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	571	22.8	22.8	22.8
	Agree	1770	70.8	70.8	93.6
	Strongly Agree	159	6.4	6.4	100.0
	Total	2500	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reward for my performance at work	2500	1.00	3.00	1.6904	.74911
Leave bonuses	2500	2.00	3.00	2.9336	.24903
Life insurance	2500	1.00	2.00	1.4288	.49500
Motor insurance	2500	1.00	2.00	1.6324	.48225
Vacation Leave	2500	1.00	2.00	1.4620	.49865
In-service training	2500	2.00	4.00	2.9472	.27793
Reward for my performance at work	2500	1.00	3.00	1.7140	.74271
Recognition for my work performance	2500	1.00	2.00	1.4288	.49500
Allowances such as car and housing allowances	2500	1.00	2.00	1.5192	.49973
Pension scheme	2500	2.00	4.00	2.9288	.27670
Welfare packages	2500	1.00	3.00	1.7240	.73976
Valid N (listwise)	2500				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recognition for my work performance	2500	1.00	2.00	1.4592	.49843
Valid N (listwise)	2500				

Statistics

Working_Condition

N	Valid	2500
	Missing	0
Mean		27.7748
Median		27.0000
Std. Deviation		2.26975
Range		13.00
Minimum		24.00
Maximum		37.00

University, Nigeria

Working_Condition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	9	.4	.4	.4
	25.00	388	15.5	15.5	15.9
	26.00	323	12.9	12.9	28.8
	27.004	646	25.8	25.8	54.6
	28.00	385	15.4	15.4	70.0
	29.00	132	5.3	5.3	75.3
	30.00	467	18.7	18.7	94.0
	31.00	11	.4	.4	94.4
	32.00	38	1.5	1.5	96.0
	33.00	11	.4	.4	96.4
	34.00	54	2.2	2.2	98.6
	35.00	5	.2	.2	98.8
	36.00	15	.6	.6	99.4
	37.00	16	.6	.6	100.0
	Total	2500	100.0	100.0	

Frequencies

Notes

Output Created		27-AUG-2022 14:56:09
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		<p>FREQUENCIES</p> <p>VARIABLES=Renu1 Renu2 Renu3 Renu4 Renu5 Renu6 Renu7 Renu8 Renu9 Renu10 Renu11</p> <p>/ORDER=ANALYSIS.</p>
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Statistics

		reward for my performance at work	leave bonuses	life insurance	motor insurance	Vacation Leave	in-service training	reward for my performance at work	recognition for my work performance	allowances such as car and housing allowances	pension scheme	welfare packages
N	Valid	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500
	Missing	0	0	0	0	0	0	0	0	0	0	0

Frequency Table

Reward for my performance at work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1208	48.3	48.3	48.3
	Low level	858	34.3	34.3	82.6
	Moderate level	434	17.4	17.4	100.0
	Total	2500	100.0	100.0	

Leave Bonuses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low level	166	6.6	6.6	6.6
	Moderate level	2334	93.4	93.4	100.0
	Total	2500	100.0	100.0	

Life Insurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1428	57.1	57.1	57.1
	Low level	1072	42.9	42.9	100.0
	Total	2500	100.0	100.0	

Motor insurance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	919	36.8	36.8	36.8
	Low level	1581	63.2	63.2	100.0
	Total	2500	100.0	100.0	

Vacation Leave

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1345	53.8	53.8	53.8
	Low level	1155	46.2	46.2	100.0
	Total	2500	100.0	100.0	

Sick leave

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low level	166	6.6	6.6	6.6
	Moderate level	2300	92.0	92.0	98.6
	High Level	34	1.4	1.4	100.0
	Total	2500	100.0	100.0	

In service Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1149	46.0	46.0	46.0
	Low level	917	36.7	36.7	82.6
	Moderate level	434	17.4	17.4	100.0
	Total	2500	100.0	100.0	

recognition for my work performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1352	54.1	54.1	54.1
	Low level	1148	45.9	45.9	100.0
	Total	2500	100.0	100.0	

Allowances such as car and housing allowances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1202	48.1	48.1	48.1
	Low level	1298	51.9	51.9	100.0
	Total	2500	100.0	100.0	

Nigeria

Pension scheme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low level	191	7.6	7.6	7.6
	Moderate level	2296	91.8	91.8	99.5
	High Level	13	.5	.5	100.0
	Total	2500	100.0	100.0	

Lea

Welfare Packages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not At All	1124	45.0	45.0	45.0
	Low level	942	37.7	37.7	82.6
	Moderate level	434	17.4	17.4	100.0
	Total	2500	100.0	100.0	

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Working_Condition, Organizational_Culture ^b		. Enter

a. Dependent Variable: Tecahers_Performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.248 ^a	.062	.051	1.93515

a. Predictors: (Constant), Working_Condition, Organizational_Culture

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.976	2	21.488	5.738	.004 ^b
	Residual	655.344	175	3.745		
	Total	698.320	177			

a. Dependent Variable: Tecahers_Performance

b. Predictors: (Constant), Working_Condition, Organizational_Culture

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta	t		Lower Bound	Upper Bound
1	(Constant)	2.390	13.826		.173	.000	-24.896	29.677
	Organizational_Culture	.917	.310	.217	2.959	.004	.305	1.528
	Working_Condition	-.157	.084	-.137	-1.865	.002	-.323	.009

a. Dependent Variable: Tecahers_Performance


ANOVA

Tecahers_Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.372	1	.372	.093	.760
Within Groups	24821.348	6239	3.978		
Total	24821.720	6240			

Appendix 2

Instrument (Questionnaires) used for the study

Research Question 1

Organizational Culture and Working Conditions Questionnaire (OCWCQ)

Dept. of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

Dear Sir/Ma,

Request to Participate in a Research

I am a Doctorate student of the above named university. I am carrying out a research work on "Organizational Culture and Working Conditions as Predictors of Teachers' Performance in Public Secondary Schools in Oyo State. Your voluntary cooperation is highly needed in the completion of this instrument. All information provided here would be treated confidentially and adequately used.

Yours Faithfully,

The Researcher

Section A: Demographic Data of Teachers

1. **Gender:** Male [] Female []
2. **Age (years):** 21 – 30 [] 31 – 40 [] 41-50 [] 51 and above []
3. **Current level of education:** NCE [] OND/HND [] Bachelor's degree []
PGDE [] Master's degree [] Others (please specify) _____
4. **Years of Teaching experience:** 0-5 [] 6-10 [] 11 –15 [] 16-20 [] 21 –25 [] 26-30 [] 31 & above [].

Section B: Status of Organizational Culture

Please tick (✓) in the appropriate box in front of the items that best describe your opinion Key:

SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1)

S/N	Items	SA 4	A 3	D 2	SD 1
Involvement Culture					
1	Most teachers are highly involved in their work				
2	Information is widely shared so that every teacher can get the information he or she needs when it is needed				
3	Cooperation across different parts of the school is actively encouraged				
4	Teachers are involved in the process of school planning/decision to some degree				
5	There is continuous investment in the skills of teachers				
Consistency Culture					
6	There is a clear and consistent set of values that governs the way teachers work				
7	There is an ethical code that guides teachers' behaviour and tells them right from wrong				
8	It is easy to reach consensus (agreement), even on difficult issues				
9	My school's approach in doing education is very consistent and predictable				
10	Staff from different parts of the school organization share a common perspective				
Adaptability Culture					
11	New and improved ways to do work are continually adopted				
12	All members of staff have a deep understanding of students' wants and needs				
13	Innovation and risk taking are encouraged and rewarded				
14	The way things are done is very flexible and easy to change				
15	My school responds well to competitors and other changes in the environment				

Section C: Working Conditions

Please tick (✓) in the appropriate box in front of the items that best describe your opinion Key:
SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1)

		SA	A	D	SD
S/N	Items	4	3	2	1
	School Physical Facilities				
1	Staff offices are very conducive for teachers				
2	Laboratories are well equipped for instruction				
3	Staff convenience facilities are conducive				
4	School libraries are well resourced				
5	Instructional materials (visual, audio and audio-visual aids) are adequate for teaching and learning				
6	Classrooms are conducive for teaching				
7	Recreational facilities are available and conducive for teaching and learning				
	Teachers' Workload				
8	I am made to spend more hours at work than the stipulated daily amount of hours				
9	I am made to teach extra classes and extra-mural lessons				
10	I teach more students than my capacity				
11	I teach more subjects than is required				
12	I teach more classes beyond my capacity				
13	I teach more lesson periods in a week beyond my capacity				

Section D: Level of Remuneration

Tick (✓) as appropriate, the level at which you receive the underlisted

Key: High Level (HL) = 4; Moderate Level (ML) = 3; Low Level (LL) = 2; Not At All (NAA) = 1

S/N	Item (Level which I receive)	HL 4	ML 3	LL 2	NAA 1
14	reward for my performance at work				
15	leave bonuses				
16	life insurance				
17	motor insurance				
18	vacation leave				
19	sick leave				
20	in-service training				
21	recognition for my work performance				
22	allowances such as car and housing allowances				
23	pension scheme				
24	welfare packages				

Do Not Copy, Lead City University, Nigeria

Research Questionnaire II

Teachers' Job Performance Questionnaire (TJPQ)

Dept of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State.

Dear Sir/Ma,

Request to Participate in a Research

I am a postgraduate student of the above named university. I am carrying out a research work on "Organizational Culture and Working Conditions as Predictors of Teachers' Performance in Public Secondary Schools in Oyo State. Your voluntary cooperation is highly needed in the completion of this instrument. All information provided here would be treated confidentially and adequately used.

Yours Faithfully,

The Researcher

Section A: Demographic Data of Principal

5. **Gender:** Male [] Female []

6. **Age (years):** 21 – 30 [] 31 – 40 [] 41-50 [] 51 and above []

7. **Current level of education:** NCE [] OND/HND [] Bachelor's degree []

PGDE [] Master's degree [] Others (please specify) _____

Years of Teaching experience: 0-5 [] 6-10 [] 11 –15 [] 16-20 [] 21 –25 [] 26-30 [] 31 & above [].

Section B: Level of Job Performance of Teachers

KEY: High Level (HL) – 4 points, Moderate Level (ML) – 3 points, Low Level (LL) – 2 points, and Not At All (NAA) – 1 point

		HL	ML	LL	NAA
S/N	Item (My teachers)	4	3	2	1
	Teaching Performance				
1	are effective in delivering their lessons				
2	skillful in use of instructional materials for instruction				
3	ensure they meet up with their lesson periods				
4	effectively completes the scheme of work for each term				
5	ensure their lesson notes/plan are properly updated on time				
6	manages the classroom properly during instruction				
7	use well proven teaching methods for instructional activity				
	Administrative Performance				
8	are very active in curricular and extra-curricular activities				
9	discipline students properly without biasness				
10	keep records adequately				
11	are actively involved in students' welfare programs				
12	actively give reports concerning students to their parents				

Appendix III

Pictures of Reaserchers during administration of the instruments



Pictures of researcher issuing the instrument to school principals



Univ



Pictures of researcher administering and explaining the instrument to school teachers



Pictures of researcher administering instruments to teachers in schools



Picture showing the sample of school the researcher visited

Bio-data

A. Personal Data

1. **Full Name:** Adeyemo Adekola Oyebamiji

Home Address: Adeyemo's Lodge, Ayetoro Housing Scheme, Bonke, Oyo State

E-mail Address: princekola003@gmail.com

Phone Number: 08055448212

2. **Date and Place of Birth:** 23rd February, 1971/Oyo State

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:**

B. Educational Background

Educational Institutions attended with dates and qualifications obtained

Educational Institutions	Qualification Obtained	Date
1) Lead City University, Ibadan, Oyo state	PhD (in view)	2020-till date
2) University of Ibadan, Nigeria	M.Ed	2004
3) Lagos State University, Ojo, Lagos, Nigeria	BA (Ed)	1999
4) St' Andrew's College of Education, Oyo State, Nigeria	NCE	1995
5) Ibadan Christ Apostolic Grammar School, Aperin-Oneyere, Ibadan	WAEC	1988

C. Working Experience with Dates:

- 1) Classroom Teacher, Oyo State Post Primary School
Teaching Service Commission 1995-2006
- 2) Lecturer at Emmanuel Alayande College of Education, Oyo 2006-till date

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies:

1. Teachers Registration Council of Nigeria (TRCN)
2. Nigeria Association Educational Planning and Administration

F. Publications:

1. **Thesis:**

2. **Book:**

Adeyemo, A. O., Falade, A. A. & Adesope. A. O. (2007). *Challenges to successful implementation of information communication technologies in Nigeria's tertiary education*. In J. B. Babalola, G. O. Akpan & A. O. Ayeni (Eds), *Managing Technical and Vocational Education in the Era of Globalization*. (pp. 175-182). Ondo: Nigerian Association for educational Administration & Planning.

Salami, K. A., Okemakinde, T., Adeyemo, A. O. & Oketunbi, O. A. (2009). *Concept of school inspection/supervision*. In K. A. Salami, T. Okemakinde, A. O. Adeyemo & O. A. Oketunbi (Eds). *Educational Management*. (pp. 35-45). Oyo: Odumatt Press & Publishers.

Adeyemo, A. O. (2012). *Duties and qualities of a school supervisor*. In T. Okemakinde (Eds.), *Educational Planning & Supervision*. (pp. 45 – 48). Lagos: Murfat Publication.

Adeyemo, A. O. (2012). *Concept of organization*. In K. A. Salami & T. Okemakinde (Eds.), *Educational Administration*. (pp. 28 – 32). Lagos: Kingdave Book Publishers.

Adeyemo, A. O. (2012). *Reforming teacher education: A means of improving theory and practice in education*. In A. B. Alhassan (Ed.), *Advancement of the Theory and Practice in Education*. (pp. 57 – 63). Ibadan: Anchor Prints Limited.

Adeyemo, A. O. & Oke G. B. (2013). *Introduction to Educational Policy Analysis for Undergraduates*. Lagos: Murfat Publications.

Adeyemo, A. O. & Ajiboye, J. T. (2018). *Resource management and junior secondary school records*. In K.A. Salami (Ed.), *Educational Administration, Planning & Supervision*. (pp. 38 – 53). Lagos: Kingdave Book Publishers.

Adeyemo, A. O. & Okeyinka, A. O. (2018). *Characteristics of a child friendly school*. In K. A. Salami (Ed.) *Theory and Practice of Child – friendly Schools*. 9pp. 15 – 26). Oyo: Odumatt Press & Publishers.

3. **Journal:** Adeyemo, A. O. (2007). *The implication of classroom organization and management on teaching-learning process*. **The Social Scientist**, 1(2), 68-74.

Adeyemo, A. O. (2013). *Leadership styles and personnel effectiveness in the school organization*. **Journal of Promotion of Positive Strategies in Teaching and Learning**, 1(2), 62-69.

Adeyemo, A. O. & Isola, A. F. (2014). *Role of personnel management in education; Implications for national development*. **Journal of Professional Teacher Trainers**, 10(2), 303-306.

Adeyemo, A. O. (2014). *Examination malpractices in nigerian schools: causes, Implication and remedy*. **Journal of national Association of Women in Colleges of Education**, 18(2), 102-104.

Adeyemo, A. O. & Ishola, A. F. (2016). *A review of university education in Nigeria*. **Early Childhood Care & Primary Education Journal**, 2(1), 374-384.

Adeyemo, A. O. & Isola, A. F. (2016). *Enhancing teacher education in Nigeria through adequate record keeping*. **The Moulder**, 4, 154-166.

Adeyemo, A. O. (2017). *Problems militating against effective school supervision for national development*. **The Moulder**, 5(2), 370-377.

Adeyemo, A. O. (2017). *Educational planning as an impetus for national development*. **Journal of Business and Educational Policies**, 14(1), 128-133.

Adeyemo, A. O., Bolaji, O. A. & Ayanwoye, O. K. (2018). *Teachers' assessment of the availability and utilization of science and Mathematics learning resources in secondary schools in Oyo state*. **Journal of Business and Educational Policies**, 14(1), 179-192.

4. **Notable scholarly or Professional Accomplishments:** Nil

5. **Major Conferences/Workshops Attended:**

National Conference Marking the Silver Jubilee Anniversary of Oyo State College of Education (1980 – 2005).

Theme: Teacher Education and Millennium Development Goals. Held at Oyo State College of Education, Oyo, between 2 and 3 of May, 2006.

South – West Zonal Delegates Conference of Colleges of Education Academic Staff Union.

Theme: Consolidation of Nigerian's Education (Technical), Akoka, between 13 and 16 of November, 2007.

5th Annual Conference of pre – Degree Unit

Theme: Science Education and Millennium Development Goals. Held at Tai – Solarin University of Education, Ijebu – Ode, Between 16 and 20 of June, 2008.

3rd Annual Conference of School Education

Theme: Education and self – Actualization. Held at the federal College of Education, Osiele, between 7 and 12 of July, 2008.

2nd National Conference of Emmanuel Alayande College of Education.

Theme: Teacher Education and the Challenges of Global Economic Meltdown. Held at Emmanuel Alayande College of Education, Oyo, between 7 and 9 of July, 2009.

1st National Conference of school of Education.

Theme: Sustainable Reform in Teacher Education in Nigeria. Held at Emmanuel Alayande College of Education, Oyo, between 26 and 29 of April, 2010

1st International Conference of Federal College of Education.

Theme: Education Quality control in a Globalized Economy. Held at Federal College of Education, Okene, between 9 and 13 of May, 2011

1st Annual international Conference on Education

Theme: Advancement of the Theory and Practice in Education. Held at Osun State University, between 7 and 10 of February, 2011.

A 3 Day Information Dissemination Workshop of University of Ibadan.

Theme: Developing an Institutional Response to HIV and AIDS. Held at University of Ibadan, between 11 and 13 of May, 2011.

A 2 Day Workshop of Emmanuel Alayande College of Education.

Theme: Evolving High Quality Research Proposal and paper writing. Held at Emmanuel Alayande College of Education, Oyo, between 10 and 11 of July, 2012.

Signature

Date

The University Compliance Certificate

This is to certify that the thesis by Adekola Oyebamiji ADEYEMO in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

Date

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