

Staff Development Programmes and School Plant indices as Correlates of Teachers' Task Performance in Public Secondary Schools in Oyo State, Nigeria

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Certification

This is to certify that **Isaac Adisa FOLARIN** with the matriculation number **LCU/PG/001446** carried out this research work titled **Staff Development Programs and School Plant indices as Correlates of Teachers' Task Performance in Public Secondary Schools in Oyo State**, Nigeria in the Department of Arts and Social Sciences Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy Degree (PhD) Degree in Educational Management and this has not been previously submitted.

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Dedication

This project work is dedicated to Almighty God for His protection and guidance over my life, it is also dedicated to all those whom have contributed to the success of this work.

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Acknowledgement

The researcher is indebted to the Lead City University, Ibadan, Oyo State Librarian that gave me the access to information used in this research work.

My appreciations go to my supervisor, Professor Senimetulleuma who is also the head of department. The researcher is grateful to Professor Afolakemi Olasunmbo Oredein (Provost of Post Graduate School) for engaging me in new academic ideas. I thank all my departmental and faculty lecturers - Professor Donald Odeleye (Dean), Professor Phillias Olatunde Yara, Professor Babatunde Adeyemi, Dr. Olabisi Killian, Dr. Monilola Oyetade, Dr. Mojirade Ayantunji, Dr. Adepeju Oti, Dr. Kola Farinloye, Dr. Sabina Obi, Dr. Anjola Robbin, Dr. Adeyemi Ebo, Dr. Ukamaka Akuche, Dr. Christianah Sam- Kayode for their roles played to this research work.

I give glory and praise to my creator who gave me the strength and wisdom, for making it possible to accomplish my life dream. I would like to appreciate my wife and my children for their support.

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

Abstract

This study investigated staff development programs and school plant indices as correlates of teachers' task performance in public secondary schools in Oyo state as literature show pan city of studies on the subject. Dearth of study on joint influence of two salient predictors-staff development programs and school plant indices on teachers' performance was the gap filled. The study was guided by Human Capital and Education production function theories. Three research questions and two hypotheses were formulated. Descriptive survey research design was adopted. The population of the study comprised all vice-principals (625) and teachers (14,508). Sample size consisted of (40)vice-principals and (797) teachers. Two self-constructed questionnaires Staff Development Program and School Plant Questionnaires (SDPSPQ)" ($r=0.71$) and Teachers' Administrative Task Performance Questionnaire (TATQ) ($r=0.62$) were used. Data collected were analyzed using descriptive and inferential statistics. Results showed that teachers task performance ($\bar{x} = 2.59$) in public secondary schools is moderate, staff development program status of teachers is sometimes done ($\bar{x} = 2.65$), while status of school plants is poor ($\bar{x} = 1.90$). results showed significant joint influenced of staff development programs and school plant on teachers' task performance ($r = 14.575$, $p < 0.05$). However, staff development programs ($\beta = .147$; $t = 2.357$), with school plant ($\beta = .202$; $t = 1.064$), with a positive relationship with teachers' task performance ($+\beta$ value of $.112$ and $.121$). It was therefore recommended amongst others that stakeholders should enhance teacher's development programs and provision of adequate school plants to improved teachers' task performance in public secondary schools.

Keywords: Staff Development Programs, School Plants, Teachers' Task Performance.

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Chapter One

Introduction

1.1 Background to the Study

Teachers' task performance in secondary schools is very vital for the foundational development of a student. Secondary school level happens to be the bedrock for the tertiary education. When teachers who teach at this level perform well, they will not only effectively impact the students with the right knowledge for overall academic success but would also give them a foundation for their academic life at higher institution of learning. As a result of the vital role of teachers in the academic life of learners, it therefore becomes imperative that teachers perform their task well.

Teachers' tasks are the technical, formal and core job responsibilities of teachers in a public secondary school which is often written in their job description¹. These tasks are grouped mainly into instructional and administrative tasks. Teachers' task performance is simply view as how well teachers are able to carry out their tasks in areas of instruction and administration in conformity to the directives of the public secondary school².

Instructional task performance has to do with how well public secondary school teachers prepare lesson notes in line with the curriculum, engage students in learning activities, improvise and use instructional materials, assess students' learning outcome, mark their excesses, diagnosis their learning materials and provide regular feed-back on their performance^{3,4}. Administrative task performance has to do with how well public secondary school teachers Examination Committee, Chairman Time-Table Committee, House-master and Counsellor Committee.

Teachers' task performance in public secondary schools is very vital for the foundational development of a student especially for higher learning institution. However, despite the crucial role of teachers' task performance in the academic life of learners, it has

been observed that most teachers do not carry out their task performance well. It has been observed that teachers poorly prepare teaching materials, rarely assesses their students, rely heavily on traditional teacher-centered practices instead of students' centered practices and use of instructional aids. It has also been observed that some of them are non-chalant when it comes to students' welfare services and disciplining of students. Some teachers seem weak in the area of lesson preparation and subject mastery. Other research scholars have also observed and reported poor teachers' task performance in secondary schools in Oyo state^{7,8,9,10}.

Stakeholders in education are therefore advised to turn their gaze towards this direction of poor task performance amongst teachers because of its far reaching implications it might have on the students, parents, school and society. When teachers do not perform their tasks well, the students would success. The school would also be negatively affected in that it would not be projecting the right image of quality education to parents and society. Last but not the least, lot of half-baked secondary school graduates was chunked into the society with little or nothing to offer to its improvement and development.

Some factors have been raised for the cause of poor task performance amongst teachers in Oyo state secondary schools. Some of these factors include - Teachers' Characteristics, teachers' professionalism, Digital Leadership and Decision-Making Styles, Government Support Services and Job Security^{7,8,9,10}. This study however seeks to examine the influence of salient factors such as - staff development programs and school plant even as a thorough search of literature reveals scarcity of the influence of both factors on teachers' task performance.

Staff development program which is a vital aspect of school administration is a means of updating public secondary school teachers with skills and knowledge for improving their performance in areas of instruction and administration^{11,12}. It is an essential and a systematic

approach of assisting public secondary school teachers be it poorly prepared, untrained or semi-trained or inexperienced in acquiring new competencies to fit into current trends of the teaching profession and be effective in the public secondary school classroom¹¹. It refers to a planned programme to increase public secondary school teachers' growth for effectiveness and productivity in the teaching service¹³.

Studies have revealed high and positive influence of staff development programmes on teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State^{11,14,15}. Findings of a study showed that public secondary school teachers who participated in staff development programmes were more effective in their job in terms of subject matter knowledge, classroom management, teaching methods and evaluating student's work in Anambra, Kogi and Delta states^{13,16,17}. A study revealed that staff development positively enhances teachers' job satisfaction in secondary schools in Ekiti State¹⁸. From the available literature, it appears that relatively little research has been carried out on staff development programmes and teachers' task performance in Oyo state.

Staff development programmes include - exhibition, orientation, conferences, in-service training, seminars and workshops, teachers' coaching and mentoring program, computer based program, seminars^{11,13,14,17}. This study considers in-service training, conferences and coaching/mentorship based programs. In-service training is an on-going training of practicing public secondary school teachers, which is typically arranged by school boards or teaching service commission in an attempt to improve public secondary school teachers' competence (skill and knowledge) through continuing education courses, meetings and study groups, visits, and personnel reform. It helps to continuously update public secondary school teachers' knowledge, skills and interest in their various fields^{13,18}. A study showed a strong positive significant relationship between in-service training and public secondary school teachers' job performance in Enugu State, Nigeria¹⁹. Another similar study

revealed that low participation of public secondary school teachers in the various continuous in-service training programmes negatively affected their job productivity in Anambra state²⁰. From the available literature, it appears that relatively little research has been carried out on the influence of in-service training on teachers' task performance in Oyo state.

Conferences are viewed as a large official meeting at which teachers with same work or interests come together to discuss their views and to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so on and forth. It is also a form of public secondary school teachers' re-training programme where obsolete skills and experiences are re-tooled during subject panel meetings to enhance the performance of participants in terms of subject content knowledge communicating skills, leadership and lesson delivery¹¹.

The result of a study found that seminar and conferences improve teachers' performance in public primary schools in Asaba, Delta State greatly. It was noted that through conferences, teachers have access to a broad range of ideas which leads to enhanced performance. Conferences enable them to have better demonstration of their professionalism, improved communication, and creativity for satisfaction on the job, self-worth and professional pride. Furthermore, it provides them the opportunity for participatory input that affects the sense of investment and consequent ownership which they develop towards their school¹³. Studies have also reveal significant influence of teachers' attendance of conferences and their performance, quality instructional delivery and professional development in Rivers state^{11,21,22}. A study showed that workshops, seminars and conferences significantly influence teachers' job performance to a high extent in Abia State public secondary schools²³. From the available literature, it appears that relatively little research has been carried out on the influence of attendance of conferences on teachers' task performance in Oyo state.

Mentoring or coaching is a method of on the job training and in which a young public secondary school teacher is attached to a senior public secondary school teacher with the purpose of acquiring knowledge and experience needed for task performance²⁴. It involves regular series of training sessions where an experienced public secondary school teacher with considerable expertise guides a trainee²⁵. Mentoring public secondary school teacher during the induction years has long been recognised as a powerful means to support and acclimatise new public secondary school teachers to the profession²⁶. It puts the public secondary school teacher on the right course of the conduct, and ways to carry out responsibilities give to him/her²⁷.

A study showed a significant relationship between mentoring and teachers' job performance in senior secondary schools in Adamawa State, Nigeria²⁸. Another similar research revealed that principal's mentoring skill significantly correlates with teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria²⁹. A study revealed that of teachers' attendance to courses and mentoring significantly influence their job productivity in Oguta LGA, Imo State, Nigeria³⁰. However, from the available literature, it appears that relatively little research has been carried out on coaching/mentoring and teachers' task performance in Oyo state.

School plant is the entire scope of physical infrastructural facilities which are provided in the school for the purpose of educating the child³¹. In the context of this study, school plant refers to all school facilities needed for the takeoff and sustenance of a school³². They enable a skillful public secondary school teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Examples include - areas for sport and games, landscape, farms and gardens including trees and paths, toilet facilities, storage facilities, transportation, Information and Communication Technology (ICT), food services, library, pen, chalk, duster, desk, cabinet, chair, generator set, white

board, van, playground, land, field, classrooms, furniture, equipment, hostels common room, canteen and so on and forth^{31,32}.

Very few similar studies have been carried out on the influence of school plant on teachers' task performance. A study showed that there is significant relationship between school plant and English language teachers' job performance in public secondary schools in FCT, Abuja³³. Another study revealed that infrastructural facilities have significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan metropolis of Oyo State, Nigeria³⁴. A research showed that physical facilities negatively affects teachers' instructional effectiveness in Nakaseke district in central Uganda³⁵. However, from the available literature, it appears that relatively little research has been carried out on school plant and teachers' task performance in Oyo state.

School plant has also been classified into Instructional facilities, Recreational facilities, residential facilities and general facilities³². This study however focuses on instructional materials, school building site and laboratory equipment as aspects of school plant³⁶. Instructional materials are those materials that appeal to the senses (eyes, ears) during teaching and learning processes. They include – visual, audio and audio-visual aids. A study revealed that instructional materials on significantly influences teachers' ability to teach social studies in secondary schools in Aba South Local Government Area of Abia State³⁷. Adequate instructional materials can improve teacher effectiveness, enhance their commitment to school, and promote job satisfaction. Lack of resources can negatively impact employees' motivation, reducing their performance³⁸. However, from the available literature, it appears that relatively little research has been carried out on instructional materials and teachers' task performance in Oyo state.

School site has to do with the general conditions of the school classroom used for teaching and staff room for teachers. It has to do with the size, temperature, ventilation, age,

lighting and so on and forth of the classroom where students learn. A study revealed that educational environment design (architectural building site and aesthetic features, indoor environmental features, classroom design, and school green spaces/outdoor spaces) has significant effect on teachers' performance, satisfaction, and wellbeing³⁹. It was also revealed that school facility design effects teachers' retention. Additionally, space flexibility and movable furniture, and design with technologies to increase safety were believed to have an indirect impact on teachers' satisfaction of interior design⁴⁰. However, from the available literature, it appears that relatively little research has been carried out on school building site and teachers' task performance in Oyo state.

Laboratory equipment re those part of school plant where the practical aspect of most subjects taught in the classroom are carried out. Examples are science (biology, chemistry, physics) laboratories, home economics laboratory and so on and forth. It was revealed from a study that the provision of basic well-equipped laboratories for experiment and demonstration may enable teachers to teach better and make them to be satisfied with their job which may in turn facilitate their performance but insufficient provision of these facilities may have many negative effects on teachers. Many teachers may find their job uninteresting and unsatisfactory which may in turn reduce their performance³⁴. Another study revealed that the unavailability of laboratory equipment constitutes hindrance to science teachers' effective delivery on the concept of carbohydrates⁴¹. However, from the available literature, it appears that relatively little research has been carried out on school building sign and teachers' task performance in Oyo state.

Judging from the above background, it can be seen that staff development programs such as in-service training, conferences and coaching/mentoring and school plant such as instructional materials, school building site and laboratory equipment could influence the task performance of teachers in secondary schools. As a result of the consequences and

implications of poor task performance of teachers, there is therefore need to examine factors that could be responsible for the low task performance amongst teachers in Oyo state. Two salient predictors raised for this study are staff development program and school plant. From the available literature, it appears that relatively little research has been carried out on the influence of staff development program and school plant and their indices on teachers' task performance in Oyo state. This necessitated a need for this study.

1.2 Statement of the Problem

Teachers' task performance in public secondary schools is very vital for the foundational development of a student especially for higher learning institution. However, despite the crucial role of teachers' task performance in the academic life of learners, it has been observed that most teachers do not carry out their task performance well. It has also been observed that teachers poorly prepare teaching materials, rarely assesses their students, rely heavily on traditional teacher-centred practices instead of students' centred practices and use of instructional aids. It has also been seen that some of them are non-challant when it comes to students' welfare services and disciplining of students. Some teachers seem weak in the area of lesson preparation and subject mastery. Other research scholars have also observed and reported poor teachers' task performance in secondary schools in Oyo state^{7,8,9,10}. When teachers do not perform their tasks well, the students would not be properly equipped with the needed knowledge, tools and skills for academic success in higher institutions and man power in the society. The parents too would not get the best from their children or wards who they send to school with the hope of achieving academic success. The school would also be negatively affected in that it would not be projecting the right image of quality education to parents and society. Last but not the least, a lot of half-baked secondary school graduates was chunked into the society with little or nothing to offer to its improvement and development. Perhaps, staff development program and school plant may be

responsible for this poor task performance amongst teachers. It has been observed that some teachers have spent more than 6 years in the teaching service and yet has not got the opportunity to attend any conference, seminar or workshop. The school plant present in most public secondary schools in Oyo state seem dilapidated, outdated and worn out. There is therefore the need to examine the extent to which staff development program (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, schoolbuilding site, laboratory equipment) influence teachers' task performance even as a thorough search of literature reveals scarcity of both factors and their indices on teachers' task performance. This created a gap that this study is carried out to close in literature.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate staff development program and school plant as correlates of teachers' task performance in public secondary schools in Oyo state. The objectives are to:

1. ascertain the level of teachers' task performance (instructional and administrative) in public secondary schools in Oyo State;
2. ascertain the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State;
3. identify the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State;
4. investigate the combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State; and

5. examine the relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State.

1.4 Research Questions

This study attempts to find answers to the following questions:

1. What is the level of teachers' task performance (instructional and administrative) in public secondary schools in Oyo State?
2. What is the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State?
3. What is the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State?

1.5 Hypotheses

The following null hypotheses are raised and were tested at 0.05 level of significance:

H₀₁: There is no significant combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State.

H₀₂: There is no significant relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State.

1.6 Significance of the Study

This study would create awareness on the influence of staff development programs and school plant on the task performance of teachers in Oyo state public secondary schools. The findings of this study was of great benefit to students, teachers, and educational stakeholders. The students was beneficiary of the findings of this study if put into use. The students will have highly performing teachers teaching them and school plant to use for learning purposes.

The findings would help teachers to realise the level of staff development programs and status of school plant for teaching and learning purposes. It could make them swing into action in ensuring that they are provided programs for their development and necessary school plant for effective teaching in the schools.

The findings of the study would make educational stakeholders swing into action in ensuring that public secondary school teachers get the required staff development programs and school plant so as to boost their task performance. Lastly, the findings of the study would add to the body of literature upon publication and also be a useful guide as well as a point of reference to researchers who intend to carry out studies in this subject area.

1.7 Scope of the Study

The scope of this study will strictly focuses on staff development program and school plant as correlates of teachers' task performance in public secondary schools in Oyo state. The geographical spread covers all the public secondary schools in Oyo State. The variable scope covers two independent variables (staff development program and school plant) and a dependent variable (teachers' task performance). Staff development programs includes –in-service training, conferences and coaching/mentoring. School plant includes – instructional materials, school building site and laboratory equipment. Teachers' task performance includes – instruction and administration. Questionnaire is used as instrument for data collection. Data is analysed using descriptive statistics such as frequency, percentage, mean

and standard deviation and inferential statistics such as multiple regression at 0.05 level of significance.

1.8 Limitations to the Study

The researcher faced low co-operation from some respondents when in the field administering the questionnaire at initial stage. It was during the period teachers were conducting continuous assessment for their students when researcher visited most of the schools. The researcher motivated concerned respondents by given them red pen as gift.

Secondly, teachers and vice principals in Oyo state were used. It has place a limitation to the generalization of the finding for the nation. This is as a result of the fact that teachers and vice principals in other states of the federation do not have similar perception of situations and circumstances.

1.9 Operational Definition of Terms

Task Performance: This refers to the instructional and administrative duties of public secondary school teachers as specified in their job description

Instructional Task Performance: This refers to how well public secondary school teachers prepare lesson notes in line with the curriculum, engage students in learning activities, improvise and use instructional materials, assess students' learning outcome, mark their excesses, diagnosis their learning materials and provide regular feed-back on their performance.

Administrative Task Performance: This refers to how well public secondary school teachers Chairman Table-Table Committee, Examination Committee, House-master Committee and Counsellor Committee chase absences, analyze attendance data, participate in students' welfare services, keep records, invigilate examinations, processes examination results, collate students' reports and discipline students.

Staff development program: This is a vital aspect of school administration that helps in updating public secondary school teachers with skills and knowledge for improving their performance in areas of instruction and administration. It includes - in-service training, conferences and coaching/mentoring programs

In-service Training: This refers to an on-going training of practicing public secondary school teachers, which is typically arranged by school boards or teaching service commission in an attempt to improve their competence (skill and knowledge) through continuing education courses, meetings and study groups, visits, and personnel reform.

Conferences: This refers to large official meeting at which teachers with same work or interests come together to discuss their views and tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so on and forth.

Mentoring or coaching: This refers to a method of on the job training in which a young public secondary school teacher is attached to a senior public secondary school teacher with the purpose of acquiring knowledge and experience needed for task performance.

School Plant: This refers to the entire scope of physical infrastructural facilities which are provided in the school for the purpose of educating the child. They include – instructional materials, school building site and laboratory equipment.

Instructional materials: These refer to those materials that appeal to the senses (eyes, ears) during teaching and learning processes. They include – visual, audio and audio-visual aids.

School Site: This has to do with the general conditions of the school classroom used for teaching and staff room for teachers. It has to do with the size, temperature, ventilation, age, lighting and so on and forth of the classroom where students learn.

Laboratory Equipment: These refer to those part of school plant where the practical aspect of most subjects taught in the classroom are carried out.

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Chapter Two

Literature Review

This chapter presents the review of several literatures related to the research topic. It is organised according to the following sub-headings:

2.1 Conceptual Review

2.1.1 Performance

2.1.2 Task Performance

2.1.3 Task Performance of Teachers

2.1.4 Staff Development Programs

2.1.5 School Plant

2.2 Theoretical Review

2.2.1 Human Capital Theory

2.2.2 Education Production Function Theory

2.3 Review of Empirical Studies

2.3.1 Staff Development Program and Teachers Task Performance

2.3.1.1 In-service Training and Teachers Task Performance

2.3.1.1 Conferences and Teachers Task Performance

2.3.1.1 Coaching/Mentoring Based Programs and Teachers Task Performance

2.3.2 School Plant and Teachers Task Performance

2.3.2.1 Instructional Materials and Teachers Task Performance

2.3.2.2 School Site and Teachers Task Performance

2.3.2.3 Laboratory Equipment and Teachers Task Performance

2.4 Conceptual Model

2.5 Summary of Reviewed

2.1 Conceptual Review

2.1.1 Performance

Performance is the achievement of a person's work in a certain period that has gone through a standard work process¹. It is the achievement of duties and obligations of an employee, including additional duties outside of his or her obligation². It is a concept of achievement results achieved by workers through applicable procedures under the supervision of leaders³. It is as an individual's achieved results. It is the way an individual has done his work⁴. Performance is 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 achievement of organizational goals and objectives⁵.

Performance is about generating actions or behaviours effectively to meet the set targets. It can be defined in terms of quantifiable outcomes of work behaviours such as amount of sales, numbers sold and also in terms of behavioural dimensions⁶ Performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behaviour. It is an indicate of growth that manifested into increase in sales, increase in asset, increase in the number of workers, increase in market share, increase in number of branches, increase in product line as well as increase in customers⁷.

Dimensions of performance therefore include – efficiency (quantity of work), effectiveness (quality of work) and speed (timeliness). Efficiency is the comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, labour, time etcetera.). The quantity of work is thus an indicator of efficiency. Quantity is the amount that one can measure or count or the amount/volume of work produced or completed by an employee in an organization. Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. It is determined without reference to costs and is thus doing the right thing. The quality of work is thus an indicator of effectiveness. Quality of work refers to the produced work in terms of standards, errors, waste and re-work which meets standards. Lastly, speed is the distance covered by an object per unit time. Timelines of work is thus an indicator of speed. Timelines of work refers to the timely delivery of work in terms of schedules, meeting deadlines and so on and forth⁶.

Measures of performance include – profitability, efficiency, effectiveness, productivity and quality. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed

Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of organization to meet the desired objectives or target. Productivity is expressed as a ratio of output to that of input. It is a measure of how an individual or organization or industry converts input resources into goods and services. Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs. It is increasingly achieving better products and services at a progressively more competitive price⁷.

2.1.2 Task Performance

Task performance is the achievement of set/specific targets against preset standards or in terms of expected standards of accuracy, completeness, cost and speed. It is how well a person completes a particular task and additionally the perception with which he/she completes that task⁶. It is the qualitative and, quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit⁸.

Task performance is viewed as central job tasks which are assigned to workers. Job knowledge, work quantity, work quality, keeping knowledge up-to-date, job skills, working accurately and neatly, planning and organizing, decision-making, administration, solving problem, oral and written communication, monitoring and controlling resources are categorized under task performance. Task performance is sometimes measured as response time (how long a person takes to respond to a given, timed or untimed stimulus) or it could be measured as accuracy, et cetera. Typically, task performance is a term for quantifying someone's performance on a task. It was also noted that task performance describes the core job responsibilities of a worker. It is also called "in-role prescribed behaviour" and is reflected in specific work outcomes and deliverables as well as their quality and quantity. In-role work performance involves activities that are related to workers' formal role requirements. In-role performance is described as the work behaviour that is related to duties

and responsibilities that are formally specified in the employment contract. Extra role performance involves certain behaviours of workers which are not part of their formal job requirements as they cannot be prescribed in advance for a given job but they help in the smooth functioning of the organization as a social system⁹.

Task performance is defined as the behaviour that is directly linked to the completion of a job. Task related behaviours contribute to the technical core of the organization. Behaviour in the domain of task performance is usually recognized as a formal requirement of an individuals' job. Job description often explicitly stipulates that the job holders must perform these activities¹⁰. Activities relevant to task performance vary between jobs and task performance is related to ability¹¹. Task performance includes meeting company objectives, effective sales presentations and it varies between jobs within the same organization¹².

2.1.3 Task Performance of Teachers

Within a school system, teachers share a number of responsibilities. They perform a wide range of tasks. Their functions often times go beyond the duty of teaching and facilitating learning to involve/include responsibilities that may not immediately be teaching-related. As such, they, sometimes, take up or are assigned administrative and/or supervisory responsibilities in the schools they serve that not only contribute to inform and assure the smooth functioning of the schools but also their host communities. How they respond and carry out all of these tasks or responsibilities converge to form what is called "teachers' tasks performance. Teachers' task performance is measured based on quality, quantity, and time. It is the achievement of teachers' work both qualitatively and quantitatively with indicators: professional, pedagogical, personal, social, and the achievement of learning outcomes^{1,13}.

In teaching profession, task performance entails how a teacher is carrying out his teaching activities/job. It is the performance of teaching tasks and rendering of expected teaching services. It is the ability of a teacher to fulfill his/her duties as a teacher. Such duties

include - teaching students in the assigned classrooms and various grades of years, taking part in the general life of the school and professional activities, curriculum delivery, participation in extra-curricular activities and professional development under curriculum delivery. Teachers' tasks further include – planning, implementing and evaluating their lessons⁴.

Teachers' task performance could therefore be described as how effective a teacher discharges the assigned duties and responsibilities in the school system. It was asserted that the task performance of a teacher manifests in his/her effectiveness in teaching, classroom management, disciplining of students, motivating and creating leadership roles in the school system, among others¹⁴. Teachers' task performance is viewed as an outcome after a job is completed. It represents the levels of achievement of each job and the fulfillment of school regulations, expectations and requirements for educational goals and objectives¹⁵. The task performance of teachers in any educational system is a reflection of the skills, abilities, knowledge, competency and expertise in areas of instruction and administration that the teachers have acquired over time during training and development programmes¹⁶.

2.1.3.1 Task Performance Indices of Teachers

Task performance of teachers is defined as the performance of teachers at their tasks or duties in a school environment¹⁷. It is divided into two major aspects which are instructional and administrative task performance.

2.1.3.1.1 Instructional Task Performance

One major task of teachers apart from administrative task is the area of instruction¹². Instruction can be referred to as teaching, coaching, tutoring, training, lessons, or education. It is an activity which consists of actions intended to induce learning through the conscious and deliberate effort by an experienced person to impart knowledge, information, skills,

attitudes and beliefs to an immature or less experienced individual. It is also viewed as the systematic presentation of facts, ideas, skills and techniques to students. It involves the sharing of knowledge in the process of developing the individual. Instruction is the purposeful direction of the learning process¹⁸.

Instructional tasks are defined as roles and activities of teachers in the teaching and learning process (pedagogy) especially in a classroom¹². The teachers' instructional task is to promote quality education from the domain of teaching and learning through creative ideas, participation and cooperative learning, research, analysis and critical thinking, problem solving, innovation and encouragement of creative and divergent thinking from the students¹⁹. Teachers' instructional task performance is thus the ability of teachers to do well at instructional (teaching-learning) activities. It includes - planning lessons, delivering lessons (face-to-face), assessing and guiding students' activities, doing additional works, and developing the profession in education²⁰. It is capability of teachers to make thoughtful and adequate application of their cognitive ability and use of teaching aids in teaching and learning²¹.

Teachers' instructional tasks are professional duties performed which among others include preparation of lesson notes in line with the curriculum, classroom management and students' engagement in learning activities, assessment of learning outcome, marking of students' excesses and diagnosis of students' learning problems to achieve the set educational goals²². It is the overall ability of the teachers to exhibit the right attitude to instructional tasks, being dedicated and committed to the teaching roles, and making deliberate efforts towards the attainment of educational goals and objectives²³.

Instructional task performance has to do with how well public secondary school teachers prepare lesson notes in line with the curriculum, engage students in learning activities, improvise and use instructional materials, assess students' learning outcome, mark

their excesses, diagnosis their learning materials and provide regular feed-back on their performance^{21,24}. Instructional task performance is also viewed as teachers' performance in the classroom. It includes all the efforts teachers make in the following areas, organizing the students, 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 learners²⁵.

2.1.3.1.2 Administrative Task Performance

Administrative task performance has to do with how well public secondary school teachers Chairman Time-Table Committee, Examination Committee, House-master Committee and Counsellor Committee chase absences, analyze attendance data, participate in students' welfare services, keep records, invigilate examinations, processes examination results, collate students' reports and discipline students^{26,27}.

2.1.4 Staff Development Programs

Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training. Staff development has been accepted as an effective method of increasing the knowledge and skills of public secondary school teachers in order to enable them teach more effectively²⁸. Staff development program which is a vital aspect of school administration is a means of updating public secondary school teachers with skills and knowledge for improving instruction. It is an essential and a systematic approach of assisting public secondary school teachers in acquiring new skills and knowledge to fit into current trends of the profession and be effective in the

classroom. It is a means of assisting poorly prepared, untrained and inexperienced public secondary school teachers to improve both academically and professionally²⁹.

Staff development programme is a means for continuous professional growth, which encourages the extension of technical assistance by public secondary school teachers' educators. It was stressed that staff development programme provides public secondary school teachers with new skills, knowledge and attitude on better job performance. It comprises of the methods used to give old and new public secondary school teachers added skills and knowledge to perform effectively and efficiently on their job^{29,30}.

Staff development covers a broad range of activities designed to provide staff with the knowledge and skills that are directly related to their role and responsibilities in the school. Staff development programmes help staff understand their responsibilities towards attainment of the goals, mission and vision statement of the library. Staff development involves every opportunity available to new and experienced staff. These activities are designed to improve the quality of service delivery and enable public secondary school teachers to grow professionally³¹.

Staff development programmes are the various means by which all the categories of staff working in a public secondary school are encouraged to improve their capabilities and be more effective in their areas of assignment. It is a public secondary school effort aimed at helping a public secondary school teacher to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired. It deals with the activities undertaken to expose a public secondary school teacher to perform additional duties and assume positions of importance in the organizational hierarchy. Through, staff development programmes, public secondary school can develop, enhance, and improve the skills, competencies and overall performance of public secondary school teachers. It provides public secondary school teachers with information, skills, and understanding of the school and its

goals thus aiding them to continue to make the necessary positive contribution to the success of the public secondary school³².

Staff development program refers to a planned programme to increase public secondary school teachers' growth for effectiveness and productivity in the teaching service. It is therefore, a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available for new and experienced public secondary school teachers and teaching assistants. These activities are designed to improve the quality of classroom instruction and enable public secondary school teachers to grow professionally. Classroom instructions take place majorly in the school and the public secondary school teacher is being trained to deliver quality classroom instructions in the school³³.

Staff development refers to the process of providing opportunities for public secondary school teachers to improve their knowledge and performance in line with the goals and values of the public secondary school and in relation to the interests and needs of the public secondary school teachers. Staff development involves the range of activities that improve public secondary school teacher skills and knowledge in ways that improve their ability to undertake their job and which increase job satisfaction, performance and staff retention. It is the institutional policies, programs and activities that facilitate and support public secondary school teachers undertake current and future responsibilities and roles in ways that are consistent with the goals of the school³¹.

Staff development programmes are conscious institutional efforts particularly in relation to teaching in order to improve the capability of public secondary school teachers to enable them perform their roles effectively. It provides the necessary oxygen for public secondary school teachers in order to survive as educated and trained professionals. It also

provides the means for public secondary school teachers to experience continuing education as part of a team of professionals³⁴.

Staff development programme is an on-going process that comprises training, practice and feedback, and offers sufficient time and follow-up support. It involves training. Training is viewed as a specialized process through which a public secondary school teacher learns to perform direct tasks of varying complexity and acquire expected job behaviours³⁵. Staff development is a strategy institutions use to change public secondary school teacher's attitudes, beliefs, and perceptions³⁶.

Staff development is the provision made by the public secondary school for improving the public secondary school system and the personnel from initial employment to retirement. Staff development programmes are those activities designed to instruct, inform and stimulate classroom public secondary school teachers. Training help public secondary school teachers to clarify their values, introduce them to new curriculum and develop games and classroom materials. It is a complex process by which a public secondary school teacher learns, grow and improves his or her abilities to professional tasks. It is an attempt to polish those qualities which a public secondary school teacher has and which his or her position will require. This may mean putting him or her in a situation in which he or she has to show initiative and take the best out of his or herself. Thus, training assists a public secondary school teacher in whatever is not going well which can be rectified³⁷.

Staff development program is the provision of avenues for the continuous updating of public secondary school teachers' competency, effectiveness and efficiency in skills and knowledge, a lifelong learning process which results from a meaningful interaction between these public secondary school teachers and the professional environment. Public secondary school teachers' competence which can be facilitated by professional development is the ability of public secondary school teachers in coping with specific school learning activities³⁸.

Effective staff development program has been defined as structured professional learning that results in changes in public secondary school teacher practices and improvements in student learning outcomes. Staff development program focuses on teaching strategies associated with specific curriculum content supports for public secondary school teacher learning within public secondary school teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies. Active learning engages public secondary school teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such professional development uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to public secondary school teachers' classrooms and students³⁴.

Staff development program are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps public secondary school teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new public secondary school teachers to adjust to teaching field, helps to promote mutual respect among public secondary school teachers and recognizes the need for modern teaching methods⁴⁰.

Public secondary school teachers' professional development program is the process that improves public secondary school teachers to produce excellent education results for students. They are techniques used to guarantee that, educators continue to strengthen their

practices throughout their career. It is a lifelong process that begins at pre-service programs and proceed until retirement⁴¹.

The features of effective staff development program include - integrating active learning, utilising adult learning theory; content focused; using models and modeling of effective practice; supports collaboration, typically in job-embedded contexts; offers opportunities for feedback and reflection; provides coaching and expert support and is of sustained duration^{38,39}. Staff development programme is designed to increase the quality and quantity of output per unit production in a public secondary school; help to updates public secondary school teachers with the new development in the society in the area of new knowledge and skills; averts future death of manpower need of an organization; helps to equip a public secondary school teacher with new skills and technical know-how in handling new teaching strategies and methodologies; and help schools to achieve its goals and objective³⁵.

2.1.5.1 Forms of Staff Development Programme

Staff development programmes include - exhibition, conferences, in-service training, seminars and workshops, teachers' coaching and mentoring program, computer based program, seminars^{29,33,37,42}. This study considers in-service training, conference and coaching/mentorship based programmes.

2.1.5.1.1 In-service Training

In-service training is an integral part of staff development programme, which is organized for public secondary school teachers while in service. It is an on-going training of practicing public secondary school teachers, which is typically arranged by public secondary school boards or teaching service commission that employ the public secondary school teachers³⁰.

In-service training is defined as the educational opportunities to help the public secondary school teacher to improve themselves in their professions. It is an attempt to improve public secondary school teachers' competence through continuing education courses, meetings and study groups, visits, teachers and personnel reform. Also it is further viewed as a process for continuous updating of public secondary school teachers' knowledge, skills and interest in their chosen field. It is a means of continuous professional growth which encourages the extension of technical assistance by public secondary school teacher educators³³.

In-service training is planned public secondary school activities aimed at improving and increasing public secondary school teachers' concept, attitudes and behaviour to enable them to meet the demands of the teaching job. It focuses on improving the conceptual skill; and intellectual abilities needed to do a better job⁵. This method involves public secondary school teacher training outside the public secondary school or workplace in higher institution of learning or vocational centres under the sponsorship of the public secondary school or on terms that may be agreed upon between the public secondary school and the worker⁴³.

In-service training is also viewed as a process of raising productive potentialities of manpower resources in terms of knowledge, skills and capabilities through appropriate mechanisms such as education and training, counselling, career planning, performance or self-appraisals, awards or rewards. It benefits both the individual and the institution. With regards to the individual, the acquisition of new knowledge of skills promotes job competencies for performance upgrades and promotion. The knowledge gained from in-service training programme may reduce job related stress and increase interest, thereby promoting job performance. With regard to the institution, in-service training programme offers institutions with a corporate strategy for dealing with change⁴⁴.

2.1.5.1.2 Conferences

A conference is generally understood as a meeting of several people to discuss a particular topic. It is also a gathering of scientists or academicians, where research findings are presented and critiqued for improvement and contribution to knowledge. Most conferences have keynote address and lead paper presentations which ushers other conferees to present their papers in different panels in course of the conference. The speakers selected are eminent scholars in related field and their presence is meant to attract more people to attend the conference. In school settings, conference is a form of teacher re-training programme where obsolete skills and experiences are retooled during subject panel meetings to enhance the performance of participants in terms of subject content knowledge communicating skills, leadership and lesson delivery²⁹.

Conferences are used by researchers as one of the elements under training that is recognized to strengthen and convey messages to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Public secondary school teachers have access to a broad range of ideas through conferences which leads to enhanced performance. Attending conferences by public secondary school teachers have numerous benefits which include among others: better demonstration of their professionalism, improved communication among teachers, increased teachers' creativity for satisfaction, self-worth and professional pride. More so, conferences provide public secondary school teachers opportunity for participatory input that affects the sense of investment and consequent ownership which they develop towards their school³³.

Conferences are usually used to tackle a single or set of problems. It may involve session of various types; such as lectures, panel discussions, workshops and so forth. It is also viewed as a large official meeting at which people with same work or interests come together to discuss their views. Conferences are attended by reputable scholars in the educational system with different ideas to enhance public secondary school teachers teaching

performance in their fields. They are a ready media through which public secondary school have access to a broad range of ideas that lead to enhanced job performance²⁹.

Conferences usually encompass various presentations. They tend to be short and concise with a time span of about 10 to 30 minutes. Presentations are usually followed by a discussion. The work may be bundled in written form as academic papers and published as the conference proceedings. Usually, a conference will include keynote lecture. The key note lecture is often longer, lasting sometimes up to an hour and half, particularly if there are several keynote speakers on a panel. In addition to presentations, conferences also feature panel discussions round tables on various issues, poster session and workshops. Some conferences take more interactive formats. Conference ideally suggests discussion among persons of similar experiential exposure to the topic of discussion for the purpose of reaching agreements in controversial issues⁴⁵.

Benefits of attending conferences include that:

1. they allow public secondary schools to be updated with information on key issues facing the school;
2. they are valuable for delegates (public secondary school teachers) who carry heavy workloads;
3. they allow delegates (public secondary school teachers) to have issues addressed on a specific topic by recognized experts who are up to date with the latest developments in the field;
4. They are very appropriate in an era in which public secondary school teachers do not have time to read a number of books by experts. Conferences can spend a reasonable short period of time and get substantial information on a topic they have an interest in because the speakers, who specialize in these fields, have already done the sifting and selection of information from a wide variety of sources. They can present the

delegates with those aspects that are particularly relevant in the current work environment;

5. They create learning communities that bring together delegates (public secondary school teachers) from different professionals in the field of education;
6. The learning environment encourages delegates (public secondary school teachers) to exchange experience, ideas and practices from different fields of education;
7. It allows delegates (public secondary school teachers) to interact with each other who may be experiencing similar issues and problems. It allows them to tackle issues together. In turn, perspectives is broadened as a result. This information exchange helps delegates (public secondary school teachers) benchmark in their school; and
8. Reputable conference organizers add a great deal of value by identifying appropriate speakers who have necessary subject matter expertise, practical experience in implementation, as well as the ability to engage the audience in an interesting way that stimulates thought and debate⁴⁶.

2.1.5.1.3 Coaching-Mentorship Based Programs

Mentorship is the experience of a skilled and competent public secondary school teacher through a working relationship between less experienced staff and a very experienced one. The use of proper guidance is explored to put the new staff on the right course of the conduct, and ways to carry out responsibilities given to him/her⁸.

Coaching/Mentoring is a type of advancement wherein an accomplished individual, called a mentor, bolsters a subordinate in accomplishing specific set objectives by giving, preparing and directing them. It is a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of public secondary school teacher responsibility, where the coach facilitates the self-directed learning of the

coach through questioning, active listening, and appropriate challenge in a supporting and encouraging climate. It is a time-bound, formal intervention focused on shorter term goals and challenges. Mentoring is a continuing but informal relationship focused on long-term goals⁴².

Mentoring or coaching is a method of on the job staff training and in which a young public secondary school teacher is attached to a senior public secondary school teacher with the purpose of acquiring knowledge and experience needed for the performance of tasks⁴³. It is defined as regular series training sessions where an experienced public secondary school teacher with considerable expertise guides a trainee⁴⁷. Mentoring public secondary school teachers during the induction years has long been recognized as a powerful means to support and acclimatize new public secondary school teachers to the profession⁴⁸.

Mentorship is a system of semi-structured guidance where one public secondary school teacher or a group of public secondary school teachers share their knowledge, skills and experience to assist others to progress in their own lives and careers. Coaching is largely used when a public secondary school teacher or organization is working towards some change in growth and development, and improving performance while mentoring is often associated with induction, career and public secondary school teacher development and public secondary school teacher change⁴⁹.

2.1.5 School Plant

School plant also termed school facilities are those things found in a public secondary school that makes the system work⁵⁰. School plant simply means the location, fixed structures and movable materials in public secondary school⁵¹. It refers to the public secondary school building, classroom, hostels, libraries, furniture, blackboards, playgrounds, apparatus and equipment, laboratory, school offices, et cetera⁵².

School plant is the space interpretation of the curriculum, noting that the programmes of the public secondary school are expressed through the site, the buildings, playgrounds, the arrangement and design of the public secondary school buildings. They are thus those things which enable a skillful public secondary school teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. These facilities are therefore related directly to school curriculum. School plant is the entire scope of physical infrastructural facilities which are provided in the public secondary school for the purpose of educating the learner. Examples include - areas for sport and games, landscape, farms and gardens including trees and paths toilet facilities, storage facilities, transportation, Information and Communication Technology (ICT), and food services⁵³.

In the context of this study, school plant refers to all public secondary school facilities needed for the takeoff and sustenance of a public secondary school. It comprises of the public secondary school site and all the structures that have been put in place to aid effective teaching and learning in the public secondary school system. This includes immovable property, physical structures, assets and facilities belonging or allocated to a public secondary school used primarily for educational purpose and activities. School plant include the land occupied by the public secondary school, the walls or fences enclosing the premises and other land based facilities located in or owned by the public secondary school. This implies that school plants are moveable and immovable properties of the public secondary school ranging from building to every pin of the public secondary school such as pen, chalk, duster, desk, cabinet, chair, generator set, white board, van, land, field, hostels' common room, canteen, and so on and forth⁵⁴.

School plant refers to all non-consumable and durable physical and infrastructural facilities available in the school for teachers' and students use in order to make teaching and learning excellent and thus ensure the achievement of predetermined aims and objectives of

public secondary school education. Hence, the school plant includes the space within the public secondary school premises which houses the basic systems and structures⁵⁵.

2.1.6.1 Classification of School Plant

School plant has been classified into two namely – “Movable” or “Roaming” and “Immovable” or “Stationary” school plant. Roaming school plants are all the educational facilities that can be moved, carried about or relocated from one place to another. Examples are chairs, laboratory equipment, audio visual, tables, mobile markers board, books and so on and forth. Stationary school plant are all educational facilities that are permanently built at the public secondary school site. They are not movable and cannot be relocated. Examples are the school buildings, playgrounds, fields, workshops, libraries, trees, gardens, lawns and all land property of the school⁵⁴.

School plant has also been classified into Instructional facilities, Recreational facilities, residential facilities and general facilities. Instructional facilities are those public secondary school plant or facilities that facilitate teaching and learning directly. Examples are — chalks, markers, whiteboard/blackboard, seats, laboratories, classrooms, libraries, books, and so on. Recreational facilities are those public secondary school plant used for sports, games, relaxation, pleasure, and past-times such as lawns, fields, tracks, balls, gymnasium, swimming pools, and so on. Residential facilities those public secondary school plant that provide shelter for staff and students. Examples are - staff quarters, students’ hostels et cetera. General Purpose Facilities are those type of facilities that have flexible usage. They can be converted to other use beyond their original usage. They are developed under space facilities⁵⁴.

This study however focuses on instructional materials, school building site and laboratory equipment as aspects of school plant. Instructional materials are those materials that appeal to the senses (eyes, ears) during teaching and learning processes. They include –

visual, audio and audio-visual aids. School building site has to do with the general conditions of the classroom used for teaching. It has to do with the size, temperature, ventilation, age, lighting and so on and forth of the classroom where students learn. Laboratory equipment are those part of school plant where the practical aspect of most subjects taught in the classroom are carried out. Examples are science (biology, chemistry, physics) laboratories, home economics laboratory and so on and forth⁵⁶.

2.2 Theoretical Framework

This study is guided by “Human Capital Theory” and “Educational Production Function Theory”

2.2.1 The Human Capital Theory

This theory is premised on neo-classical analysis of labour markets, education and economic growth. It assumes that public secondary school teachers are productive resources and explores whether more highly educated public secondary school teachers are more productive than others⁵⁷. More importantly, the Human Capital Theory is a cost and benefit analysis of educational investment. From this viewpoint, training represents an investment in human capital (public secondary school teachers) that can be justified if net returns are generated in terms of better skills and increased performance⁵⁸. Human Capital Theory is a framework that examines the relationships between education, economic growth, and social well-being. It is an extension of the capital concept and posits that expenditures on education, job training (staff development programmes), and health are capital investments that will yield economic and social returns at the individual and societal levels⁵⁹. Education and job training are assumed to lead to greater productivity, which is ultimately translated into improved economic returns such as higher wages and increased GDP. Human capital itself is a composite of an individual or workforce’s knowledge, skills, and life experiences, and

higher levels of human capital are expected to yield increased wages and GDP, benefitting individuals and society as a whole⁶⁰.

Relevance of the Theory to the Study

This theory is relevant in that it shows the importance of investing in staff development programs for public secondary school teachers. Staff development programmes or job training programs for public secondary school teachers is a human capital investment that can ultimately improve the performance and productivity of teachers. When public secondary school teachers improve their task performance, the academic performance of the students they teach would also improve which would then impart on the manpower and economic development of the society.

2.2.2 Education Production Theory

According to this theory, economists think in terms of a production model where schools and other influences go in and student's achievement comes out. The Theory of Education Production is the process by which inputs are converted into outputs⁶¹. Efficiency analysis is centrally concerned with measuring the competence with which inputs (school facilities) are converted into valued outputs (improved task performance of teachers)⁶². Education is seen as a production and schools as production units. Public secondary schools take inputs in terms of school resources/plants and use them to produce outputs in terms of teachers and students' performance. This theory focuses on school plant or facilities as inputs which influence public secondary school teachers' performance and that of students in the long run. It is therefore expected that the schools have adequate physical facilities that can guarantee quality output from teachers and quality education not quantity education measured by the quality of outcomes (students' performance). This theory can therefore be expressed as:

$$TP = f(X_r)$$

Where: TP = Teachers' Task Performance; X_r = School Plant.

This study is guided by the above theory using the following variables:

$$TP = f(X1, X2, X3...n)$$

Where: TP = Task Performance; X1 = Instructional materials; X2 = School building site; X3 = laboratory equipment; n = other variables that are not part of this study. It can be expressed in a regression equation as follows:

$$TP = a + bX1 + cX2 + dX3... + \epsilon$$

Where: b1, b2 and b3 are constants of regression^{62,63}.

2.3 Review of Empirical Studies

2.3.1 Staff Development Program and Teachers Task Performance

A research was carried out to examine the effect of staff development training programme on performance in the National Assembly Abuja. The study was limited to the workers of the National Assembly in Abuja and it was also restricted to the period of six years between 2011 and 2018. This study employed the survey research design using questionnaire as the research instrument. The population for this study comprised of all the Staff of National Assembly Abuja which included one thousand, three hundred and fifty-four (1,354) workers and a sample size of three hundred and eight (308) respondents were drawn. The data collected for the study was analyzed using ordinary least squares multiple regression. The study found a positive and significant effect of staff Training and development on performance in the National Assembly Abuja. Other findings were that there was a positive but significant effect of staff training on performance in the National Assembly Abuja. It was recommended that National Assembly Abuja should continue to increase their level of employee on-the-job training and off the job training in order to improve their workers' capacity and overall organizational performance⁷.

A study was investigated on the influence of staff development programmes on secondary school teachers' job performance in Anambra State, Nigeria. A single hypothesis

was formulated to guide the study. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). SDPQ was administered on four hundred and fifty (450) teachers while TJPQ was administered on one thousand, eight hundred (1,800) students to assess teachers' job performance. Data collected were analyzed using Independent t-test statistic at 0.05 level of significance. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that the Ministry of Education and State Secondary Education Board in Anambra State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, employ of teaching aids, lesson preparation and delivery, classroom management and student's evaluation²⁸.

A closely related study was examined on the influence of staff development programmes on teacher's performance in public primary schools in Gokana and Khana Local Government Areas of Rivers State. Two objectives and two null hypotheses guided the study. The study employed descriptive research design. The total population was six hundred and forty-eight (648) teachers consisting of two hundred and thirty-nine (239) males and four hundred and nine (409) females in one hundred and twenty-two (122) public primary schools in Gokana and Khana Local Government Areas. A sample size of three hundred and forty (340) teachers consisting of one hundred and sixty-six (166) males and one hundred and eighty (184) females in fifty (50) out of one hundred and twenty-two (122) public primary schools were selected through stratified and simple random sampling techniques. The instrument for the study was a ten - item self-structured questionnaire titled "Influence of Staff Development Programmes on Teacher's Performance Questionnaire", structured on a

four-point rating scale of Very High Extent, High Extent, Low Extent, and Very Low Extent. It was validated by experts in the Departments of Measurement and Evaluation and Educational Management. Cronbach Alpha was used to get reliability indexes of 0.894 and 0.987. Statistical mean and standard deviation were employed to answer the research questions while z-test was used in testing the formulated null hypotheses at 0.05 level of significance. It was found that staff development programmes such as conference and workshop to a very high extent influence teacher's performance in public primary schools in Gokana and Khana Local Government Areas of River State. Based on the findings, it was recommended that Rivers State Government should frequently organize conferences for teachers in public primary schools in Gokana and Khana Local Government Areas to enable them perform effectively. In addition, the Rivers State Universal Basic Education Board should often organize post-service training for teachers in public primary schools in Gokana and Khana Local Government Areas to enable them gain requisite knowledge to enhance their performance²⁹.

A closely related study was done to examine the relationship between staff development programme, promotion and teachers' job satisfaction in secondary schools in Ekiti State. The study employed a descriptive research design of the survey type. The population of this study comprised 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 comprised of eight hundred (800) respondents – 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 multistage sampling procedure which involved simple random, stratified and purposive sampling techniques. Two sets of instruments tagged - "Staff Development Programme and Promotion Questionnaire (SDPPQ)" and "Teachers Job Satisfaction Questionnaire (TJSQ)"

were employed to collect relevant data for the study. The face and content validity of the instruments were determined by Educational Management experts, experts in Test and Measurements. The test retest method of reliability was employed to ascertain the reliability of the instruments. The reliability coefficient of 0.891 obtained for SDPPQ while 0.984 was obtained for TJSQ. The research hypotheses were tested using Pearson's Products Moment Correlation at 0.05 level of significance. Findings revealed the significant relationship between staff development programme and teachers' job satisfaction. It was recommended that regular staff development programmes should be organized by government for continuous professional development of teachers³⁰.

A similar study was assessed on staff development program and service delivery in the library of the University of Lagos, Nigeria and its implication for knowledge management in the library of the University of Lagos, Nigeria. The study employed the descriptive survey methodology. The population comprised of the entire library workforce in the University of Lagos where a sample of ninety (90) respondents were drawn using simple random sampling technique. Data analysis was done using the descriptive statistics such as frequency counts and percentage distribution. This was achieved with the aid of statistical package for social sciences (SPSS) version 20. Findings from the study indicated that top among staff development programs introduced in the selected academic library included in-house training and workshop. More than two-thirds of the respondents indicated that these programmes were organized at least once in a year. With regard to the attitude of library staff towards in-service training, the study revealed that the highest percentage of the library workforce have attended trainings organized for library staff some of the times, closely followed by those who attended most of the time while those who attended trainings all the time accounted for few percent and those who never attended any form of trainings organized for library staff accounted for very few percent. The study concluded that the university authority and the

university librarian in particular need to intensify efforts to sustain regular training and manpower development programmes for knowledge enhancement among library personnel thereby contributing to sustainable educational programme development and implementation in the university community. The study recommended that the library authority should embrace knowledge management practices among the librarians so that this can foster collaboration and knowledge transfer for the benefits of the library users and the university community at large³¹.

A very similar study was carried out to investigate staff development programmes on staff job performance in Colleges of Education in North Eastern Nigeria. Two objectives were stated to guide the study, which was translated into two research questions and two null hypotheses. The study employed a survey research design where the population of the study consisted of nine thousand, eight hundred and forty-seven (9,847) academic and non-academic staff of Federal and State Colleges of Education. A sample of three hundred and eighty-four (384) staff was sampled for the study using Taro Yamen's formula for sample size determination. Multistage sampling technique, which involves purposive, random sampling technique, and proportionate stratified sampling techniques were employed to sample the staff respectively to avoid bias and to ensure fairness in sampling. A self-structured questionnaire titled Staff Development Programmes and Staff Job Performance Questionnaire (SDPSJPQ), was employed for data collection. The data was collected by the researcher and the research assistant. This data was subjected to statistical analysis where the research questions were answered using descriptive (mean and standard deviation) and, the hypotheses formulated were tested at .05 using chi-square analysis. The result revealed that staff development programmes have a significant influence on the job performance of staff in Colleges of Education in North Eastern Nigeria. Based on these findings, it was recommended that: Government should provide adequate measures to ensure staff of colleges

of education are given proper staff development programmes so as to improve their performance at all times and also not deviate from the acceptable standard of the job performance expected³².

A very similar study was examined on the perceived influence of staff development programmes on the performance of teachers in public primary schools in Asaba, Delta State. Two research questions guided the study. The study employed survey research design. The population of the study consisted of six hundred and sixty-four (664) teachers from all the public primary schools in Asaba, Delta State. The study employed convenient sampling techniques to sample one hundred and ninety-nine (199) primary school teachers (thirty percent of the population). The instrument for data collection for the study was a structured questionnaire which was face validated by two expert teachers in primary schools. The reliability of the instrument yielded a coefficient of 0.879 using Spearman Ranks Ordered Correlation. Out of the one hundred and ninety-nine (199) copies of the questionnaire administered, only one hundred and eighty-four (184) copies were completely filled. Data collected were analyzed using mean and standard deviation for answering research questions. The findings revealed that, staff development programmes improve teachers' performance in public primary schools in Asaba. Based on the findings, the study recommends that government through its agencies (SUBEB, NTI, UBEC, and LEA) should constantly organize staff development programmes for primary school teachers based on the reports from needs assessment programmes³³.

A related study was investigated on teacher development program and teachers' performance in public secondary schools in Rivers State. Populations consisted of twenty-four thousand, seven hundred and ninety-three (24,793) teachers out of which a sample of four hundred (400) teachers were drawn. The purposive sampling technique was employed. Out of the four hundred (400) questionnaires distributed, only three hundred and fifty (350)

were duly completed and returned, upon which the analysis was done. The descriptive survey design was employed. Three research questions and three research hypotheses were posed. The research questions were answered using descriptive statistics such as mean and standard deviation while the hypotheses were tested using the Pearson Product Moment Correlation Coefficient (PPMC). The instrument was validated by a lecturer in the department of Educational Management, Ignatius Ajuru University of Education. The reliability testing was done using the Cronbach's Alpha of which a value of .854 was obtained which meant that the instrument was internally consistent (stable). The findings showed that teachers in public secondary schools in Rivers State are hardly trained or developed in the job. The study recommended that all stake-holders should ensure teachers are trained, retrained and developed for the purpose of their efficiency³⁴.

An identical research was implemented on the influence of staff development programmes on teachers' performance in Kogi State, Nigeria. Six hundred and sixty (660) secondary school teachers were sampled from all the secondary schools in the state. The administration of questionnaire was done by the researchers and other trained enumerators. Simple descriptive statistics and mean score were employed to analyse the obtained data. The result of the study indicated that majority of the secondary school teachers were married with an average family size of eight persons per household and an average teaching experience of seventeen years with NCE. Secondary school teachers in Kogi State were aware of the existence of various staff development programmes but majority of the teachers were not actively involved in programmes such as subject matter specialist, community resource persons, conferences, and workshops. Teachers in the area attested to the effectiveness of staff development programmes as it increases their performance. The major constraints affecting teachers' participation in staff development programmes in the study area were lack of government motivation in terms of grants and lack of fund. Based on the outcome of the

study, it was recommended that government should recruit new teaching staff to replace the aged staff; and facilities should be provided to ease teachers' participation in staff development programmes³⁷.

A closely identical study was aimed at examining the influence of teacher's professional development on job performance in public secondary schools in Ngara District. The research was guided by three objectives which were to: find out the existence of professional development programs in public secondary schools; find out the influence of teachers' professional development on teachers' job performance in public secondary schools in Ngara District; and find out the strategies that can be employed to improve teachers' professional development in public secondary schools in Ngara District. The study employed a qualitative research approach with descriptive design. Thirty-eight (38) participants participated in the study. Data were collected through open ended questionnaire and semi-structured interviews. The data were analyzed based on objectives and raised themes. The study showed that most of the teachers in Ngara district underperform in teaching practices due to inadequate professional development. The study concluded that there is no provision of professional development programs to teachers in Ngara district. It was recommended that teachers should be given enough in-service training by both the government and other identified education stakeholders; teachers should possess the attitude to change which means instead of depending on the government to train them, they can also seek to go for further studies and increase their knowledge and skills which will help them to perform their duties at required standards of performance⁴¹.

A similar study examined the relationship between staff development programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Four objectives, four research questions and four hypotheses were formulated to guide the study. The correlational research design was adopted to examine the relationship

between Staff Development Programmes and Teachers' Job Performance. The total population for this study was two thousand and fifty-five (2,055) respondents consisting of one hundred and five (105) principals and one thousand, nine hundred and fifty (1,950) teachers. A sample of six hundred and ninety-three (693) respondents was drawn using the multi-stage sampling technique. Two instruments titled: "Staff Development Programmes Questionnaire" and "Teachers' Job Performance Questionnaire" were employed to elicit information from respondents. The questionnaires were coded using the 4-point Likert scale of strongly agree, agree, disagree and strongly disagree. The instruments were duly validated by experts in the Departments of Measurement and Evaluation and Educational Management, all in the Faculty of Education, Rivers State University. The test-retest reliability method was employed in testing the reliability of the instrument and was correlated using Pearson Product Moment Correlation Coefficient which yielded a reliability coefficient of 0.982. The research questions were answered using Pearson Product Moment Correlation Coefficient Statistics, while the null hypotheses were tested using t-Transformation statistics at 0.05 level of significance. Results showed high and positive relationship between coaching/mentoring, computer-based programmes and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers state. It was recommended that coaching and mentoring of teachers should be employed by school administrators as well as by professionals in educational institutions. Government should also employ more innovative computer-based programmes for public senior secondary school teachers for improved, effective and efficient results in instructional delivery⁴².

A related study was investigated on the effect of staff development programme on organisational performance in selected banks in Lagos State, Nigeria. This study employed a descriptive survey research design which employed the use of questionnaires. The population of the study comprised of seven thousand, six hundred and sixteen (7,616) staff members of

First Bank of Nigeria PLC. However, three hundred and eighty (380) personnel were selected as the sample size using Taro Yamane sample size determination formula. Proportional sampling technique was employed to select the staff from ten selected branches in Lagos State. The data was analysed using a statistical tool of Regression Analysis with the aid of the Statistical Package for Social Sciences (SPSS version 23.0) at 0.05 level of significance. Descriptive Statistics was also employed to analyse the relevant data. Findings revealed that their staff development programme has a significant effect on organisational performance. The implication of this finding is that a well-trained staff will have a positive impact on organisational performance as it will add more effectiveness and efficiency to their output which will in turn improve the organisational performance. It was therefore recommended amongst others that staff development should be held consistently in order for workers to have career advancement and for increased loyalty in the organisation, which in turn increases their job performance⁴⁹.

A study was carried out to examine the relationship between staff development program practices and teaching, research and community service at Kampala International University (KIU) and Kyambogo University (KYU). A total of four hundred and sixty-six (466) respondents were involved in the study. Data was collected using a questionnaire and analysed using simple linear regression. The findings were that staff development program practices are significantly related with teaching service delivery but not research and community service⁶³.

A similar study was conducted to ascertain the influence of teacher's professional development practices on their job performance in Nyamagana District, Mwanza Region. The study employed a convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data. Stratified random sampling and simple random sampling techniques were employed to sample public secondary schools and

teachers while purposive sampling techniques were employed to sample heads of schools and the District Education Officer. Data was collected through questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduction in teachers' burnout, stress and turnover, improvement in teachers' effectiveness and overall teacher's personnel. Furthermore, it was also revealed that regular performance appraisals in schools enable teachers to improve themselves in classroom management, simplify supervision, evaluation and assessment process, improve proper communication and also ensures teachers' discipline at work. It was recommended that the ministry of education, science and technology, education stakeholders in conjunction with school administrators (district educational officer and heads of schools) should regularly organize and facilitate formative in-service training for teachers to enhance their job performance⁶⁴.

A study was sought to investigate the influence of staff training and development on librarians' job performance in federal university libraries in South- South Nigeria. Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The research design was a survey. The population of the study comprised of one hundred and two (102) librarians from the six federal university libraries in South-South Nigeria. The entire population was studied hence there was no sampling. Questionnaire was the instrument employed for data collection. Data collected was analyzed using descriptive statistics of mean scores. Analysis of Variance (ANOVA) was employed to test the two null hypotheses at 0.05 level of significance. The study found that staff training programmes that exist in the university libraries studied include - orientation, computer literacy simulation exercise, in-service workshop among others. Whereas the staff development programmes that

exist in these libraries were - job rotation, seminar, consultancy, publication and research, institutional education, study leave, mentorship/coaching and professional association. The result of the analysis showed that training and development programmes have a positive influence on librarian's job performance. Based on the findings, it was recommended among others that university libraries in South-South Nigeria should make training and development of their librarians a regular exercise. This will foster professional development and better services in these libraries⁶⁵.

A correlational survey study examined professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State, Nigeria. The sample size comprised of five hundred and four (504) participants selected through a multi-stage sampling technique from twelve thousand, seven hundred and forty-five (12,745) teachers in two hundred and seventeen (217) public secondary schools. The study was guided by two null hypotheses, tested at 0.05 level of significance. Two researcher-designed instruments namely, Participatory Management and Professional Development Questionnaire (PM/PDQ) and Teachers' Job Performance Scale (TJPS), were employed to collect data. The Pearson Product-Moment Correlation statistical tool was employed for data analysis. Results showed that teachers' job performance was significantly and positively related to professional development program. It was therefore, recommended among other things, that concerned authorities should improve on existing teachers' professional development programmes⁶⁶.

A similar study was investigated on the extent to which effective human resources development practices enhance teachers' job performance in public secondary schools in Rivers State, Nigeria. Five research questions and their corresponding null hypotheses were formulated in line with the objectives of the study to guide this research. Descriptive research design was employed and the population of the study consisted of eight thousand, four

hundred and fifty-two (8,452) secondary school's teachers in Rivers State, Nigeria. The sample size comprised two hundred and sixty-five (265) teachers drawn through cluster sampling technique. A researcher developed questionnaire titled – “Teachers’ Performance through Effective Human Resource Development Practices Inventory (TPEHRDPI)” was employed for data collection. Mean, standard deviation and rank order were employed to answer the research questions while z-test was employed to test the hypotheses at 0.05 level of significance. Findings revealed that development of human resources is essential for educational institutions to have motivated teachers and ensure high performance. The study, therefore, recommended that in-service trainings and development programmes should be organized regularly for teachers. Also, analysis of training needs analysis should be conducted before training programmes are designed for teachers in public secondary schools in Rivers State, Nigeria⁶⁷.

2.3.1.1 In-service training and Teachers’ Task Performance

A study was carried out on in-service training and teachers’ job performance in public secondary schools in Enugu State, Nigeria. A correlational research design was employed to carry out the study. A sample of six hundred and nineteen (619) public secondary school teachers was drawn through stratified random sampling techniques from a population of six thousand, one hundred and eighty-five (6,185) teachers who made up the respondents. Three research objectives guided the study. Investigation was based on the data collected through the administration of copies of researchers’ adapted instrument titled - “In-Service Training Questionnaire (ITQ) and Teachers’ Job Performance Questionnaire (TJPQ)”. The research instrument was validated by three experts pulled from measurement and evaluation using content validity. The reliability coefficient of 0.866 was obtained in test-retest method using Pearson Product Moment Correlation. The three null hypotheses were tested at 0.05 alpha level using Regression Analysis. The major findings of the study showed that teachers mean

rating on their participation in in-service training programmes was above average, teacher mean rating of their job performance was above average, and there were strong positive and significant relationships between teacher professional in-service training and job performance in public secondary schools in Enugu State, Nigeria. It was recommended that opportunities for in-service training programme should be made available to all categories of teachers and government should bear the financial burden for teachers' in-service training programmes by making budgeting allocation for that purpose among others. Distance supported e-learning should also be encouraged at school level should be encouraged⁵.

A study was carried out to assess the effect of in-service training on performance of teachers specifically at public secondary schools in Eastleigh Zone, Nairobi County. The study's specific objectives were to identify the effect of training needs on performance of teachers and to examine the strategies employed in conducting in-service training and their effects on teachers' performance in public secondary schools in Eastleigh Zone, Nairobi County. The teachers' performance was measured using the Balanced Score Card and other perceptual measures such as managerial performance, customer service orientation, work quality, and productivity. The study employed descriptive research design. All one hundred and forty-four (144) teachers were considered in the study hence census survey. The instruments employed in the study were a questionnaire and an observation checklist. Reliability test was carried out using Parallel Forms model. Descriptive statistics were employed for data analysis in the study. The study found out that there is a significant effect of in-service teachers' training on teachers' performance as stated by majority of the respondents in the study. It was agreed that training needs and strategies affected teachers' performance. It was recommended that the Government should ensure that the implementation of adequate and well planned in-service training programs for teachers at all levels of the educational system occurs as anticipated⁶⁸.

Another similar study was investigated on the influence of in-service training on job performance of librarians among librarians working in federal university libraries in North-East, Nigeria. Two objectives, research questions and one hypothesis were formulated and tested at 0.05 level of significance. Descriptive research design was employed and the target population of eight-one librarians in the three selected federal university libraries in North-East, Nigeria were employed for the study. Structured and five-point Likert scale questionnaire was designed and employed. Frequency counts, percentages, mean score, standard deviation and correlation coefficient were statistical tools employed to answer research questions and test the null hypothesis. Results showed that most of the university libraries do not organise regular training for their personnel and sponsor librarians for training on annual basis and among others. There was significant influence of in-service training on job performance among librarians in federal university libraries in North-East, Nigeria. It was concluded that regular training for librarians would enhance their job performance and can lead to high productivity. It was recommended that university libraries should organise regular training and re-training for librarians and implore them to utilise other ways of training such as mentoring, peer coaching, virtual conferences, workshop and seminars which are more effective and less expensive, There should be good and flexible existing training policy and conditions and requirements attached to training by the universities management should be made flexible and staff should be motivated by regular promotion as at when due and best performing staff should be rewarded⁶⁹.

A similar research was established to find out the extent to which teachers' participation on continuous in-service training programmes improved their job productivity in secondary schools in Anambra State. Three research questions guided the study. A descriptive survey research design was employed in the study. Population for this study consisted of five thousand, six hundred and seventy-four (5,674) teachers from two hundred

and fifty-eight (258) public secondary schools within the six (6) education zones in Anambra State. Sample size for the study comprised of one thousand, one hundred and thirty-five (1,135) teachers from one hundred and twenty-nine (129) public secondary schools using the stratified random sampling technique. Instrument for data collection was a self-constructed twenty-three-item questionnaire titled: “Teachers’ Participation in Continuous In-Service Training Programmes and Improved Job Productivity Questionnaire (TPCISTPIJPQ)” with a four-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) in order to answer all the three research questions. The questionnaire was validated by two experts from the Department of Educational Management and Policy, and one from Measurement and Evaluation in the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. Reliability of the instrument was established through a pilot-test on a sample thirty-two (32) teachers from four (4) public secondary schools in Anambra State. The scores obtained were measured using Cronbach Alpha statistics which yielded coefficient reliability value of 0.975, 0.977 and 0.981 for each cluster respectively, with an overall internal consistency reliability value of 0.978 showcasing that the questionnaire was reliable and stable to collect the necessary data for the study. Data collated were analyzed using the mean and standard deviation type of descriptive statistics. Findings of the study revealed among others, that the extent of teachers’ participation in the various continuous in-service training programmes (on-the-job, off-the-job, computer-based training programmes) for their improved job productivity were all to a low extent. It was therefore recommended among others that secondary school principals in collaboration with Anambra State Post Primary Schools Service Commission (PPSSC) should to high extent constantly organize on-the-job continuous in-service training programmes for teachers improved job productivity in schools⁷⁰.

A similar study was implemented to examine the impact of in-service training and staff development on perceived job performance among health workers in Federal Teaching Hospital, Ido Ekiti. The study employed a cross-sectional research design, which involved the use of semi-structured questionnaire containing information to measure health workers' in-service training on their job performance. Four hypotheses were tested through the use of an instrument in order to obtain data from participants. A total of three hundred and thirty-three (333) workers were sampled using a multi-stage sampling technique. Also the technique was employed in the administration of research instruments. Results indicated that there is a significant influence of in-service training and staff development on perceived job performance. It was therefore concluded that in-service training has impact on workers' job performance. It was also recommended that organizations should implement in-service training more in their organizations. Also institution should ensure that staff training is regular and continuous and rather than occasional and should not be seen as one of the routine activities of the institution⁷¹.

2.3.1.2 Conference and Teachers' Task Performance

A study was carried out on the impact of attending conferences on performance in secondary school students in Port Harcourt Rivers State Nigeria. The survey research design was utilized. The sampling method employed is the purposive sampling technique. The Pearson Product Moment Correlation Co-efficient was employed to test the postulated hypothesis at significance level of 0.05 percent. The study showed that significant relationship exists between teachers' attendance of conference training and their performance which invariably impact positively on students' learning ability, success in external examination and extracurricular activities. It was therefore recommended that government should develop programmes aimed at training and re-training teachers to enable them update their teaching skills, and learn new teaching strategies that enhance teaching-learning process.

Educational authorities should encourage all teachers to develop themselves through regular attendance to seminars and conferences organized in their fields in order to update their knowledge and acquire relevant teaching skills that will help them transmit appropriate knowledge to their students¹⁶.

The finding of a research revealed that male and female teachers opined that conference to a very high extent influence teachers' performance in public primary schools in Gokana and Khana Local Government Areas of Rivers State²⁹. The result of a study found that seminar and conferences improve teachers' performance in public primary schools in Asaba, Delta State greatly³³. Another findings shows that there is significant relationship between teachers' attending of conference and seminars and enhancement of their professional development in secondary schools in Rivers State³⁴.

A similar study was investigated on teachers' participation in conferences, workshop and seminar programmes for quality instructional delivery in secondary schools in Rivers State. The study employed a descriptive research design. The population of the study was five thousand, two hundred and sixteen (5,216) respondents comprising principals and teachers in Secondary Schools in Rivers East Senatorial Zone. The sample size was two hundred and ninety-eight (298) which included two hundred and fifty-six (256) teachers and forty-two (42) principals selected through disproportionate sampling technique from forty-two (42) secondary schools in four local government areas in the senatorial zone. The disproportionate random sampling technique was employed because the strata of the population were dispersed in their distribution in the forty-two (42) schools. "Teachers' Participation on Workshop and Seminar for Quality Instructional Delivery Questionnaire (TPWSQIDQ)" was employed as instrument for data collection. The questionnaire was face validated by experts in the relevant areas. The reliability coefficient of 0.988 was computed for the questionnaire. Data obtained from the respondents were analyzed using mean statistics while the hypothesis

was tested using z-test statistics at 0.05 level of significance. Findings indicated that attendance in workshop and conferences are very significant and vital in enhancing quality instructional delivery by teachers' in secondary school due to their ability to develop teaching methods, knowledge and skills of the teachers. It was recommended that teachers should be encouraged by principals through nominations to participate in conferences and workshops for quality instructional delivery in the schools. Similarly, state government should increase the frequency of training programmes such as workshop, seminars, conferences, et cetera. School principals should approve training allowance for teachers to enhance their participation in development programmes. Since the teachers' participation in workshops and conferences enhance instructional delivery, state government education stakeholders and public spirited individuals should collaborate to promote teachers' participation in programmes that will improve them⁴⁵.

It was stated that a successful teacher is required to be equipped with the characteristics of mastery of subjects matters, sound physical and mental health, devotion and dedication to his or her profession, willing and ready to acquire modern skills and knowledge that will enhance his or her performance during teaching learning process. And this can be achieved through constant seminar and conference training programmes⁷².

It was reported that different conference programmes are available which can impart positively on the teachers' performance in the areas of skill, knowledge and on-the-job service delivery. It was further stated that the ineffectiveness of training programmes have also led to the problem of teachers' retention in both private and public primary schools, especially among the experienced senior teachers⁷³.

A study was examined on teachers' perceptions and experiences of English Language Training conferences in order to determine the role which conferences play in teachers' professionalism. Professionalism was operationalized a concept pertaining to Continuing

Professional Development (CPD), Community, and Professional Identity. Seventeen (17) teachers who had attended face-to-face conferences were interviewed and the data analysed through content analysis. The results revealed that conferences have a valuable contribution to English teachers' sense of professionalism because they offer a rich source of continuing professional development, provide a strong sense of community and help develop their professional identity. It was therefore recommended that conferences should be organized for teachers to give them better experience and optimum professionalism as teachers⁷⁴.

A similar study was investigated on the influence of conferences and seminars on teachers' job performance in Abia State public secondary schools. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. Related literatures were reviewed which helped to highlight more facts necessary for building the study. The study employed descriptive survey research design. The population for the study comprised of three thousand, two hundred and thirty-three (3,233) teachers in the three education zones in Abia State. A sample of six hundred and seventy-nine (679) teachers were selected for the study through stratified, purposive and simple random sampling techniques. Questionnaires were constructed to collect data for the study. The instruments were duly validated by experts. The reliability of the instrument was determined by test-retest method using Pearson Product Moment Correlation Statistics and it yielded a reliability coefficient of .982 which was considered highly reliable and suitable for the study. The data collected were analyzed using mean and standard deviation to answer the research questions, while the hypotheses were tested with the use of paired sample t-test statistics at 0.05 level of significance. The study showed that open and distant learning programmes, workshops, seminars and conferences significantly influence teachers' job performance to a high extent in Abia State public secondary schools. The study therefore, concluded that teachers' open and distant learning programmes, workshops, seminars, and conferences are the programmes

that teachers attend that can improve their teaching performance. It was recommended that there is need for teachers to go for in-service training programmes like open and distant learning, workshops, seminars, conferences since their performance are enhanced through such training programmes⁷⁵.

2.3.1.5 Coaching-Mentorship based program and Teachers' Task Performance

The findings of a study showed a high and positive relationship between coaching/mentoring programme and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State⁴². A study sought to examine the relationship between coaching and employee performance in petroleum companies in Uganda. The study employed a correlational research design and collected data using a self-administered questionnaire. The results obtained showed a statistically significant positive relationship between coaching and employee performance in petroleum companies⁴⁷. A study noted that mentoring has positive effect on employee performance in the Nigerian service sector⁷⁶.

A similar study was investigated on the relationship between mentoring and teachers' job performance in senior secondary schools in Adamawa State, Nigeria. One objective, two research question, and a hypothesis was formulated to guide the study. A correlational research design was employed to carry out the study. The area of the study was Adamawa State located in the North Eastern part of Nigeria. The target population consisted of all one thousand, five hundred and fifty-four (1,554) mathematics teachers and three hundred and thirty-seven (337) principals in senior secondary schools within the five education zones in Adamawa state. A sample size is four hundred and seven respondents (407) comprising three hundred and eighty-seven (387) mathematics teachers and twenty (20) principals were drawn

using Taro Yamane sample size determination formula. The instruments for data collection included two self-constructed questionnaires which are – “Teachers’ Satisfaction Base on Mentoring (TSBM)” and “Teacher’s Job Performance Questionnaire (TJPQ)”. The instruments were validated by three experts; one professor, two associate professors and the reliability score was computed using Cronbach alpha method for establishing internal consistency coefficient reliability (α). Reliability coefficients of 0.975 was obtained for TSBM questionnaire while 0.980 was obtained for (TJPQ). Descriptive statistics of mean and standard deviation were employed to answer the research questions while inferential statistics such as Pearson Product Moment Correlation (PPMC) was employed to test then hypotheses. Results showed a significant relationship between mentoring and teachers’ job performance in senior secondary schools in Adamawa State, Nigeria. It was recommended on the basis of this result that teachers especially new ones should be given mentors or coaches to help become grounded in their profession and perform better for the ultimate good of the students⁷⁷.

A similar investigation was carried out on principal’s mentoring skill as a correlate of teachers’ job performance in Senior Secondary Schools in Adamawa State, Nigeria. Three research questions and three hypotheses were formulated and tested at 0.05 level of significance. The study employed a correlational research design. The population of the study included five thousand, five hundred and fifty-eight (5,558) academic personnel which consisted of three hundred and thirty-seven (337) school principals and five thousand, two hundred and twenty-one (5,221) teachers in senior secondary schools that are stationed in all the five education zones in Adamawa state. The sample size for the study consisted of five hundred and fifty-six (556) academic personnel which included five hundred and twenty-two (522) teachers and thirty-four (34) principals that were selected using multistage sampling technique. A questionnaire titled - “Principal Mentoring Skill and Teachers’ Job Performance

Questionnaire (PMSTJPQ)” was employed to collect data. The instrument was validated by three experts from the department of Physical Science Education at the Modibbo Adama University of Technology, Yola. However, reliability of the instrument was done using Cronbach Alpha of which a correlation co-efficient of 0.982 was obtained which meant that the instrument was reliable. Mean and standard deviation were employed to answer the research questions, while Pearson Product Moment Correlation method (PPMC) and Multiple Correlation Analysis were employed for testing the hypotheses. The findings of the study were that there is a significant high positive relationship between principals’ mentoring of teachers in instructional leadership and teachers’ job performance; there is a significant high positive relationship between principals’ mentoring of teachers in career development and teachers’ job performance. Similarly, principals’ mentoring of teachers’ instructional leadership and career development significantly correlates with teachers’ job performance in senior secondary schools in Adamawa state, Nigeria. It was therefore concluded, that principals’ mentoring of teachers in instructional leadership and career development significantly correlates with teachers’ job performance in senior secondary schools in Adamawa state, Nigeria. The study therefore recommended amongst others that the State Ministry of Education should put in place formal mentoring programmes for all newly employed teachers as a capacity building tool; newly employed teachers are encouraged to acknowledge the benefits of mentoring and be open to mentoring for enhanced capacity building⁷⁸.

A study was assessed on the effect of coaching and monitoring on workers’ job performance among academic staff in University of Ibadan, Oyo State, Nigeria. Multistage sampling technique was employed in obtaining data from ninety academic workers of Faculty of Agriculture, University of Ibadan. The data was analysed using Chi square and Pearson Product Moment Correlation. On challenges facing coaching and mentoring, respondents

identified mentee unwillingness to be mentored, and non-conducive environment for coaching and mentoring as the major constraints, while the least constraint was time and workload pressure. Results also revealed that many of the respondents have high job performance level and there was significant relationship between respondents' coaching and mentoring and their job performance. It was therefore concluded that coaching and mentoring influences workers' job performance positively among academic staff in academic institutions. It was recommended amongst others that provision of good work-environment for coaching and mentoring of academic staff should be provided by university management⁷⁹.

A similar investigation was conducted on the influence of attendance to courses and mentoring on job productivity of teachers in Oguta LGA, Imo State, Nigeria. The survey research design was employed for this study using questionnaire as an instrument for data collection. The population and sample of the study consisted of six hundred and sixty-one (661). Out of these, five hundred and one (501) copies of the questionnaire were duly completed and returned for data analysis. Student's t-test was employed to analyze the research questions. The finding showed that short and part time courses had no significant influence on job productivity of teachers in Oguta LGA, Imo State, Nigeria. Finding also showed that mentoring significantly influence job productivity of teachers in Oguta LGA, Imo State, Nigeria. It was recommended that, there should be a review of the curriculum and an in-built quality-control measure on the content delivery of course (short/part time) study attended by teachers. This will ensure that there is no room left for compromise of quality and standard of course programmes and also ensure that the approaches are relevant to job functions of teachers or else the aim of development action is defeated⁸⁰.

The above studies though similar to the study under investigation differ in many aspects. First of all, most of the studies did not look at the influence of staff development

programs and indices such as in-service training, conferences and coaching/mentoring on teachers' task performance. Secondly, only little or no study on the topic have been done in Oyo state.

2.3.2 School Plant and Teachers Task Performance

A study investigated impact of schools plant on English Teachers job performance and students' academic performance in public secondary schools in FCT, Abuja, Nigeria. The study employed a descriptive research design with a population of all the English language Teachers and English students in the public secondary schools in FCT. Simple random sampling technique was employed to select one hundred and twenty (120) English Teachers and three hundred (300) English students (SS2). Questionnaire was employed as data collection instrument. The instrument employed to collect data was a self-constructed questionnaire titled - 'Impact of School Plant on Teachers Job Performance and Student Academic Performance Questionnaire (ISPTJPQ)'. The questionnaire was well structured and the rating scale was the four Likert type of Strongly Disagree (SD) to Strongly Agree (SA). The reliability of the instrument was established through the test-re-test method. The two sets of responses were correlated using Pearson's Product Moment Correlation and a reliability coefficient of 0.894 was obtained. Data collected were analysed using descriptive statistics such as mean, standard deviation, frequency and percentage and inferential statistics such as Pearson's Product Moment Correlation (r). The findings showed that there is significant relationship between school plant and English language teachers' job performance in public secondary schools. The result also indicated that there is significant relationship between school plant and academic performance of students in public secondary schools. It was recommended that school plant be provided adequately for optimum performance of

teachers in teaching English language which is one of the vital subjects in secondary school education⁸¹.

A similar study was carried out on the influence of secondary school infrastructural facilities on teachers' job satisfaction and performance in Ibadan Metropolis, Oyo State, Nigeria. The school infrastructural facilities included: laboratory, library, furniture, convenience for staff and students and instructional materials. Descriptive survey research design was employed to carry out the study. A self-designed questionnaire was also used. The population of the study comprised of public and private secondary school teachers in Ibadan Metropolis, Oyo State of Nigeria. Multi-stage, Purposive, Cluster and Simple Random Sampling Techniques were employed to select a total of one thousand three hundred and twenty (1,320) teachers (male and female) from the selected public and private secondary schools for the study. Three research questions were raised and seven hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, MANOVA, Multiple Regression Analysis and t-test. All the hypotheses were tested at 0.05 level of significance. Among others, the study revealed that infrastructural facilities have significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan metropolis of Oyo State, Nigeria. As a result of the findings, it was recommended that there should be adequate and prompts supply of infrastructural facilities into all secondary schools in Ibadan metropolis with proper and timely maintenance of these facilities⁸².

A closely identical study was carried out to investigate the state of physical facilities and its effect on teachers' instructional effectiveness in Nakaseke district in central Uganda. Two research objectives guided the study and they were to: examine whether classroom adequacy and quality affect teachers' instructional effectiveness and to examine whether staff-house adequacy affected teachers' instructional effectiveness. The study employed a

descriptive survey research design using a mixed-methods approach. The study population comprised of Education Officers at the district headquarters, head-teachers and teachers in Public Primary Schools (PPSs) in Nakaseke district. A sample of two hundred and eighty-five (285) participants was got using Morgan and Krecje sample size determination table. Stratified sampling and simple random sampling techniques were employed to select head teachers and teachers respectively. Education Officers (EOs) were selected using purposive sampling technique. To collect quantitative data, a self-administered questionnaire was employed. An interview guide was employed to collect qualitative data. In cases where data aspects required viewing, direct observation was employed. Results on Research Question 1 showed that there were a number of inadequacies in as far as the provision of physical teaching facilities was concerned. Such inadequacies impacted negatively on teacher instructional effectiveness. The respondents revealed that classrooms were not enough in the majority of public primary schools in Nakaseke district. Similar inadequacies were also witnessed in schools where the classrooms had dusty floors and an alarming shortage of sitting facilities for both learners and teachers. In the same way, the majority of schools did not have lockable door shutters to ensure safety of instructional materials and neither were the classrooms walls neatly painted to create a conducive learning environment. However, there were cases where specific physical facilities were found to be adequate – such facilities included classrooms with adequate ventilation for proper aeration, classrooms with adequate spaces to allow free movement of learners and teachers, buildings with ramps for both teachers and learners with disabilities, classrooms with good hygiene and enough blackboards to aid effective teaching. Results on Research Question 2 showed that in Nakaseke district, staff houses in public primary schools were very inadequate and this impacted negatively on teacher instructional effectiveness. In this case, a large portion of the respondents showed that teachers did not have enough accommodation facilities, an average portion of the respondents

also reported that teachers' houses were not decent, a huge portion of the respondents indicated that the schools did not rent houses for teachers' accommodation and moderate portion of the respondents showed that the teachers resided outside the school. It was recommended that Nakaseke District Local Government should employ part of its local revenue to improve on the quantity and quality of physical infrastructure in schools. Secondly, the PTA, the community and NGOs should be highly involved in the improvement of education infrastructure in the district⁸³.

Another similar study was designed to answer the following research questions: - 1) to what extent are job attitudes of teachers influenced by the conditions of school facilities in Arkansas; 2) what are the perceptions of teachers in regards to the conditions of the school buildings; and 3) 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 is a significant relationship between age of the school building and the attitudes of the teacher. The instruments employed in the study to measure the attitudes were the Commonwealth Assessment of Physical Environment (CAPE) and the My Classroom Assessment Protocol (MCAP). The schools in the study were chosen to have a contrast between older and newer facilities. Data from the CAPE was employed to determine the physical condition of the school buildings while the MCAP was employed 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 attitudes⁸⁴.

2.3.2.1 Instructional Materials and Teachers Task Performance

A study was investigated on the effect of instructional materials on the teaching and learning of social studies in secondary schools in Aba South Local Government Area of Abia

State. The research was guided with three objectives, three research questions and hypotheses. Survey design was employed and both students and teachers made up the population for study. A sample of hundred (100) subjects was drawn from five schools and was administered questionnaires. Data collected was analyzed using simple percentage, frequency, mean and standard deviation for research question and chi square for hypothesis. However, the three hypothesis were tested at 0.05 level of significance and were all rejected. The study revealed that selection of relevant instructional materials, availability and ability of the teacher to improve all had significant relationship with the teaching and learning of social studies in Aba South local Government Area. It was recommended amongst others that government and school heads should ensure the provision of instructional materials in secondary school⁸⁵.

It was revealed from a study that adequate instructional materials can improve teachers' effectiveness, enhance their commitment to school, and promote job satisfaction among them. Lack of resources can negatively impact workers' motivation, reducing their performance. In most developing countries, teachers often use their money to buy instructional materials. Instructional leaders need to ensure that teachers have adequate tools and resources required for effective curriculum implementation. Inadequate instructional materials may not only affect teaching practices, but it might also make teachers to leave the teaching profession to other professions⁸⁶.

It was also revealed that inadequate instructional materials can make teaching and learning stressful and tedious, which can lead to teachers' dissatisfaction. It is vital for principals as instructional leaders to ensure that instructional materials are of good quality, and they are suitable for a particular lesson and that the teachers are using them appropriately⁸⁷.

2.3.2.2 School Site and Teachers Task Performance

A study was carried out on the effect of the educational environment design on students' and teachers' performance, satisfaction, and wellbeing. Educational environment design measured on the basis of four different content clusters which are - architectural building site and aesthetic features, indoor environmental features, classroom design, and school green spaces/outdoor spaces. It was revealed that the key role of pleasant, warm, and flexible learning environments emerged, for promoting both wellbeing and performance of teachers. More specifically, the presence of charming colors and pictures, ergonomic furniture, and adequate acoustic, thermal comfort, ventilation, and natural lighting emerged as important features that school designers should care for. Furthermore, an integration of both indoor and outdoor learning situations showed to be effective for improving teachers' teaching effectiveness and wellbeing⁸⁸.

It was reported from a study that teachers' performance is associated with conditions (design) of the physical school environment. A poor school building site is likely to degrade the intelligibility of speech and performance of the teachers. The length and configuration of hallways, and the excessive acoustic level produced by spaces within a school physical environment especially during peak hours is another feature that can affect the attention and performance of teachers in classrooms. Therefore, providing each teacher with a space that is customizable to enhance teaching methods and learning styles would improve teachers' pride and ultimately their performance. Additionally, space flexibility and movable furniture, and design with technologies to increase safety were believed to have an indirect impact on teachers and staff satisfaction of interior design. School facility design therefore affect teachers' performance and retention⁸⁹.

2.3.2.3 Laboratory Equipment and Teachers Task Performance

It was revealed from a study that the provision of basic well-equipped laboratories for experiment and demonstration may enable teachers to teach better and make them to be

satisfied at their job which may in turn facilitate their performance. However, insufficient provision of these facilities may have many negative effects on teachers. Many teachers may find their job uninteresting and unsatisfactory which may in turn reduce their performance. Also, effective teaching and learning can be jeopardized because of lack of or inadequate provision of laboratory equipment which may reduce teachers' interest to teach⁸².

A study was carried out to find out the extent to which implementation of competence based curriculum (CBC) is adequately supported by laboratory equipment in public secondary schools in Arumeru District in Tanzania. Convergent parallel mixed method design was applied in the study. The study sampled one hundred and eleven (111) teachers, one hundred and seventy-seven (177) students, nine (9) head of schools and nine (9) academic master/mistress making a total sample size of three hundred and six (306) respondents. Stratified-random sampling technique was employed to select students and teachers whereas a purposive sampling technique was employed to select heads of schools and academic masters/mistresses. Data were collected using questionnaires, interview guide, observation checklist and focus group discussion (FGD) guide. Data analysis was done using descriptive statistics and thematic analysis. The study established that, laboratory equipment were not adequate in the schools hence it was concluded that, the competence-based curriculum among teachers is not effectively implemented in the studied schools due to shortage of laboratory equipment. It was therefore recommended that the government in collaboration with other educational stakeholders should establish the required laboratory equipment for effective implementation of the competence-based curriculum among teachers in the schools⁹⁰.

Another similar study was undertaken to explore the availability and utilization of a science laboratory for the teaching and learning of science. The study employed a descriptive survey research design while random sampling technique was used to select the sample size

for the study. The instruments employed for the study were questionnaires for principals, teachers, and students. The study's findings revealed in most participating schools; there were no separate science laboratories. It was also found that many teachers faced difficulties when conducting science activities due to the large number of students in each class as well as inadequate equipment and materials. The findings revealed that as there was no assessment of science laboratory practical activities, these activities did not contribute directly to the measurement of students' academic performance in science. The study suggested that governments should support laboratory practical activities in science as a part of assessment and specifically for this study's context takes immediate steps to set up science laboratories in all schools so that teachers can effectively teach science subjects⁹¹.

It was reported in a study that the unavailability of laboratory equipment constitutes hindrance to science teachers' effective delivery on the concept of carbohydrates. Adequate laboratory instructional facilities are needed in public schools to reduce the burden of science teachers and to promote sensory receptors of the learners on abstract concepts such as carbohydrate. The availability of laboratory equipment in education results in increased effectiveness of the educational process and results in increased productivity through enhanced human capacity as this facilitates acquisition of basic knowledge and skills for laboratory experiment and lifelong development⁹².

2.4 Conceptual Model

The conceptual model for this study shows the relationship between the independent variables (staff development programmes and school plant) and the dependent variable (teachers' task performance). The conceptual model is shown in the figure 2.1:

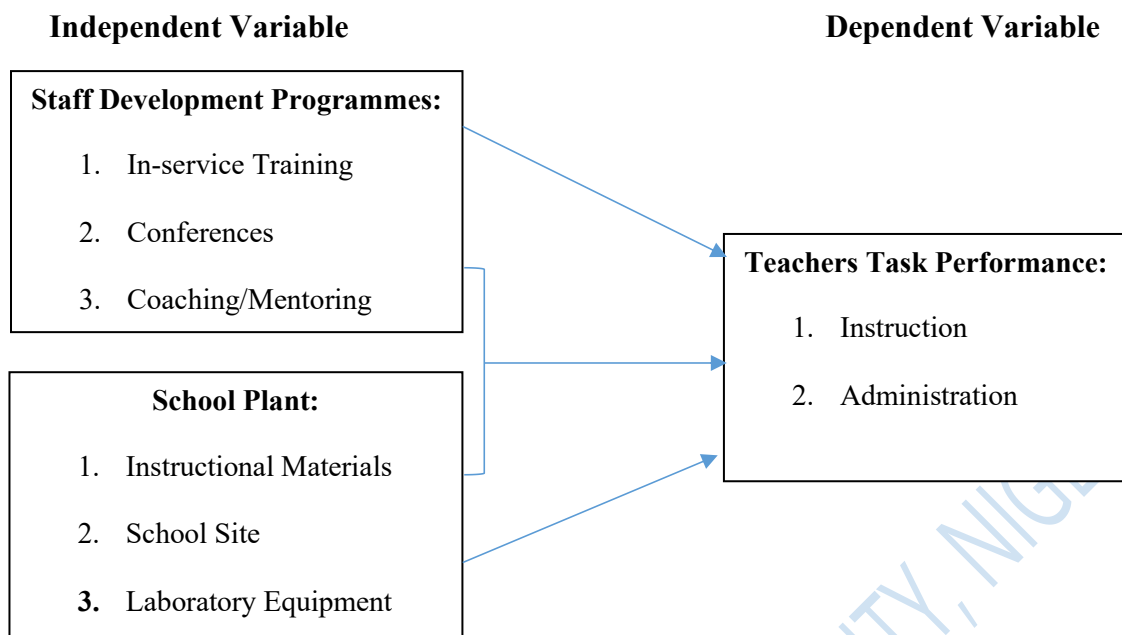


Figure 2.1: Conceptual Model for the study

The conceptual model for this study shows the relationship between the independent variables and the dependent variable. The first independent variable for the study which is staff development programmes consists of indices such as in-service training, attending conferences and coaching/mentoring. The other independent variable which is school plant consists of indices such as instructional materials, school building site and laboratory equipment. The dependent variable which is teachers' task performance also consist of indices such as instructional task performance and administrative task performance. The arrows show the joint and relative influence of the independent variables (staff development programmes and school plant) and their indices on the dependent variable (teachers' task performance) and its indices.

2.5 Summary of Reviewed

This chapter consists of the reviewed literatures related to the study under investigation. It was organized into three major aspects which are – conceptual review, theoretical review and empirical review. The conceptual gave richer insights and depth into

important concepts/constructs of the study such as task performance, staff development programmes and school plant. Two major theories were provided to guide the study. The first theory was the “human capital theory” which gave support to the importance of job training and education of human resource such as public secondary school teachers for improved performance and productivity which will ultimately boost the economic and manpower growth of the society. The other theory was “education production function theory” which gave support to the role of school plant and facilities as input for effective output (teachers and students’ performance).

The empirical review consisted of several studies related to the study under investigation. Studies have revealed high and positive influence of staff development programmes on teachers’ job performance in public senior secondary schools in Port Harcourt Metropolis of Rivers State^{29,34,42}. Findings of a study showed that public secondary school teachers who participated in staff development programmes were more effective in their job in terms of subject matter knowledge, classroom management, teaching methods and evaluating student's work in Anambra, Kogi and Delta states^{28,33,37}. A study revealed that staff development positively enhances teachers’ job satisfaction in secondary schools in Ekiti State³⁰. From the available literature, it appears that relatively little research has been carried out on staff development programmes and teachers’ task performance in Oyo state.

A study showed a strong positive significant relationship between in-service training and public secondary school teachers’ job performance in Enugu State, Nigeria⁵. Another similar study revealed that low participation of public secondary school teachers in the various continuous in-service training programmes negatively affected their job productivity in Anambra state⁷⁰. From the available literature, it appears that relatively little research has been carried out on the influence of in-service training on teachers’ task performance in Oyo state.

The result of a study found that seminar and conferences improve teachers' performance in public primary schools in Asaba, Delta State greatly. It was noted that through conferences, teachers have access to a broad range of ideas which leads to enhanced performance. Conferences enable them to have better demonstration of their professionalism, improved communication, and creativity for satisfaction on the job, self-worth and professional pride. Furthermore, it provides them the opportunity for participatory input that affects the sense of investment and consequent ownership which they develop towards their school³³. Studies have also reveal significant influence of teachers' attendance of conferences and their performance, quality instructional delivery and professional development in Rivers state^{16,29,45}. A study showed that workshops, seminars and conferences significantly influence teachers' job performance to a high extent in Abia State public secondary schools⁷⁵. From the available literature, it appears that relatively little research has been carried out on the influence of attendance of conferences on teachers' task performance in Oyo state.

A study showed a significant relationship between mentoring and teachers' job performance in senior secondary schools in Adamawa State, Nigeria⁷⁷. Another similar research revealed that principal's mentoring skill significantly correlates with teachers' job performance in Senior Secondary Schools in Adamawa State, Nigeria⁷⁸. A study revealed that of teachers' attendance to courses and mentoring significantly influence their job productivity in Oguta LGA, Imo State, Nigeria⁸⁰. However, from the available literature, it appears that relatively little research has been carried out on coaching/mentoring and teachers' task performance in Oyo state.

Very few similar studies have been carried out on the influence of school plant on teachers' task performance. A study showed that there is significant relationship between school plant and English language teachers' job performance in public secondary schools in FCT, Abuja⁸¹. Another study revealed that infrastructural facilities have significant combined

influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan metropolis of Oyo State, Nigeria⁸². A research showed that physical facilities negatively affects teachers' instructional effectiveness in Nakaseke district in central Uganda⁸³. However, from the available literature, it appears that relatively little research has been carried out on school plant and teachers' task performance in Oyo state.

A study revealed that instructional materials on significantly influences teachers' ability to teach social studies in secondary schools in Aba South Local Government Area of Abia State⁸⁵. Adequate instructional materials can improve teacher effectiveness, enhance their commitment to school, and promote job satisfaction. Lack of resources can negatively impact employees' motivation, reducing their performance⁸⁶. However, from the available literature, it appears that relatively little research has been carried out on instructional materials and teachers' task performance in Oyo state.

A study revealed that educational environment design (architectural building site and aesthetic features, indoor environmental features, classroom design, and school green spaces/outdoor spaces) has significant effect on teachers' performance, satisfaction, and wellbeing⁸⁸. It was also revealed that school facility design effects teachers' retention. Additionally, space flexibility and movable furniture, and design with technologies to increase safety were believed to have an indirect impact on teachers' satisfaction of interior design⁸⁹. However, from the available literature, it appears that relatively little research has been carried out on school building site and teachers' task performance in Oyo state.

It was revealed from a study that the provision of basic well-equipped laboratories for experiment and demonstration may enable teachers to teach better and make them to be satisfied with their job which may in turn facilitate their performance but insufficient provision of these facilities may have many negative effects on teachers. Many teachers may find their job uninteresting and unsatisfactory which may in turn reduce their performance⁸².

Another study revealed that the unavailability of laboratory equipment constitutes hindrance to science teachers' effective delivery on the concept of carbohydrates⁹². However, from the available literature, it appears that relatively little research has been carried out on school building site and teachers' task performance in Oyo state.

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Chapter Three

Methodology

This chapter describes the methods that was used for this study. It is organised as follows:

3.1 Research Design

A descriptive survey research design was used to implement this study. This design is considered appropriate because it allows the researcher to describe the characteristics of the population quantitatively without manipulation of the independent and dependent variables.

3.2 Population of the Study

The population of the study consists of all the senior secondary school (SSS3) students, Vice Principals and Teachers in all the public junior secondary schools in Oyo State. The vice principals understand the administrative performance of their teachers better since they are usually in charge of the administrative aspect of the school. As at the time of the study, there area total of six hundred and twenty-five (625) public junior secondary schools in Oyo State spread across all three (3) senatorial districts and thirty-three (33) local government areas in Oyo state. The senatorial districts, Local Government Areas, number of schools, teachers, vice principals and students are well presented in table 3.1:

Table 3.1: Population of the Study (N= 625 schools and Vice Principals; 14,508 Teachers)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number Vice 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	244		
		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	210		
Grand Total			625	6,338	8,167	14,508	625		

Source: Ministry of Education¹

3.3 Sample and Sampling Procedures

A multi-stage sampling technique was used to select the sample size for the research. At stage one, the systematic sampling was used to select a sample of local government areas across the three senatorial districts in the state. In systematic random sampling method, the total number of local government areas is divided by the required sample of local government areas. The outcome or interval size (K) is then used to pick local government areas on the table starting from the first or second or even third local government area on the table. In this study, the researcher requires nine (9) local government areas as sample (n) out of a total (N) of thirty-three (33) local government areas on the table. The interval size is therefore calculated as follows:

$$K = \frac{N(33)}{n(9)} = 4$$

So based on the interval size of four (4), every four local government area on the table is picked starting from the first local government area on the table. The selected local government areas (9) are presented in table 3.2:

Table 3.2: Sample Local Government Areas (n = 9)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Teachers			Number Vice Principals
				Male	Female	Total	
1.	Oyo Central	Afijio	17	194	207	401	17
		Surulere	23	182	109	291	23
		Oyo East	11	194	282	476	11
		Sub-total	51	570	598	1,168	51
2.	Oyo North	Saki East	11	74	23	97	11
		Kajola	16	211	121	332	16
		Iseyin	23	213	144	357	23
		Sub total	50	498	288	786	50
3.	Oyo South	Ibadan North	42	458	993	1,451	42
		Ibadan South East	36	451	582	1,033	36
		Ido	26	108	138	246	26
		Sub total	104	1,017	1,713	2,730	104
Grand Total			205	2,085	2,599	4,684	205

Source: Systematic Random Sampling Technique

The nine selected local government areas consist of two hundred and five (205) public secondary schools, two hundred and five (205) public secondary school vice principals, four thousand, six hundred and eighty-four (4,684) public secondary school teachers which is made up of two thousand, and eighty-five (2,085) male and two thousand, five hundred and ninety-nine (2,599) female teachers and lastly, twenty-three thousand and three (23,003) senior secondary school two students.

At stage two, the proportionate to size sampling technique was used to select 20% of the two hundred and five (205) public secondary schools to make a sample size of forty (40) public secondary schools as presented in table 3.3:

Table 3.3: Sample Public Secondary Schools (n = 40)

S/N	Senatorial District	Local Government Areas	Number of Schools	Sample Number of schools (20%)
1.	Oyo Central	Afijio	17	3
		Surulere	23	5
		Oyo East	11	2
		Sub-total	51	10
2.	Oyo North	Saki East	11	2
		Kajola	16	3
		Iseyin	23	5
		Sub total	50	10
3.	Oyo South	Ibadan North	42	8
		Ibadan South East	36	7
		Ido	26	5
		Sub total	104	20
Grand Total			205	40

Source: Proportionate to Size Sampling Technique

At stage three, the proportionate to size sampling technique was used to select 17% of the four thousand, six hundred and eighty-four (4,684) public secondary school teachers to make up a sample size of seven hundred and ninety-seven (797) public secondary school teachers for the study as presented in table 3.4:

Table 3.4: Sample Public Secondary School Teachers (n = 797)

S/N	Senatorial District	Local Government Areas	Number of Teachers			Sample Number of Teachers (17%)		
			Male	Female	Total	Male	Female	Total
1.	Oyo Central	Afijio	194	207	401	33	35	68
		Surulere	182	109	291	31	19	50
		Oyo East	194	282	476	33	48	81
		Sub-total	570	598	1,168	97	102	199
2.	Oyo North	Saki East	74	23	97	13	4	17
		Kajola	211	121	332	36	21	57
		Iseyin	213	144	357	36	24	60
		Sub total	498	288	786	85	49	134
3.	Oyo South	Ibadan North	458	993	1,451	78	169	247
		Ibadan South East	451	582	1,033	77	99	176
		Ido	108	138	246	18	23	41
		Sub total	1,017	1,713	2,730	173	291	464
Grand Total			2,085	2,599	4,684	355	442	797

Source: Proportionate to Size Sampling Technique

At stage four, the proportionate to size sampling technique would also be used to select 20% of the two hundred and five (205) public secondary school vice principals to make a sample size of forty (40) public secondary school vice principals as presented in table 3.5:

Table 3.5: Sample Public Secondary School Vice Principals (n = 40)

S/N	Senatorial District	Local Government Areas	Number of Schools	Sample
				Number of schools (20%)
1.	Oyo Central	Afijio	17	3
		Surulere	23	5
		Oyo East	11	2
		Sub-total	51	10
2.	Oyo North	Saki East	11	2
		Kajola	16	3
		Iseyin	23	5
		Sub total	50	10
3.	Oyo South	Ibadan North	42	8
		Ibadan South East	36	7
		Ido	26	5
		Sub total	104	20
Grand Total			205	40

Source: Proportionate to Size Sampling Technique

At stage five, the Yamane sample size determination formula is used to sample a portion of the public senior secondary school two students to make up a sample size of three

thousand, five hundred and thirty-three (3,533) public senior secondary school two students for the study. The formula is presented as follows:

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

Where n is the needed sample size,

N is the population size, and

e is the level of precision. The level of precision is also the level of significance which is 0.05.

3.4 Description of Research Instruments

Three self-constructed questionnaires titled: “Staff Development Program and School Plant Questionnaire (SDPSPQ)”, “Teachers’ Administrative Task Performance Questionnaire (TATQ)” and “Teachers’ Instructional Task Performance Questionnaire (TITP)” was used to collect data for the study. All questionnaires consist of structured items as described below:

3.4.1 Staff Development Programs and School Plant Questionnaire (SDPSPQ)

This questionnaire is divided into three sections (A, B and C) and consist of structured items.

Section A is designed to contain demographic variable of the teachers such as gender, age, educational qualifications and years of teaching experience.

Section B is designed to ascertain the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State. This section consists of twelve (12) structured items of which four (4) items belong to in-service training, three (3) items belong to conferences and five (5) items belong to coaching/mentoring. The rating scale is the Thurston equal appearing scale as follows:

Always (A) = 5

Frequently (F) = 4

Sometimes (S) = 3

Rarely (R) = 2

Not At All (NAA) = 1

Section C is designed to identify the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State. This section consists of thirteen (13) structured items of which four (4) items belong to instructional materials, five (5) items belong to school building site, and four (4) items belong to laboratory equipment. The rating scale is the four Likert type scale as follows:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

3.4.2 Teachers' Instructional Task Performance Questionnaire (TATQ)

This questionnaire is divided into two sections (A and B) and consist of structured items.

Section A is designed to contain demographic variable of the students such as gender and age.

Section B is designed to ascertain the level of task performance of the teachers in area of instruction in public secondary schools in Oyo State. This section consists of five (5). The rating scale is as follows:

High Level (HL) = 4

Moderate Level (ML) = 3

Low Level (LL) = 2

Not At All (NAA) = 1

3.4.3 Teachers' Administrative Task Performance Questionnaire (TATQ)

This questionnaire is divided into two sections (A and B) and consist of structured items.

Section A is designed to contain demographic variable of the vice principals such as gender, age, educational qualifications and years of teaching experience.

Section B is designed to ascertain the level of task performance of the teachers in area of administration in public secondary schools in Oyo State. This section consists of five (5). The rating scale is as follows:

High Level (HL) = 4

Moderate Level (ML) = 3

Low Level (LL) = 2

Not At All (NAA) = 1

3.5 Validity of the Instrument

A face and content validity evidence was ensured. This type validity shows the extent to which questions or items in an instrument are able to represent the overall and proportionate overall behaviour of a sample based on the judgement of authorities or experts³. To ensure that the instruments elicit the required responses from the respondents, the researcher showed the instruments to expert authorities in the field of Educational Management at Lead City University, Oyo state for their inputs. After all the necessary vetting and corrections have been made, the instrument was shown to the researcher's supervisor to make the final corrections.

3.6 Reliability of the Instrument

The reliability of the instruments (questionnaires) was determined using Cronbach's Alpha. Cronbach's coefficient alpha is one of the most frequently used ways of estimating internal consistency of reliability. Internal consistency reliability has to do with how well does each item measure the content or construct under consideration⁴. The questionnaires was administered to twelve (12) public secondary school teachers, twelve (12) vice principals, (12) senior public secondary school two students in Oyo state who was excluded from the final study. For the purpose of scoring, the items on the questionnaire was entered into

Statistical Package for Social Science (SPSS), IBM version 26 and Cronbach's Alpha was used to estimate the reliability of the instruments. The Cronbach's Alpha estimation value was subjected to psychometric test for proper interpretation.

3.7 Procedure for Data Collection

The researcher administered the instruments (questionnaires) personally and with the help of two (2) research assistants. Permission was sought from the vice principals of the sampled schools for their approval in the distribution of the questionnaires. The teachers, vice principals and senior secondary school two students was given the questionnaires to complete in some minutes which was collected from them after they have responded.

3.8 Method of Data Analysis

Data was analysed using descriptive and inferential statistical techniques. Demographic information of the teachers, vice principals and students was analysed using descriptive statistics such as frequency and percentage. Research questions was also answered using descriptive statistics such as frequency and percentage, mean and standard deviation. However, the hypotheses were tested using inferential statistics such as multiple regression at 0.05 level of significance.

Endnotes

1. Ministry of Education: Post Primary Schools Statistic Oyo State Post Primary Schools Teaching Service Commission (OYSPSTSC) Planning Research and statistics Department 2021/2022 Academic Session.
2. T. Yamane, *Statistics, An Introductory Analysis*, **Harper and Row: New York**, (2nd ed.). ASIN: B0000CNPXC, [gbv.de/dms/zbw/252560191.pdf](https://www.gbv.de/dms/zbw/252560191.pdf). 1967, 8
3. Sudaryono., U. Rahardja., Q. Aini., Y.I. Graha , N. Lutfiani, *Validity of Test Instruments*, **Journal of Physics: Conference Series**. doi:10.1088/1742-6596/1364/1/012050. 1364, 2019, 1-11
4. K. Imasuen, *Sample Size Determination in Test-Retest and Cronbach Alpha Reliability Estimates*, **British Journal of Contemporary Education**. DOI: 10.52589/BJCEFY266HK9. 2(1), 2022, 17-29.

Chapter Four

Results and Discussion of Findings

4.0 Introduction

This chapter presents the outcome of the analysis of data collected from the respondents in the study. It also 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 entails the following:

4.1 Data Presentation and Analysis

4.2 Presentation to Research Questions

4.3 Test of Hypotheses

4.4 Discussion of Findings

Table 4.1: Instrument Response Rate

S/N	Research Instruments	Amount administered	Amount retrieved	Amount Validated	Rate of Response
1	Staff Development Program and School Plant Questionnaire (SDPSPQ)	3279	3250	3200	97.59%
2	Teachers' Administrative Task Performance Questionnaire (TATQ)	615	615	615	100%

Source: Field Work, 2022

For the study, data were collected using two questionnaires: the Staff Development Program and School Plant Questionnaire (SDPSPQ) and the Teachers' Administrative Task Performance Questionnaire (TATQ). The Staff Development Program and School Plant

Questionnaire (SDPSPQ) was given to public secondary school teachers in Oyo State. Three thousand two hundred and seventy-nine (3279) copies were given to the sampled respondents in the sampled school. Three thousand two hundred and fifty (3250) copies were returned, and Three thousand two hundred (3200) of them were found to be valid and useful for analysis. So, the analysis was based on the copies that were sent back and valid, which gave a response rate of 97.59%. In the same way, the Teachers' Administrative Task Performance Questionnaire (TATQ) was given to vice principals and six hundred and fifteen (615) copies were given to respondents in the sampled schools. All of the instruments were found and found to be valid and useful for analysis. This meant that 100% of people responded. Based on the nature of objectives raised for the study, descriptive and inferential analyses were done on the data from the respondents. So, simple frequency counts, mean, and standard deviation were used to describe the data, and multiple regression analysis was used to test the two hypotheses made for this study. In line with the goals, a summary of the major findings of this study is given.

4.1 Demographic Data Analysis

Table 4.2.1: Frequency Distribution of Teachers (N =3200)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	1162	36.3
	Female	2038	63.7
	Total	3200	100
Age	21-30 years	605	18.9
	31-40 years	845	26.4
	41-50 years	1481	46.2
	51-60 years	269	8.4
	Total	3200	100
	Highest Educational Qualifications	NCE	1152
	Bachelor's degree	1610	50.3
	PGDE	300	9.4
	Master's degree	138	4.3
	Total	3200	100
Years of Teaching Experience	0-5 years	108	3.4
	6-10 years	554	17.3
	11-15 years	1008	31.5
	16-20 years	1248	39.0
	20 years and above	282	8.8
	Total	3200	100

Source: Fieldwork, 2022

Table 4.2.1 shows the frequency distribution of teachers' demography in public secondary schools in Oyo State. From the table, 63.7% (2038) of the respondents were female teachers, while 36.3% (1162) were 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, 46.2% (1481) are within 41-50 years of age, 26.4% (845) are within 31-40 years of age, 18.9% (605) are within 21-30 years while 8.4% (269) of the teachers are 51 years and above. This shows that a major portion of the teachers are within 41-50 years and implies that majority of the teachers are in their mid-age. Only very few are well advanced in age.

Further, majority 50.3% (1610) of the teacher have bachelor's degree, 36% (1152) of the teachers have NCE as their present level of academic qualification, 9.4% (300) of the

respondents have PGDE and 4.3% (138) have master's degree. This implies that most of the teacher's highest academic qualification is bachelor's degree which is an indication that Oyo State public secondary schools have more teachers who are university graduates. Lastly, in terms of work experience, majority of the teachers 39% (1248) have 16-20 years of teaching experience, 31.5% (1008) have 11-15 years of experience, 17.3% (554) of the teachers have 6-10 years of teaching experience, 8.8% (282) of the teachers have over 20 years teaching experience, while 3.4% (108) of the teachers have only 0-5 years of teaching experience. This implies that majority of the teachers, 29.4% (734) have 16-20 years of teaching experience which shows that Oyo state public secondary schools still have many teachers who are well experienced in the teaching profession.

Table 4.2.2: Frequency Distribution of Vice Principals (N =615)

Demographic Variable		Frequency (n)	Percentage (%)
Gender	Male	200	32.5
	Female	415	67.5
	Total	615	100
Age	31-40 years	215	35
	41-50 years	262	42.5
	51 and Above	138	22.5
	Total	615	100
Highest Educational Qualifications	Bachelor's degree	185	30
	PGDE	338	55
	Master's degree	92	15
	MPhil or PhD degree	0	0
	Total	615	100
Years of Teaching Experience	0-5 years	0	0
	6-10 years	0	0
	11-15 years	123	20
	16-20 years	215	35
	20 years and above	277	45
	Total	615	100

Source: Fieldwork, 2022

Table 4.2.2 shows the frequency distribution of vice principals' demography in public secondary schools in Oyo State. From the table, 32.5% (200) of the vice-principals were male, while 67.5% (415) are female. This implies that female vice principals are more in this study. Majority of the vice principals, 42.5% (262) are within 41-50 years of age, 35% (215) are within 31-40 years, while 22.5% (138) of the vice principals are 50 years and above of age. This implies that most of the vice principals are within 41-50 years of age which shows that majority of the vice principals are young and still in their mid-age. Only very few are advanced in age.

Further, most of the vice principals 55% (338) have PGDE degree as their highest form of degree, which is an indication that Oyo State public secondary schools have vice-principals who have post graduate qualifications. However, 15% (92) of the vice principal have Master's

degree while none have MPhil or PhD. This suggests that most of the vice principals are advancing their qualifications to the post graduate level which is very good for school management. Lastly, majority of the vice principals, 45% (277) have experience of 20 years and above, 35% (215) of the vice principals have 16-20 years' work experience, 20% (123) of the vice principal have work experience of 11-15 years. None of the vice principals have within 0-5 years and 6-10 years of experience this is because to get to a vice principal cadre in public schools, it will take minimum of 15 years in service unless in rare and exceptional cases where less than 15 years in service becomes the vice principal. This clearly indicates that most of the vice principals in Oyo State public secondary schools are well experienced.

4.2 Presentation of Research Questions

Research Question 1: What is the level of teachers' task performance (administrative) in public secondary schools in Oyo State?

Table 4.3: Level of Teachers' Task Performance

S/N	Items	HL (%)	ML (%)	LL (%)	NAA (%)	M	SD	Remark
1	My teacher inculcate effective discipline strategies in class	31 (5.1)	543 (88.2)	41 (6.7)	0 (0)	3.37	0.70	Moderate Level
2	My teacher are actively involved in curricular and extra-curricular activities	90 (14.6)	484 (78.7)	41 (6.7)	0 (0)	3.05	0.85	Moderate Level
3	My teacher adequately keep records	166 (27)	380 (61.8)	69 (11.2)	0 (0)	2.90	0.55	Moderate Level
4	My teacher participate in giving reports concerning students to parents	0 (0)	41 (6.7)	536 (87.1)	38 (6.2)	1.75	0.81	Low Level
5	My teacher participate in students' welfare services	0 (0)	31 (5.1)	442 (71.9)	142 (23)	1.88	0.65	Low Level
6	My teacher write lesson note according to the curriculum	154 (25)	431 (70)	30 (5)	0 (0)	3.11	0.82	Moderate Level
7	My teacher align lesson note with the scheme	184 (30)	369 (60)	62 (10)	0 (0)	3.15	0.86	Moderate Level
8	update knowledge when preparing lesson notes	74 (12)	492 (80)	49 (8)	0 (0)	3.01	0.74	Moderate Level
9	My teacher lesson note are written and taught to achieve both school and instructional objectives	246 (40)	363 (59)	6 (1)	0 (0)	3.35	0.65	Moderate Level
10	My teacher is regular and punctual at classroom teaching	62 (10)	400 (65)	153 (25)	0 (0)	2.97	0.56	Moderate Level
11	My teacher ensure students engagement is center stage in classroom teaching	73 (12)	480 (78)	62 (10)	0 (0)	3.00	0.75	Moderate Level
12	My teacher write lesson note and evaluate the lesson with classroom activities.	369 (60)	215 (35)	31 (5)	0 (0)	3.51	0.85	High Level
13	My teacher lesson is	68	486	49	12	2.98	0.65	Moderate

	usually student-centered.	(11)	(79)	(8)	(2)			Level
14	My teacher gives assignment to students and marked.	123	461	31	0	3.01	0.83	Moderate Level
		(20)	(75)	(5)	(0)			
15	My teacher writes weekly record of work at the end of weekly teaching.	92	486	37	0	3.05	0.85	Moderate Level
		(15)	(79)	(6)	(0)			

Weighted Mean = 2.94; S.D = 0.74; Overall Decision = Moderate Level

Source: Fieldwork, 2022

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 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 4.3 reveals level of teachers' task performances in public secondary schools in Oyo State, Nigeria. The rating scale of 'not at all (1)' to 'high level (4)' was used. Fifteen (15) items were used to measure the level of teachers' task performance. Among the items, twelve (12) are remarked "moderate level", two (2) are remarked "low level" and one (1) is remarked "high level". The twelve items remarked 'moderate level' imply that majority of the vice principals opined that their teacher on a moderate scale: inculcate effective discipline strategies in class, teacher are actively involved in curricular and extra-curricular activities, teachers adequately keep records, teacher write lesson note according to the curriculum, align lesson note with the scheme, update knowledge when preparing lesson notes, teachers lesson note are written and taught to achieve both school and instructional objectives, teacher is regular and punctual at classroom teaching, teacher ensure students engagement is center stage in classroom teaching, teacher's lesson is usually student-centered, gives assignment to students and marked and writes weekly record of work at the end of weekly teaching. The two (2) items remarked "low level" indicated vice principals perceive that teachers do not participate in giving reports concerning students to parents and teacher do not participate in students' welfare services. Further, the one (2) item remarked high level implies that the

majority of the principal opined that teacher write lesson note and evaluate the lesson with classroom activities. The table however, generally reveals that the level of teachers' task performance in public secondary schools in Oyo State, Nigeria is at a moderate level (**Weighted Mean = 2.94; S.D = 0.74**).

Research Question 2: What is the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State?

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Table 4.4: Status of Staff Development Programs (In-Service Training, Conferences, Coaching/Mentoring)

S/N	Items	A (%)	F (%)	S (%)	R (%)	NAA	M	SD	Remark
1	On-going training is organized for teachers in your school	0 (0)	0 (0)	1719 (53.7)	1401 (43.8)	80 (2.5)	2.51	0.55	Sometimes
2	Teachers are allowed to further their education continuously while in service	1475 (46.1)	1629 (50.9)	64 (2.0)	32 (1.0)	0 (0)	4.42	0.59	Frequently
3	Teachers are sponsored by the school to embark on courses related to teaching	26 (0.8)	35 (1.1)	307 (9.6)	1648 (51.5)	1184 (37)	1.77	0.73	Not At All
4	Meetings and study groups are created for teachers by the school to help them improve in their knowledge and skills	0 (0)	0 (0)	339 (10.6)	1765 (55.2)	1096 (34.3)	1.76	0.63	Not At All
Conferences									
5	Teachers are allowed to attend conferences in their area of profession	0 (0)	35 (1.1)	487 (15.2)	907 (28.3)	1771 (55.3)	1.62	0.78	Not At All
6	Teachers are sponsored to conferences in order to improve their knowledge and skills	0 (0)	0 (0)	211 (6.6)	896 (28.0)	2093 (65.4)	1.41	0.61	Not At All
7	Seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises	0 (0)	0 (0)	198 (6.2)	2026 (63.3)	976 (30.5)	1.76	0.55	Not At All

Coaching-Mentoring

8	New teachers are usually assigned to senior and well experienced teachers to mentor them in the area of teaching	99 (3.1)	1635 (51.1)	1008 (31.5)	432 (13.5)	26 (0.8)	3.42	0.79	Sometimes
9	There is a working relationship between senior and junior teachers that enriches the knowledge of the junior teachers in my school	160 (5)	1536 (48)	1050 (32.8)	454 (14.2)	0 (0)	3.44	0.80	Sometimes
10	Guiding teachers in the improvisation of instructional materials is a common feature in my school	0 (0)	1315 (41.1)	1655 (51.7)	198 (6.2)	32 (1.0)	3.33	0.64	Sometimes
11	Teachers are often assisted with ideas that will help them prepare good lesson notes	419 (13.1)	2131 (66.6)	541 (16.9)	109 (3.4)	0 (0)	3.89	0.65	Frequently
12	Teaching skills are usually dramatized sometimes by the principal to help teachers in my school	0 (0)	48 (1.5)	1363 (42.6)	1629 (50.9)	160 (5.0)	2.41	0.61	Rarely

Weighted Mean = 2.65; S.D = 0.66; Overall Decision = Sometimes

Source: Fieldwork, 2022

KEY: A = Always (5), F=Frequently (4), S=Sometimes (3), R=Rarely (2), Not At All (1); S.D = Standard Deviation

*****Threshold:** If the mean is 0.000-1.999 = Not at all; 2.000-2.499 = Rarely; 2.500-3.499 = Sometimes; 3.500 to 4.499 = Frequently; 4.500-5.499 = Always

Table 4.4 shows the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State. The rating scale of Not At All (1) to 'Always (4)'. Twelve items were used to measure the staff development programs. Among the items, four (4) is remarked "sometimes", two (2) item is remarked "frequently", five (5) items is remarked "Not At All", while one (1)

is remarked “rarely”. The four items remarked “sometimes” implies that most of the teachers opined that sometimes, on-going training is organized for teachers in their school in terms of In-service training. In terms of coaching-mentoring, they opined also that sometimes, new teachers are usually assigned to senior and well experienced teachers to mentor them in the area of teaching, there is a working relationship between senior and junior teachers that enriches the knowledge of the junior teachers in the school and guiding teachers in the improvisation of instructional materials is a common feature in the school.

The five items remarked “Not At All” implies that in terms of In-service training, teachers are not sponsored by the school to embark on courses related to teaching, meetings and study groups are not created for teachers by the school to help them improve in their knowledge and skills. In terms of conferences, majority of the teachers opined that teachers are not allowed to attend conferences in their area of profession, they are not sponsored to conferences in order to improve their knowledge and skills and seminars and workshops involving experts/keynote speakers are not regularly organized for teachers within the school premises. The two items remarked frequently implies that majority of the teachers opined that teachers are allowed to further their education continuously while in service in frequent manner and in terms of coaching-mentoring, teachers are often assisted with ideas that will help them prepare good lesson notes frequently. The single item remarked ‘rarely’ implies that in terms of coaching-mentoring, teaching skills are rarely dramatized sometimes by the principal to help teachers in my school. Additionally, Table 4.4 generally reveals that status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State is remarked “sometimes”. Hence, level of status of staff development programs in secondary schools in Oyo State is done sometimes which is poor (**Weighted Mean = 2.65; S.D = 0.66**).

Research Question 3: What is the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State?

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Table 4.5: Status of School Plant

S/ N	Items	SA (%)	A (%)	D (%)	SD (%)	M	SD	Remark
1	There are enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes	19 (0.6)	438 (13.7)	2205 (68.9)	538 (16.8)	1.98	0.57	Disagree (Bad)
2	There are enough audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes	0 (0)	16 (0.5)	1293 (40.4)	1891 (59.1)	1.41	0.50	Strongly Disagree (Very Bad)
3	There are enough audio-visual aids such as Overhead projector, slides, television, filmstrips and computers for teaching/learning purposes	0 (0)	0 (0)	912 (28.8)	2278 (71.2)	1.29	0.45	Strongly Disagree (Very Bad)
4	All instructional materials available for teaching and learning in my school are in good shape	0 (0)	0 (0)	1462 (45.7)	1738 (54.3)	1.46	0.50	Strongly Disagree (Very Bad)
School Site								
5	Classrooms are well ventilated in my school	0 (0)	2755 (86.1)	275 (8.6)	170 (5.3)	2.81	0.51	Agree (Good)
6	Classrooms are spacious for effective teaching in my school	237 (7.4)	1782 (55.7)	1130 (35.3)	51 (1.6)	2.69	0.63	Agree (Good)
7	My school is sited away from noisy environment	160 (5)	2022 (63.2)	528 (16.5)	490 (15.3)	2.95	0.68	Agree (Good)
8	The design of the school building allows for safety as students and teachers do not easily bump into each other	0 (0)	2115 (66.1)	931 (29.1)	154 (4.8)	2.61	0.58	Agree (Good)
9	Staff rooms and conveniences facilities are properly sited and comfortable	0 (0)	64 (2.0)	2064 (64.5)	1072 (33.5)	1.69	0.51	Disagree (Bad)
Laboratory Equipment								
10	Laboratories for each subject is available in my school	0 (0)	0 (0)	2186 (68.3)	1014 (31.7)	1.68	0.47	Disagree (Bad)

11	Laboratories for each subject is well equipped in my school	0 (0)	90 (2.8)	557 (17.4)	2553 (79.8)	1.23	0.48	Strongly Disagree (Very Bad)
12	Equipment's in each laboratories in my school are in good shape for teaching and learning purposes	0 (0)	185 (5.8)	1293 (40.4)	1722 (53.8)	1.52	0.60	Disagree (Bad)
13	Laboratories are spacious enough to contain students for the purpose of teaching and learning	0 (0)	10 (0.3)	1792 (56.0)	1398 (43.7)	1.57	0.50	Disagree (Bad)

Weighted Mean = 1.90; S.D = 0.53; 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 4.5 shows the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State. The rating scale of 'strongly disagree (1)' to 'strongly agree (4)' was used. Thirteen (13) items were used to measure the status of school plant in public for teaching and learning in public secondary schools in Oyo State which was divided into instructional material having four (4) items, school site having 5 (five) items and laboratory equipment having four (4) items. Among the thirteen (13) items, five (5) items are remarked "disagree (bad)", four (4) items are remarked "strongly disagree (very bad)" while (four) items are remarked "agree (good)". The five items remarked 'disagree (bad)' implies that majority of the teachers disagreed to the statement "there are enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes, staff rooms and conveniences facilities are properly sited and comfortably, equipment's in each laboratory in the school are in good shape for teaching and learning purposes". The majority of the teachers also disagreed to the statement that laboratories are spacious enough to contain students for the purpose of teaching and learning and laboratories for each subject is available in my school. The four (4) items remarked strongly disagree (very bad) implies that there are no audio aids

at all such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purpose, there are no audio-visual aids such as Overhead projector, slides, television, film strips and computers for teaching/learning purposes, instructional materials available for teaching and learning in the school are never in good shape and laboratories for each subject are not well equipped in the school. Four (4) items remarked "agree (good)" implies the majority of the teacher agreed that classrooms are well ventilated, classrooms are spacious for effective teaching in the school, school is sited away from noisy environment and the design of the school building allows for safety as students and teachers do not easily bump into each other. Hence, the table generally shows that the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State as opined by the teachers is bad (disagree) (**Weighted Mean = 1.90; S.D = 0.53**).

4.3: Presentation of Hypotheses

H₀₁: There is no significant combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State.

Table 4.6.1: ANOVA Table for Combined Influence of Staff Development Programs and School Plant on Teachers' Task Performance In Public Secondary Schools In Oyo State

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.391	2	1.195	14.575	.000 ^b
	Residual	73.509	612	1.987		
	Total	75.900	614			

a. Dependent Variable: Task_Performance

b. Predictors: (Constant), School_Plant, Staff_Dev_Program

Source: SPSS Computation 23.0

F-value is significant at P<0.05

4.6.2 Model Summary of Combined Influence of Staff Development Programs and School Plant on Teachers' Task Performance In Public Secondary Schools In Oyo State.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.701	.620	.30817

a. Predictors: (Constant), School_Plant, Staff_Dev_Program

Source: SPSS Computation 23.0

Table 4.6.1 and 4.6.2: shows the model summary and ANOVA of multiple regression analysis for the combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State. The table shows that the F- value the p-value is .000 (F= 14.575, P<0.05) which is much less than 0.05 and highly significant since p-value (.000 < 0.05) at 95% confidence level. The F-test rejects the null hypothesis that states none

of the independent variables have a significant relationship with teachers' task performance (instructional and administrative) in public secondary schools in Oyo State and it can be concluded that there exists variation in teachers' task performance due to staff development programs and school plant and the relationship is significant which means that the regression model is a good fit of the data. This suggests that staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) significantly influence teachers' task performance. The model summary on Table 4.6.2 shows the R^2 value of 0.71 which implies that 71% variation in teachers' task performance (dependent variable) could be explained by the independent variables (staff development programs and school plant). The remaining 29% is explained by other factors outside the model and the error term. An R^2 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 R^2 value shows that 62% of the variance in teachers' task performance is explained only by the independent variables which are to be kept in the model. This therefore means that the remaining 38% 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 R^2 value and Adjusted R^2 value (that is, $0.71 - .62 = .09$) indicates a very good fit of the model because the closer the R^2 value is to the adjusted R^2 , the better the fit of the model.

H₀₂: There is no significant relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school site design, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State.

Table 4.7: Coefficients of Multiple Regression Analysis of Relative Influence of Staff Development Programs and School Plan on Teachers' Task Performance (Instructional and Administrative) In Public Secondary Schools In Oyo State.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.571	.331		7.098	.000
	Staff_Dev_Program	.112	.047	.147	2.357	.019
	School_Plant	.121	.113	.202	1.064	.008

a. Dependent Variable: Task_Performance

Source: SPSS Computation 23.0

Table 4.7 shows the coefficients of multiple regression analysis for the relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school site design, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State. The Table reveals that the beta coefficient (β) and t- values for staff development programs (Beta = .147; t = 2.357; Significance = .019), school plant (Beta = .202; t = 1.064; Significance = .008) which are significant at $P > 0.05$. These results implies that staff development programs and school plant explained the variance in teachers' task performance and therefore needed in the model. Staff development programs and school plant have a positive relationship with teachers' task performance as depicted by their positive B value of .112 and .121 respectively. This result implies that as it increases, the dependent variable also increases. It therefore means that staff development programs and school plant influenced teachers' task performance in this study. For a unit change in sstaff development programs and school plant .112 and .121 respectively there is an increase in teachers' task performance as depicted by the positive value of B. Furthermore, the low standard error value for staff development programs (.047) also indicates a high level of precision of these predictors on teachers' task performance in public secondary schools in Oyo State.

Similarly, the computed empirical value of F-test is 14.575 which is significant at $p=0.00$. It is therefore concluded that the F-test is statistically significant. The independent variables (staff development programs and school plant) statistically and significantly predict the dependent variable (teachers' task performance). This therefore accomplished part of the research aim "To investigate staff development program and school plant as correlates of teachers' task 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.

4.4 Discussion of Findings

This research investigated staff development program and school plant as correlates of teachers' task performance in public secondary schools in Oyo state. In the discussion of the findings, the results of the research are shown and compared to the results of other studies to see if there are any differences or similarities. In this study, demographic information of the respondents (teachers and principals) were analyzed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis of teachers revealed majority of the teacher's majority 63.7% (2038) of the teachers were female teachers, while 36.3% (1162) were male. This also shows that female teachers are more than their male counterpart in Oyo State. The above results corroborate a similar study which reported that most teachers were females, 114(55.3%) compared to their male counterpart, 92 (44.7%)¹. Also, most of the teachers, 46.2% (1481) are within 41-50 years of age, 26.4% (845) are within 31-40 years of age, 18.9% (605) are within 21-30 years while 8.4% (269) of the teachers are 51 years and above. This result supports the findings on a study on "Availability and use of audio-visual materials for teaching mathematics at the senior secondary school in Ibadan, Southwest Local Government, Oyo State" which showed that majority of the teacher 31 years old and above².

Results of the study further showed that most of the teachers, 50.3% (1610) of the teacher have bachelor's degree, 9.4% (300) of the respondents have PGDE and 4.3% (138) have master's degree. However, 36% (1152) of the teachers still have NCE as their present level of academic qualification. This result also corroborates the findings in a similar research that teacher's highest academic qualification is B.Sc./HND which account for 39 (57.4%)³. From the findings, a major fraction of the teachers, 33.9% (1248) have 16-20 years of teaching experience, 31.5% (1008) have 11-15 years of experience, 17.3% (554) of the teachers have 6-10 years of teaching experience, 8.8% (282) of the teachers have over 20 years teaching experience, while 3.4% (108) of the teachers have only 0-5 years of teaching experience. This result implies that Oyo State public secondary schools have many teachers who are well experienced in the teaching profession.

Results of the demographic data analysis of vice principals showed that majority 67.5% (415) of the vice-principals were female, while 32.5% (200) are male. This implies that there are more female to male vice principals in Oyo state. The results also showed that majority of the vice principals, 42.5% (262%) are within 41-50 years of age, 35% (215) are within 31-40 years, while 22.5% (138) of the vice principals are 50 years and above of age. This implies that most of the vice principals are within 41-50 years. Findings of the study further showed that majority of the vice principals, 55% (338) of the vice principals have PGDE degree as their highest form of degree which is an indication that Oyo State public secondary schools have vice principals who are have post graduate degree. However, 15% (92) of the vice principal have Master's degree, while none have MPhil or PhD. This suggests that majority of the vice principals are advancing their qualifications to the post graduate level which is very good for school management. Further, majority of the vice principals, 45% (277) have experience of 20 years and above, 35% (215) of the vice principals have 16-20 years' work experience, 20% (123) of the vice principal have work experience of 11-15 years.

Findings from research question one showed that the level of teachers' task performance in public secondary schools in Oyo State, Nigeria is at a moderate level because the majority of the vice principals opined that their teachers; inculcate effective discipline strategies in class, teachers are actively involved in curricular and extra-curricular activities, teachers adequately keep records, teachers write lesson notes according to the curriculum, align lesson notes with the scheme, update knowledge when preparing lesson notes, teachers' lesson notes are written and taught to achieve both school and instructional objectives, teachers are regular and punctual at classroom teaching, teachers ensure students' engagement is center stage in classroom teaching, teachers' lessons are usually student-centered, give assignments to students and mark and write weekly records of work at the end of weekly teaching (weighted mean = 2.94). However, they opined that teachers do not participate in giving reports concerning students to parents and teachers do not participate in students' welfare services. This result opposes the findings in a study on "Teacher Professionalism and Task Performance in Oyo State Public Secondary Schools, Nigeria" which revealed that the level of task performance among teachers in Oyo State secondary schools is low. Also, this finding opposes a result that revealed that the level of teacher job performance in public secondary schools in Oyo State is high with an overall weighted average of 2.7019 as against 2.50⁴. However, it corroborates the findings that most of the public school teachers in Oyo South Senatorial District possessed an average or moderate level of job performance while just a few of the teachers possessed a low or high level of job performance from the findings⁵. This result is also supported by the findings of a research which indicated that the job performance of teachers working in secondary schools is generally satisfactory, which was demonstrated by the vast majority of teachers (89.3%), who scored very highly in terms of their work performance⁶.

Findings from research question two reveal that the status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their

improvement in public secondary schools in Oyo State is “sometimes”. This implies that level of status of staff development programs in secondary schools in Oyo State is done sometimes which is not good having Weighted Mean=2.65. The finding is in accordance with a study on "Staff Development and Teachers' Performance in Public Secondary Schools in Rivers State." The summary of the findings showed that teachers in public secondary schools in Rivers State are hardly trained or developed in the job⁷.

Findings from research question three revealed that status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State as opined by the teachers is bad (disagree) as weighted mean = 1.90. This implies that instructional materials, school building site, laboratory equipment for learning and general working conditions for teachers in Oyo State is poor. This result is corroborated in a work titled “Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria” which reported that, there exists lack of improved environmental conditions and facilities with mean of (2.09), lack of rural inducement for teachers deployed to rural areas mean of (1.73), and inadequate teaching facilities with mean of (1.61) for the teachers⁸.

Findings from hypothesis one (Ho1) revealed a significant combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State. Result shows that the F- value the p-value is .000 (F= 14.575, P<0.05) and highly significant since p-value (.000 < 0.05) at 95% confidence level which is much less than 0.05. There exists variation in teachers' task performance due to staff development programs and school plant and the relationship is significant which means that the regression model is a good fit of the data. This suggests that staff development programs (in-service training, conferences,

coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) significantly influence teachers' task performance. This result corroborates the findings of a study on "Influence of Staff Development Programmes and Secondary School Teachers' Job Performance in Anambra State, Nigeria"⁹. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. The result of this study supports the findings in a similar work on "influence of Staff Development Programmes on Teachers' Performance in Public Primary Schools in Gokana And Khana Local Government Areas Of Rivers State"¹⁰. It was found that staff development programmes such as conference and workshop to a very high extent influence teacher's performance in public primary schools in Gokana and Khana Local Government Areas of River State. The result revealed that secondary school teachers in Kogi State were regular in attending the following development programmes: orientation, principal-teacher training, seminar, teacher-teacher training, and in-service training with mean score of 3.43, 3.13, 2.95, 2.67, and 2.53 respectively.

Findings from hypothesis two (Ho2) reveals that the beta coefficient (β) and t- values for staff development programs (Beta = .147; t = 2.357; Significance = .019), school plant (Beta = .202; t = 1.064; Significance = .008) which are significant at $P < 0.05$. Also, Staff development programs and school plant have a positive relationship with teachers' task performance as depicted by their positive B value of .112 and .121 respectively. It therefore means that staff development programs and school plant influenced teachers' task performance in this study. For a unit change in staff development programs and school plant .112 and .121 respectively there is an increase in teachers' task performance as depicted by the positive value of B. These results imply that staff development programs and school plant explained the variance in teachers' task performance and therefore needed in the model.

This result is partly corroborated by the findings in a work in Indonesia on “Teacher’s performance management: The role of principal’s leadership, work environment and motivation”¹¹. The results of the study showed that the leadership of the principal, the work environment, and the motivation to affiliate were well perceived by the teachers. Also, the result of this study partly supports another finding titled “Working environment and teachers’ productivity in secondary schools in Port-Harcourt Metropolis”¹². Based on the findings of the study, it was concluded that adequate lightening in the learning environment, moderate temperature provides comfort and relaxation of the teachers, spacious offices and classrooms creates opportunity for special learning activities hence reducing the risk of distraction. It was recommended that the temperature of the working environment be made moderate through the use of air condition that can be controlled based on the capacity needed by the individual

Endnotes

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Chapter Five

Summary, Conclusion and Recommendation

This chapter presents the summary of the findings of the research, conclusion, recommendations, contributions to knowledge, and areas for future research.

5.1 Summary of Findings

This study investigated staff development program and school plant as correlates of teachers' task performance in public secondary schools in Oyo state, where staff development (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) are predictors of teachers' task performance. Findings of the study revealed that majority 63.7% (2038) of the teachers are female while 36.3% (1162) are male. Majority, 46.2% (1481) are within 41-50 years of age, majority 50.3% (1610) of the teacher have bachelor's degree as their highest form of qualification. Lastly, most 339% (1248) of the teachers have 16-20 years of teaching experience. Most of the teacher's majority of the teachers of the principals, 68% (121) have Bachelor's degree.

Further, the findings also showed majority of the vice principals 67.5% (415) are female teachers, while 32.5% (200) are male vice principals. Most of the vice principals, 42.5% (262%) are within 41-50 years of age. Also, majority 55% (338) of the vice principal have PGDE degree as their highest form of degree, 15% (92) of the vice principal have Master's degree while none have MPhil or PhD. Lastly, majority of the vice principals, 45% (277) have experience of 20 years and above, 35% (215) of the vice principals have 16-20 years' work experience, 20% (123) of the vice principal have work experience of 11-15 years.

Research questions one revealed that reveals that the level of teachers' task performance in public secondary schools in Oyo State, Nigeria is at a moderate level where mean = 2.94

Also, research questions two also shows that level of status of staff development programs in secondary schools in Oyo State is done sometimes (Mean = 2.65). Hence, level of status of

staff development programs in secondary schools in Oyo State is poor. Research question three showed that the status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State as opined by the teachers is bad (Mean = 1.90). Test of hypotheses revealed a significant combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State ($F= 14.575$, $P<0.05$). Furthermore, the hypotheses two also revealed that significant relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school site design, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State. Beta coefficient (β) and t- values for staff development programs (Beta = .147; $t = 2.357$; Significance = .019), school plant (Beta = .202; $t = 1.064$; Significance = .008) 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. Which implies that staff development programs and school plant explained the variance in teachers' task performance and therefore needed in the model

5.2. Conclusion

The study investigated staff development program and school plant as correlates of teachers' task performance in public secondary schools in Oyo state. Based on the findings, it can be concluded that

- i. The level of teachers' task performance (administrative) in public secondary schools in Oyo State is at a moderate level.
- ii. The status of staff development programs (in-service training, conferences, coaching/mentoring) that teachers receive for their improvement in public secondary schools in Oyo State is poor
- iii. The status of school plant (instructional materials, school building site, laboratory equipment) for teaching and learning in public secondary schools in Oyo State is bad
- iv. There exists a combined influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) in public secondary schools in Oyo State
- v. Also, there exists a relative influence of staff development programs (in-service training, conferences, coaching/mentoring) and school plant (instructional materials, school building site, laboratory equipment) on teachers' task performance (instructional and administrative) 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. Teachers' task performance is at a moderate level. It is therefore recommended that the government, ministry and the school do all they can within their powers to ensure that good working conditions, better motivation in terms of remuneration, allowance are made available in order to boost their morals for better task performance
- ii. Poor status of staff development programs (in-service training, conferences, coaching/mentoring) was observed. It is recommended that the government, ministry and

all stakeholders see in-service training, workshops and seminars should be constantly organized for the teachers so as to guide them and improve their performance, career conferences for teachers. Also, teachers can be sponsored by the school to embark on courses related to teaching, meetings and study group should be created for teachers by the, government, school to help them improve in their knowledge and skills. Seminars and workshops involving experts'/keynote speakers should be regularly organized for teachers within the school premises

- iii. The status of school plan (instructional materials, school building site, laboratory equipment) was observed to be bad. It is therefore recommended that Government at all levels should see school plan restructuring as matter of emergency. They should provide enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes, audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purpose, better staff rooms and conveniences facilities properly sited and comfortable, Laboratories for each subject that is well equipped and the laboratories should be in good shape for teaching and learning purposes.

5.4 Contribution to Knowledge

- i. The findings of the study add conceptual, empirical, and theoretical contributions to the body of existing knowledge and also useful guide as well as a point of reference to researchers who intend to carry out studies in this subject area.

- ii. Empirically, this study adds to prior literatures by showing that there exists a combined and relative influence of staff development programs and school plant on teachers' task performance. This is something that previous empirical studies did not consider, so this study helps to bridge the gap that exists in empirical literature.
- iii. The findings of the study would make educational stakeholders swing into action in ensuring that public secondary school teachers get the required staff development programs and school plant so as to boost their task performance.

5.5 Suggested Area of Further Studies

The following are the suggestions for further research:

- i. This study used Secondary school as the educational sector. Further studies can use other levels of learning such as primary and tertiary education.
- ii. Further study can be done to investigate whether the influence of the demographic features such as sex, age, work experience or bio-data of the teachers could operate as moderating variables.
- iii. Also, additional research can be done in other states of the Nation in order to validate and generalize the findings across the country.
- iv. This study used vice principals to assess teachers administrative task performance further work can be done using principals.

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Appendices

Statistics

		Gender	Age	Education	Teaching_Experience
N	Valid	3200	3200	3200	3200
	Missing	0	0	0	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	1162	36.3	36.3	36.3
	Female	2038	63.7	63.7	100.0
Total		3200	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	605	18.9	18.9	18.9
	31-40	845	26.4	26.4	45.3
	41-50	1481	46.2	46.2	91.6
	51-60	269	8.4	8.4	100.0
	Total	3200	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NCE	1152	36.0	36.0	36.0
Bachelor's degree	1610	50.3	50.3	86.3
PGDE	300	9.4	9.4	95.7
M.Sc	138	4.3	4.3	100.0
Total	3200	100.0	100.0	

Teaching_Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5	108	3.4	3.4	3.4
6-10	554	17.3	17.3	20.7
11-15	1008	31.5	31.5	52.1
16-20	1248	39.0	39.0	91.2
20 and above	282	8.8	8.8	100.0
Total	3200	100.0	100.0	

Statistics

	VP_Gender	VP_Age	VP_Education	VP_Teaching_Experience
N Valid	615	615	615	615
Missing	0	0	0	0

VP_Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	200	32.5	32.5	32.5
Female	415	67.5	67.5	100.0
Total	615	100.0	100.0	

VP_Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31-40	215	35.0	35.0	35.0
41-50	262	42.5	42.5	77.5
51-60	138	22.5	22.5	100.0
Total	615	100.0	100.0	

VP_Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid PGDE	185	55.0	55.0	55.0
Bachelor's Degree	338	30.0	30.0	85.0
M.Sc	92	15.0	15.0	100.0
Total	615	100.0	100.0	

VP_Teaching_Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11-15	123	20.0	20.0	20.0
16-20	215	35.0	35.0	55.0
20 and above	277	45.0	45.0	100.0
Total	615	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
inculcate effective discipline strategies in class	615	3.37	0.70
are actively involved in curricular and extra-curricular activities	615	3.05	0.85
adequately keep records	615	2.90	0.55
participate in giving reports concerning students to parents	615	1.75	0.81
participate in students' welfare services	615	1.88	0.65
My teacher write lesson note according to the curriculum	615	3.11	0.82
My teacher align lesson note with the scheme	615	3.15	0.86

update knowledge when preparing lesson notes	615	3.01	0.74
My teacher lesson note are written and taught to achieve both school and instructional objectives	615	3.35	0.65
My teacher is regular and punctual at classroom teaching	615	2.97	0.56
My teacher ensure students engagement is center stage in classroom teaching	615	3.00	0.75
My teacher write lesson note and evaluate the lesson with classroom activities.	615	3.51	0.85
My teacher lesson is usually student-centered.	615	2.98	0.65
My teacher gives assignment to students and marked.	615	3.01	0.83
My teacher writes weekly record of work at the end of weekly teaching.	615	3.05	0.85
Valid N (listwise)	615		

Descriptive Statistics

	N	Mean	Std. Deviation
On-going training is organized for teachers in your school	3200	2.5113	.54830
Teachers are allowed to further their education continuously while in service	3200	4.4207	.58728
Teachers are sponsored by the school to embark on courses related to teaching	3200	1.7708	.72627
Meetings and study groups are created for teachers by the school to help them improve in their knowledge and skills	3200	1.7632	.62673
Teachers are allowed to attend conferences in their area of profession	3200	1.6222	.78015
Teachers are sponsored to conferences in order to improve their knowledge and skills	3200	1.4131	.61353
Seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises	3200	1.7569	.55480

New teachers are usually assigned to senior and well experienced teachers to mentor them in the area of teaching	3200	3.4244	.78925
There is a working relationship between senior and junior teachers that enriches the knowledge of the junior teachers in my school	3200	3.4383	.79522
Guiding teachers in the improvisation of instructional materials is a common feature in my school	3200	3.3287	.63644
Teachers are often assisted with ideas that will help them prepare good lesson notes	3200	3.8942	.65201
Teaching skills are usually dramatized sometimes by the principal to help teachers in my school	3200	2.4055	.61035
Valid N (listwise)	3200		

On-going training is organized for teachers in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	80	2.5	2.5	2.5
Rarely	1401	43.8	43.8	46.3
Sometimes	1719	53.7	53.7	100.0
Total	3200	100.0	100.0	

Teachers are allowed to further their education continuously while in service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	32	1.0	1.0	1.0
Sometimes	64	2.0	2.0	3.0
Frequently	1629	50.9	50.9	53.9
Always	1475	46.1	46.1	100.0
Total	3200	100.0	100.0	

Teachers are sponsored by the school to embark on courses related to teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	1184	37.0	37.0	37.0
Rarely	1648	51.5	51.5	88.5
Sometimes	307	9.6	9.6	98.1
Frequently	35	1.1	1.1	99.2
Always	26	.8	.8	100.0
Total	3200	100.0	100.0	

Meetings and study groups are created for teachers by the school to help them improve in their knowledge and skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	1096	34.3	34.3	34.3
Rarely	1765	55.2	55.2	89.4
Sometimes	339	10.6	10.6	100.0
Total	3200	100.0	100.0	

Teachers are allowed to attend conferences in their area of profession

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	1771	55.3	55.3	55.3
Rarely	907	28.3	28.3	83.6
Sometimes	387	15.2	15.2	98.9
Frequently	35	1.1	1.1	100.0
Total	3200	100.0	100.0	

Teachers are sponsored to conferences in order to improve their knowledge and skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	2093	65.4	65.4	65.4
Rarely	896	28.0	28.0	93.3
Sometimes	211	6.7	6.7	100.0
Total	3200	100.0	100.0	

Seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	976	30.5	30.5	30.5
Rarely	2026	63.4	63.4	93.8
Sometimes	198	6.2	6.2	100.0
Total	3200	100.0	100.0	

New teachers are usually assigned to senior and well experienced teachers to mentor them in the area of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	26	.8	.8	.8
Rarely	432	13.5	13.5	14.2
Sometimes	1008	31.5	31.5	45.7
Frequently	1635	51.1	51.1	96.9
Always	99	3.1	3.1	100.0
Total	3200	100.0	100.0	

There is a working relationship between senior and junior teachers that enriches the knowledge of the junior teachers in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	454	14.2	14.2	14.2
Sometimes	1050	32.7	32.7	47.0
Frequently	1536	48.0	48.0	95.0
Always	160	5.0	5.0	100.0
Total	3200	100.0	100.0	

Guiding teachers in the improvisation of instructional materials is a common feature in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	32	1.0	1.0	1.0
Rarely	198	6.2	6.2	7.2
Sometimes	1655	51.8	51.8	58.9
Frequently	1315	41.1	41.1	100.0
Total	3200	100.0	100.0	

Teachers are often assisted with ideas that will help them prepare good lesson notes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	109	3.4	3.4	3.4
Sometimes	541	16.9	16.9	20.3
Frequently	2131	66.6	66.6	86.9
Always	419	13.1	13.1	100.0
Total	3200	100.0	100.0	

Teaching skills are usually dramatized sometimes by the principal to help teachers in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not At All	160	5.0	5.0	5.0
Rarely	1629	50.9	50.9	55.9
Sometimes	1363	42.6	42.6	98.5
Frequently	48	1.5	1.5	100.0
Total	3200	100.0	100.0	

Descriptive Statistics

	N	Mean	Std. Deviation
There are enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes	3200	1.9824	.57453
There are enough audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes	3200	1.4144	.50305
There are enough audio-visual aids such as Overhead projector, slides, television, filmstrips and computers for teaching/learning purposes	3200	1.2884	.45331
All instructional materials available for teaching and learning in my school are in good shape	3200	1.4572	.49848
Classrooms are well ventilated in my school	3200	2.8086	.51079
Classrooms are spacious for effective teaching in my school	3200	2.6889	.62942

My school is sited away from noisy environment	3200	2.9471	.67544
The design of the school building allows for safety as students and teachers do not easily bump into each other	3200	2.6134	.57731
Staff rooms and conveniences facilities are properly sited and comfortable	3200	1.6851	.50631
Laboratories for each subject is available in my school	3200	1.6826	.46575
Laboratories for each subject is well equipped in my school	3200	1.2292	.48206
Equipment's in each laboratories in my school are in good shape for teaching and learning purposes	3200	1.5202	.60492
Laboratories are spacious enough to contain students for the purpose of teaching and learning	3200	1.5655	.50106
Valid N (listwise)	3200		

There are enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	538	16.8	16.8	16.8
Disagree	2205	68.9	68.9	85.6
Agree	438	13.7	13.7	99.4
Strongly Agree	19	.6	.6	100.0
Total	3200	100.0	100.0	

There are enough audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1891	59.1	59.1	59.1
Disagree	1293	40.4	40.4	99.5
Agree	16	.5	.5	100.0
Total	3200	100.0	100.0	

There are enough audio-visual aids such as Overhead projector, slides, television, filmstrips and computers for teaching/learning purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2278	71.2	71.2	71.2
Disagree	912	28.8	28.8	100.0
Total	3200	100.0	100.0	

All instructional materials available for teaching and learning in my school are in good shape

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1178	54.3	54.3	54.3
Disagree	1462	45.7	45.7	100.0
Total	3200	100.0	100.0	

Classrooms are well ventilated in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	170	5.3	5.3	5.3
Disagree	275	8.6	8.6	13.9
Agree	2755	86.1	86.1	100.0
Total	3200	100.0	100.0	

Classrooms are spacious for effective teaching in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	51	1.6	1.6	1.6
Disagree	1130	35.3	35.3	36.9
Agree	1782	55.7	55.7	92.6
Strongly Agree	51	7.4	7.4	100.0
Total	3200	100.0	100.0	

My school is sited away from noisy environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	490	3.0	3.0	3.0
Disagree	528	16.5	16.5	19.5
Agree	2022	63.2	63.2	82.7
Strongly Agree	160	17.3	17.3	100.0
Total	3200	100.0	100.0	

The design of the school building allows for safety as students and teachers do not easily bump into each other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	154	4.8	4.8	4.8
Disagree	931	29.1	29.1	33.9
Agree	2115	66.1	66.1	100.0
Total	3200	100.0	100.0	

Staff rooms and conveniences facilities are properly sited and comfortable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1072	33.5	33.5	33.5
Disagree	2064	64.5	64.5	98.0
Agree	64	2.0	2.0	100.0
Total	3200	100.0	100.0	

Laboratories for each subject is available in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1014	31.7	31.7	31.7
Disagree	2168	68.3	68.3	100.0
Total	3200	100.0	100.0	

Laboratories for each subject is well equipped in my school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2553	79.8	79.8	79.8
Disagree	557	17.4	17.4	97.2
Agree	90	2.8	2.8	100.0
Total	3200	100.0	100.0	

Equipment's in each laboratories in my school are in good shape for teaching and learning purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1722	53.8	53.8	53.8
Disagree	1293	40.4	40.4	94.2
Agree	185	5.8	5.8	100.0
Total	3200	100.0	100.0	

Laboratories are spacious enough to contain students for the purpose of teaching and learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1398	43.7	43.7	43.7
Disagree	1792	56.0	56.0	99.7
Agree	10	.3	.3	100.0
Total	3200	100.0	100.0	

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	School_Plant , Staff_Dev_Program ^b		Enter

a. Dependent Variable: Task_Performance

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.448 ^a	.701	.620	.30817

a. Predictors: (Constant), School_Plant, Staff_Dev_Program

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.391	2	1.195	14.575	.000 ^b
	Residual	73.509	612	1.987		
	Total	75.900	614			

a. Dependent Variable: Task_Performance

b. Predictors: (Constant), School_Plant, Staff_Dev_Program

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.571	.331		7.098	.000
Staff_Dev_Program	.112	.047	.147	2.357	.019
School_Plant	.121	.113	.202	1.064	.008

a. Dependent Variable: Task_Performance

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Appendix 2: Instruments (Questionnaires) used for the Study

Research Questionnaire I

Educational Management,
Lead City University,
Ibadan, Oyo State.
7th July, 2022.

Dear Respondent,

Subject: Request to Participate in a Research

I am carrying out an investigation on the level of staff development programmes and school plant in your school. Your sincere response was needed to complete this research. All information provided here was kept confidential. Thank you.

Yours Faithfully,

Researcher

Section A: Demographic Information: Tick (✓) in the box appropriate to your response (to be answered by the teachers)

- 1. Gender:** Male [] Female []
- 2. Age:** 20-30 years [], 31-40 [], 41-50 [], 51-60 years [], 61 years and above []
- 3. Highest educational qualifications:** NCE [], Bachelor's degree [], PGDE [], Master's Degree [], MPhil/Doctorate Degree []
- 4. Years of experience:** 1-5 [], 5-10 [], 10-15 [], 16-20 [], 20 years and above []

SECTION B: Staff Development Programme

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

Key: Always (A) =5, Frequently (F) = 4, Sometimes (S) =3, Rarely (R) = 2, Not At All (NAA) = 1

5	4	3	2	1
---	---	---	---	---

S/N	Items	A	F	S	R	NAA
In-service Training						
1	On-going training is organized for teachers in your school					
2	Teachers are allowed to further their education continuously while in service					
3	Teachers are sponsored by the school to embark on courses related to teaching					
4	Meetings and study groups are created for teachers by the school to help them improve in their knowledge and skills					
Conferences						
5	Teachers are allowed to attend conferences in their area of profession					
6	Teachers are sponsored to conferences in order to improve their knowledge and skills					
7	Seminars and workshops involving experts/keynote speakers are regularly organized for teachers within the school premises					
Coaching-Mentoring						
8	New teachers are usually assigned to senior and well experienced teachers to mentor them in the area of teaching					
9	There is a working relationship between senior and junior teachers that enriches the knowledge of the junior teachers in my school					
10	Guiding teachers in the improvisation of instructional materials is a common feature in my school					
11	Teachers are often assisted with ideas that will help them prepare good lesson notes					
12	Teaching skills are usually dramatized sometimes by the principal to help teachers in my school					

SECTION B: School Plant

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓)).

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

		4	3	2	1
S/N	Items	SA	A	D	SD
Instructional Materials					
1	There are enough visual aids such as charts, posters, whiteboard, Pictorial materials/Maps and diagrams for teaching/learning purposes				
2	There are enough audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes				
3	There are enough audio-visual aids such as Overhead projector, slides, television, filmstrips and computers for teaching/learning purposes				
4	All instructional materials available for teaching and learning in my school are in good shape				
School Site					
5	Classrooms are well ventilated in my school				
6	Classrooms are spacious for effective teaching in my school				
7	My school is sited away from noisy environment				
8	The design of the school building allows for safety as students and teachers do not easily bump into each other				
9	Staff rooms and conveniences facilities are properly sited and comfortable				
Laboratory Equipment					
10	Laboratories for each subject is available in my school				
11	Laboratories for each subject is well equipped in my school				
12	Equipment's in each laboratories in my school are in good shape for teaching and learning purposes				
13	Laboratories are spacious enough to contain students for the purpose of teaching and learning				

Research Questionnaire II

Educational Management,
Lead City University,

Ibadan,Oyo State.

7th July, 2022.

Dear Participant,

Consent to Participate in a Research

I am carrying out an investigation on the level of task performance of your teachers in area of instruction. Your sincere response was needed to complete this research. All information provided here was kept confidential. Thank you.

Yours Faithfully,

Researcher

SECTION A: Demographic Information (to be responded to by Students)

1. **Gender:** Male [] Female []
2. **Age:** 14-17 years [], 18-20 [],20 years and above []

Section B: Teachers Instructional Task Performance

For each statement, please tick (√) the appropriate box in front of the statements that describe your opinion (Tick (√))

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

S/N	Items ("Teachers")	HL	ML	LL	NAA
		4	3	2	1
1	are punctual to teach their lessons				
2	use the right teaching aids and methods to disseminate knowledge in classes				
3	update lesson notes/plan on time				
4	finish the curriculum or scheme of work at the proper time in each term.				
5	take the pain to monitor almost every student's work during teaching activities				
6	Write lesson note according to the curriculum				
7	Align lesson with scheme of work				
8	Update my knowledge when preparing lesson note				
9	I am regular and punch at classroom teaching				
10	Ensure that student engagement takes centre stage in my classroom				
11	Write lesson note and evaluate the lesson with classroom activities				
12	Give homework to extent engagement time				

Research Questionnaire III

Educational Management,
Lead City University,
Ibadan, Oyo State.

7th July, 2022.

Dear Participant,

Consent to Participate in a Research

I am carrying out an investigation on the level of task performance of your teachers in area of administration. Your sincere response was needed to complete this research. All information provided here was kept confidential. Thank you.

Yours Faithfully,

Researcher

SECTION A: Demographic Information (to be responded to by Vice Principals)

1. **Gender:** Male [] Female []
2. **Age:** 20-30 years [], 31-40 [], 41-50 [], 51-60 years [], 61 years and above []
3. **Highest educational qualifications:** NCE [], Bachelor's degree [], PGDE [], Master's Degree [], MPhil/Doctorate Degree []
4. **Years of experience:** 1-5 [], 5-10 [], 10-15 [], 16-20 [], 20 years and above []

Section B: Teachers Administrative Task Performance

For each statement, please tick (✓) the appropriate box in front of the statements that describe your opinion (Tick (✓))

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

S/N	Items ("My Teachers")	HL	ML	LL	NAA
-----	-----------------------	----	----	----	-----

		4	3	2	1
1	inculcate effective discipline strategies in class				
2	are actively involved in curricular and extra-curricular activities				
3	adequately keep records				
4	participate in giving reports concerning students to parents				
5	participate in students' welfare services				

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Appendix III

Pictures of Researcher during administration of the Instruments



Pictures of researcher with teachers administering the questionnaires



Pictures showing the researcher with vice principals administering the questionnaire



Pictures showing school visited by the researcher

Bio-data

PERSONAL DATA:

A. FULL NAME: ISAAC ADISA FOLARIN

Sex: Male

Home Address: No 5, Road 2C, Ogidi Estate via, Akobo Ojurin Ibadan

E-mail Address: folarinisaac55@gmail.com

Phone Number: 08066768892

B. DATE OF BIRTH: 26 – APRIL 1970

Place of Birth: Igboho

C. NATIONALITY: NIGERIAN

State of Origin: Oyo

Local government: Orelupe

D. NAME AND ADDRESS OF NEXT OF KIN

Name: Daborah Adenike Folarin

Address: Estate High School Akobo, Ibadan

E. EDUCATIONAL BACKGROUND: EDUCATIONAL INSTITUTION ATTENDED

WITH DATE

Lead city University 2020 till date

Ambrose Alli University Ekpoma, Edo State 2001-2007

Oyo State College of Education, Oyo 1995-1999

QUALIFICATION WITH DATE

Masters in Educational Management in view

B.Sc. (Ed) Social Studies 2007

Nigerian Certificate in Education (N.C.E) 1999

F. WORKING EXPERIENCE WITH DATE

National Board for Educational measurement (NBEM) 1993-1999

National Examination Council (NECO) 1999 till Date

G. MEMBERSHIP OF ACADEMIC PROFESSIONAL BODIES

(a) Teacher Registration Council

H. PUBLICATIONS:

I. Conferences /workshop attended

(1) ICML – International Conference of Ministers and leaders

(2) Post Covid 19 Education: Virtual Interaction as a learning Tool, April 30, 2020

(3) Functional Qualitative Education in Nigeria training

(4) Training on capacity building management skills Development

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The University Compliance Certificate

This is to certify that the thesis by Isaac Adisa FOLARIN 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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Abstract

This study investigated staff development programs and school plant indices as correlates of teachers' task performance in public secondary schools in Oyo state as literature show pan city of studies on the subject. Dearth of study on joint influence of two salient predictors-staff development programs and school plant indices on teachers' performance was the gap filled. The study was guided by Human Capital and Education production function theories. Three research questions and two hypotheses were formulated. Descriptive survey research design was adopted. The population of the study comprised all vice-principals (625) and teachers (14,508). Sample size consisted of (40)vice-principals and (797) teachers. Two self-constructed questionnaires Staff Development Program and School Plant Questionnaires (SDPSPQ)" ($r=0.71$) and Teachers' Administrative Task Performance Questionnaire (TATQ) ($r=0.62$) were used. Data collected were analyzed using descriptive and inferential statistics. Results showed that teachers task performance ($\bar{x} = 2.59$) in public secondary schools is moderate, staff development program status of teachers is sometimes done ($\bar{x} = 2.65$), while status of school plants is poor ($\bar{x} = 1.90$). results showed significant joint influenced of staff development programs and school plant on teachers' task performance ($r = 14.575$, $p < 0.05$). However, staff development programs ($\beta = .147$; $t = 2.357$), with school plant ($\beta = .202$; $t = 1.064$), with a positive relationship with teachers' task performance ($+\beta$ value of $.112$ and $.121$). It was therefore recommended amongst others that stakeholders should enhance teacher's development programs and provision of adequate school plants to improved teachers' task performance in public secondary schools.

Keywords: Staff Development Programs, School Plants, Teachers' Task Performance.

Word Count;267

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