

Chapter One

Introduction

1.1 Background to the study

Secondary education in educational system of any nation cannot be undermining. Secondary education serves as the link between primary and tertiary education and also provide ample opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level. The major reason for the provision of secondary education in Nigeria can be attributed to the fact that the education being provided at the primary level is proving to be insufficient and not adequate for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training¹. Secondary education is aged in Nigeria, as it was developed alongside western education, which was introduced by christian missionaries¹. At the onset only primary education received a boost from the christian missionaries as it was used as an avenue to woo the children into Christianity. Government's attention to secondary education started some decades ago after the development of primary education, particularly when the need arises for the products of primary education to further their education in secondary schools became paramount¹.

Secondary education is provided for the products or outputs of primary education as a link between the primary education and tertiary education. It is focused and aimed at developing the products of primary education better than primary level. It is a clear fact that primary is insufficient for any child that desire good education to acquire. Literacy, numeracy and communication skill as such education is provided in secondary school which serves as a good preparatory ground for admission to tertiary institution of learning. The secondary education is divided into Junior and Senior Secondary phase respectively.

The Junior Secondary phase comprises the first three years of secondary education. The curriculum at this phase is pre-vocational and academic in scope. Core, pre-vocational and non-prevocational subjects are included in the curriculum. The core subjects include: English Language, Mathematics, French, and a major Nigeria Language, other than that of Environment but basic science, social studies citizenship education and Basic technology. The pre-vocational subjects include, Agricultural science, Business studies, Home-Economics, Local crafts, Fine Arts, Computer Education as well as religious studies. Grading and rating at the end of this phase depends on the performance of a student in continuous assessment (CA) and the result of the Junior Secondary certificate Examination (JSCE), being coordinated by state Ministries of Education or Federal Ministry of Education (if owned by Federal Government). A student has to do the Junior School Certificate Examination (JSCE) at the end of this phase. A student with minimum number of passes in the subjects in the curriculum including English Language and Mathematics (varies cross states) qualifies to proceed to the Senior Secondary (SS) level where he/she will be trained for additional three years. A child or student that fails the JSCE (that is those without the minimum passes including English Language and Mathematics) is expected to enroll in technical college, an out-of-school vocational training centre of an apprenticeship scheme, in the 6-3-3-4 system of education².

The next phase in the Nigerian Private secondary education system is the Senior Secondary phase. This is the preceding three years after Junior Secondary phase. It has a wider scope than the Junior Secondary phase and aim at broadening the knowledge and skills of a student beyond the Junior Secondary level, and also prepare the student for higher education. It is academic and vocational in scope. A student has to offer minimum of seven subjects and maximum of eight subjects, comprising the six core subjects: English Language, Mathematics, a

major Nigeria Language, one science subject, one art subject, and a vocational subject. One or two other electives are to be selected from the Art, Science, technical, Social Science, and vocational subjects. Certification at the end of this phase depends on the performance of a student in the continuous Assessment (CA) and Senior School Certificate Examination (SSCE), coordinated by West African Examination Council (WAEC) and National Examination Council (NECO). A child must obtain a minimum of five credits at two sittings including English Languages and Mathematics to be able to proceed to the tertiary level of the educational system².

In Nigeria, Private secondary education aims at preparing an individual for useful living within the society and Higher education, providing all primary school leavers with the opportunity for education of higher level irrespective of sex, social status, religious or ethnic background, offering diversified curriculum to cater for differences in talents, opportunities and future roles, providing trained manpower in applied science, technology and commerce at sub-professional grades, developing and promoting Nigeria Languages, arts, and culture in the context of the world's cultural heritage, inspiring students with a desire for self-improvement and achievement of excellence, fostering national unity with an emphasis on the common ties that unite us in our diversity, raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate those values specified under our broad national goals, and live as good citizens and providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments³.

A researcher noted that, the image of the teacher has moved from just being a specialist in a specific subject who stands alone in front of the class and a transmitter of knowledge to being a mediator in the construction of knowledge. Secondary school teachers play a crucial role in education systems, as they are responsible for imparting knowledge and shaping the academic

development of students. Teachers are the strength of a nation since they are the key actors of the instructional process and learner's cognitive, social and emotional development³. The role of a teacher in achievement of educational objectives of a nation can never be undermined as they are the pilot that will actualize and implement any educational objective set by the government. The commitment of teachers which is their attachment, belief and willingness to exert efforts on behalf of their school, students and profession is imperative for achievement of educational objectives⁴.

The work behaviour of teachers are the observable actions, attitudes, and interactions exhibited by teachers within their professional roles. It is sometimes expressed in form of motivation, commitment, and mode of instructional delivery in the classroom. Teachers work behaviour is vital for creating a conducive learning environment, fostering positive student-teacher relationship, and ensuring effective knowledge transfer. Work behaviour is one of the significant aspects of human behaviour which is expressed in how an individual communicates with other members of the organization⁵. There are various types of work behaviour according to different studies. A study highlighted leadership driven behaviour, creative behaviour, playful behaviour, introverted behaviour, aggressive behaviour, assertive behaviour, passive communication behaviour, and passive-aggressive behaviour as types of work behaviour⁵. Another investigation portrayed work behaviour as encompassing innovative, proactive, and counterproductive actions. Innovative work behaviour encompasses all actions undertaken by employees aimed at discovering, cultivating, suggesting, and executing innovative ideas within the organization to enhance innovative performance. Proactive work behaviour refers to actions taken by individuals or groups within an organization that involve anticipating and actively addressing potential issues or opportunities before they arise. Proactive employees take initiative,

demonstrate forward-thinking, and often go beyond their basic job requirements to contribute to the success of the organization. Counterproductive work behaviour, on the other hand, refers to actions or behaviours exhibited by employees that undermine the goals, effectiveness, or functioning of the organization. This can include actions such as tardiness, absenteeism, workplace deviance, sabotage, or other behaviours that deviate from organizational performance and productivity⁶.

Another researcher defined innovative work behaviour as the deliberate introduction and implementation of novel ideas, processes, products, or procedures within an organization, which are new to the adopting unit and intended to bring significant benefits to the organization or broader society⁷. According to this study, innovative work behaviour can arise from individual responses to high workloads. Employees may seek to adapt to such workloads by generating, advocating, and implementing ideas to adjust themselves or their work environment accordingly. This adaptability becomes crucial in the face of rapid advancements and evolving knowledge in fields such as teaching⁸. Upcoming advancements and evolving knowledge in the field of teaching necessitate innovative work behaviour, as teachers and their instructional approaches profoundly influence students' self-determination and motivation to learn⁸. Schools should serve as role models and catalysts for fostering innovative work behaviour among individuals to ensure societal competitiveness. This notion is supported by a researcher who asserts that innovation is a crucial driver of economic and social progress⁹. Furthermore, innovation is recognized as a means to enhance organizations' capacity to adapt to dynamic environments. Education plays a pivotal role in nurturing the creative and innovative thinking of students. Encouraging innovative work behaviour in teachers is essential for the continuous advancement of educational professionals, school organizations, and the progression of a knowledge-based society. Despite

this importance, there is a scarcity of studies specifically examining teacher professional development and workload as determinants of work behaviour of private secondary school teachers¹⁰.

Several factors do affect work behaviour and the nature of the job itself, including workload, task variety, and autonomy, can significantly influence teacher behaviour. Heavy workloads or monotonous tasks may lead to burnout and decreased motivation¹¹. Work behaviour in the context of teaching encompasses multiple dimensions, such as instructional practices, classroom management, professional collaboration and commitment to student learning. Unclear job expectations or conflicting roles (role ambiguity and conflict) can create stress and confusion among teachers, impacting their behaviour and performance negatively. Job security and compensation such as salary, benefits, and opportunities for advancement can influence teacher motivation and job satisfaction which can have direct influence on teachers work behaviour. The organizational culture, leadership style, physical environment, facilities, resources, access to training, professional development opportunities, mentoring, and support networks within the organization can enhance teacher effectiveness and job satisfaction and teacher behaviour¹².

Other research focusing on school teachers underscores the impact of various elements such as job responsibilities, self-efficacy, engagement at work, autonomy, creative demands, as well as personal characteristics like openness, motivation, job satisfaction, and interpersonal¹³. The issue of work behaviour is pronounced in private secondary schools. Recently, there has been a heightened awareness of the importance of secondary school education, leading to an increased demand for access to this level of education¹⁴. The surge in demand has necessitated the construction of additional Private schools and establishment of more private secondary

schools and classrooms to broaden opportunities for the country's children to pursue secondary education. This has significantly increased the workload for the teaching staff¹⁵. Teachers' workloads are tasks, responsibilities, and duties that teachers are required to fulfill within their professional roles. Workload is the amount of work assigned to or expected from a worker in a specified time. It is also the amount of work to be done especially in a specific time by a person¹⁶. Teachers' workload can be categorized into academic workload and administrative workload.

Academic workload specifically refers to the educational tasks and delivering lessons, classroom instruction, marking of scripts, grading assignments etc. that teachers, undertake within an academic setting¹⁷. Teachers' workload encompasses the complete set of academic tasks such as preparing lesson notes, conducting tests and assignments, administering examinations. This workload can be categorized into two main types: firstly, when individuals are burdened workload on the other hand encompass the non-teaching tasks and responsibilities such as such as maintaining student records, completing administrative paperwork, participating in staff meetings, coordinating extracurricular activities, counseling, activities, moral standard maintenance and discipline of erring students that educators are required to undertake in addition to their instructional duties¹⁸. It is crucial to recognize that educators can experience overload having an abundance of teaching units and committee assignment or under-load being assigned fewer teaching. To prevent either excessive or insufficient workloads for teachers, the principal, serving as the primary administrator in the school, bears the responsibility of distributing work among the teaching staff judiciously. It is Imperative for the principal to adopt a proactive approach to ensure optimal utilization of teaching staff, and at the same time, avoid work overload, thereby fostering goal attainment and enhancing overall performance¹⁹.

Teachers Professional Development refers to structured training programmes both on-the-job and off the-job training program, planned in form of seminars, workshops, etc. designed to enhance the skills, knowledge, and effectiveness of educators within the field of teaching²⁰. Teacher's professional development significantly impacts teacher work behaviour, influencing their instructional practices, attitudes, and interactions within the educational environment. Continuous learning and growth through professional development opportunities contribute to improved teaching quality and student outcomes²¹. Professional development enhances teachers' pedagogical knowledge, content expertise, and instructional strategies, equip teachers with new skills and approaches, leads to positive changes in teaching practices thereby influencing their behaviour in the classroom²².

Moreover, research indicates that engaging in effective professional development programmes fosters reflective practice among teachers, encouraging them to critically examine their teaching methods and adapt based on student needs²³. By participating in reflective activities and collaborative discussions during professional development sessions, teachers gain insights into their teaching practices and adjust their behaviours accordingly to better meet the diverse needs of their students²⁴. Professional development programmes that emphasizes the importance of a growth mindset or culturally responsive teaching can impact teachers' perceptions and attitudes towards student learning and diversity. As a result, teachers may demonstrate more inclusive and supportive behaviours in the classroom, fostering a positive learning environment²⁵.

Teachers' development programmes are designed to enhance teachers' skill knowledge and instructional practices. The effectiveness of such programmes in improving teaching

methods, classroom management and student engagement may directly affect teachers work behaviour²⁶. Therefore, understanding the relationship between teacher development programmes and work behaviour is crucial for informing policy decisions and professional development initiatives. Teacher development can be viewed as teachers learning rather than as others getting teachers to change. In learning teachers do develop their beliefs and ideas, develop their classroom practice and attending to their feeling associated with change. Teachers' development programmes include peer mentoring, seminars, workshop, in-service training, online learning and symposium²⁷.

Peer mentoring is a collaborative learning relationship between individuals within the same organization or field, where one individual (the mentor) shares their knowledge, skills, and experiences to support the professional and personal development of another individual (the mentee)²⁸. Peer mentoring involves experienced teachers providing guidance, support, and feedback to their peers, often in a one-on-one or small group setting. Peer mentoring fosters a collaborative and supportive professional culture where teachers can share best practices, troubleshoot challenges, and learn from each other's experiences. Engaging in peer mentoring can positively impact teacher work behaviour by enhancing instructional practices, promoting reflective teaching, and increasing job satisfaction and morale²⁸.

Seminar and conference collectively refer to structured events, focused on specific topics or themes, convened to facilitate learning, collaboration, and the exchange of knowledge among teachers²⁹. Seminars often focused on interactive learning experiences which are on specific topics related to teaching, curriculum development, classroom management, or educational technology. These events provide teachers with opportunities to acquire new knowledge, skills, and strategies that they can apply directly to their teaching practice. Participating in workshops

and seminars can stimulate professional growth, inspire innovation, and encourage teachers to experiment with new approaches, ultimately influencing their work behaviour in the classroom²⁹.

In-service training refers to professional development activities and programmes provided to teachers, which are designed to enhance their skills, knowledge, and competencies while they are on the job³⁰. In-service training programmes address various aspects of teaching, including pedagogy, assessment, differentiated instruction, and cultural responsiveness. Engaging in in-service training helps teachers stay current with educational trends, research, and practices, leading to continuous improvement in their work behaviour and instructional effectiveness³⁰. From the foregoing one can observe that teachers' development programmes and workload plays a crucial role in teachers work behaviour, each playing a distinct yet interconnected role in shaping educators' professional experiences and performance³¹. Hence it becomes necessary to find out the relationship between teachers' development programmes and workload in relation to work behaviour of private secondary school teachers in Oyo State, Nigeria. Engaging in professional development activities fosters reflective teaching, encourages collaboration, and promotes a culture of lifelong learning among teachers. As a result, educators who actively participate in development programmes are more likely to exhibit adaptive, innovative, and effective work behaviours in the classroom. Schools should strive to create supportive work environments that prioritize teacher well-being, provide adequate resources and support for professional growth, and implement strategies to manage workload effectively. By balancing teachers' development programmes with manageable workloads, educational institutions can empower educators to thrive professionally, ultimately benefiting student learning outcomes and the overall effectiveness of the education system³².

1.2 Statement of the problem

Teachers' development programmes and workload significantly influence teachers' work behaviour in private secondary schools in Oyo state, and ultimately impact educational outcomes. However, despite their importance, and all efforts by government to improve the quality of secondary education in Oyo state, private secondary school teachers are facing various challenges that affect their work behaviour. There remains a need to explore and understand the complex interplay between these determinants and their effects on teacher performance and effectiveness in the classroom.

Many teachers lack necessary and needed development in terms of training and to worsen the situation, the workload is so much that only few dedicated and patriotic teachers can achieve the set educational goals and objectives in respect to the school curriculum. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of unprofessional behaviour constitute a big problem to attainment of educational goals in private secondary schools in Oyo State³³.

A lot of research study has been carried out on identifying factors responsible for private secondary school teachers' work behaviour. However, most of the researchers dwell on motivation as the major factor that determines work behaviour, with little or no attention given to development programme and workload. This shows that more research studies need to be carried out on teachers' development programmes and workload as major determinants of teachers' work behaviour which translates into achievement of set educational goals and objectives of the nation³⁴.

The research therefore, intends to investigate teachers' development programmes and workload as determinants of private secondary school teachers' work behaviour in Oyo state, Nigeria.

1.3 Aim and Objectives of the study

The aim of the study is to determine the influence of teachers' development programmes and workloads on their work behaviour with respect to private secondary school teachers in Oyo State, Nigeria.

The objectives of the research study includes to:

1. identify the level of teachers' work behaviour in Oyo State private secondary schools;
2. examine the status of teachers' workload (academic and administrative) in Oyo state private secondary school;
3. determine the most adopted teachers' development programmes by private secondary school principals in Oyo state.
4. examine the joint contribution of teachers' development programmes (peer mentoring, seminars, conferences and in-service training) and workload of teachers (academic and administrative workload) on the work behaviour of private secondary schools teachers in Oyo State.
5. determine the relative influence of teachers' development program (peer mentoring, seminars, conferences, and in-service training) and workload of teachers (academic and administrative workload) on the work behaviour of private secondary school teachers in Oyo state.

1.4 Research Questions

- i. What is the level of teachers work behaviour in Oyo State Private Secondary Schools?
- ii. What is the status of teachers' workload in Oyo state private secondary schools?
- iii. What is the most adopted teachers' development programmes by private secondary school principals in Oyo State.

1.5 Hypotheses

The following hypotheses serves as guide to this research study:

H01: There will be no significant combined influence of teachers' development programmes (peer mentoring, seminars, conferences and in-service training) and workload of teachers (academic and administrative workload) on work behaviour of private secondary school teachers in Oyo State.

H02: There will be no significant relative influence of teachers' development programmes (peer mentoring, seminars, conferences and in-service training) and teachers' workload (academic and administrative workload) on work behaviour of private secondary school teachers in Oyo State.

1.6 Significance of the study

The findings from this research study will be of great advantage to the government, principals of secondary schools, teacher, and parents as well as all the stakeholders in secondary education in Oyo State and Nigeria at large. The findings will help government and policy makers in formulating effective training and development programmes for teachers. Consequently, the findings of this research study will contribute to the existing knowledge in the area of teachers' work behaviour. It will help government as machinery of state to know the impact of development programmes, and work load on school teachers work behaviour. It will also provide relevant information for secondary education stakeholders on the various developments of teachers, and how to determine the appropriate workload for teachers in secondary school in Oyo State.

The research findings will be of immense help in solving the problem of teachers' adverse work behaviour and restore sanity to our secondary school education system. It will enable stakeholders in secondary education to be more sensitive to various development

programmes for secondary school teachers that will enhance their productivity through positive work behaviour.

The study will also expose future researchers to the gap that exist in the factors that determines secondary school teachers work behaviour. Finally, the findings of this research study will contribute immensely to the development of knowledge's hence the findings will provide more information for furthers research work.

1.7 Operational Definition of Terms

1. Teachers' Professional Development: It refers to structured training programmes both on-the-job and off the-job training program, planned in form of seminars, conferences, etc. designed to enhance the skills, knowledge, and effectiveness of educators within the field of teaching.

Peer mentoring is a collaborative learning relationship between individuals within the same organization or field, where one individual (the mentor) shares their knowledge, skills, and experiences to support the professional and personal development of another individual (the mentee)

Conference refers to structured events, focused on specific topics or themes, convened to facilitate learning, collaboration, and the exchange of knowledge among teachers.

Seminars focused on interactive learning experiences on specific topics related to teaching, curriculum development, classroom management, or educational technology organization or field, where one individual (the mentor) shares their knowledge, skills, and experiences to support the professional and personal development of another individual (the mentee).

In-service training refers to professional development activities and programmes provided to teachers, which are designed to enhance their skills, knowledge, and competencies while they are on the job.

Teachers' Workload is the tasks, responsibilities, and duties that teachers are required to fulfill within their professional roles.

Teachers' Academic Workload refers to the educational tasks and responsibilities such as planning and delivering lessons, classroom instruction, grading, period per week, nature of subject being taught, assignments, etc. that teachers undertake within an academic setting.

Teachers' Administrative Workload: encompass the non-teaching tasks and responsibilities such as maintaining student records, completing administrative paperwork, participating in staff meetings, coordinating extracurricular activities, etc. that educators are required to undertake in addition to their instructional duties.

Teachers' Work Behaviour: are the observable actions, attitudes, and interactions exhibited by teachers within their professional roles such as: Innovative behaviour, Proactive behaviour, Counterproductive behaviour.

Innovative Behaviour refers to actions and thinking that lead to the development of new ideas in teaching and learning in the school system.

Proactive Behaviour refers to thinking ahead of time to address challenges and preparing for future events.

Counterproductive Behaviour refers to actions or attitudes that hinder work against desired outcome within the school system.

Private Secondary School: refers to private or individual funded educational institutions that provides secondary education which comprises Junior and Senior Secondary education

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Chapter Two

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2.1 Conceptual Review

2.1.1 Concept of Work Behaviour

Behaviour can be defined as the manner in which individuals act and express themselves, reflecting their responses to stimuli and their specific objectives. Every behaviour is prompted by a stimulus and is driven by underlying motivations. Within the context of employment or an organization, behaviour manifests as the attitudes displayed while performing tasks¹. Workplace behaviours are observable actions that support the organization's core values and drive the culture. These behaviours are the defined expectations for how to act at work and are the standard by which employee actions are assessed. All workplace behaviour definitions should align to the mission and further the vision of the organization¹.

An author noted that organizational behaviour or work behaviour can be cultivated in individuals through the developmental processes they undergo². Therefore, it can arise not only

from individual behaviour but also from the acceptance and integration of individuals within the organization. It represents commendable actions undertaken by organizational members, characterized by sincere and selfless efforts to voluntarily contribute their best performance for the betterment of the organization². Culture plays a pivotal role in shaping employee work behaviour by conveying expectations and norms. According to a study, employees are more likely to engage when they understand the organization's goals, the benefits for themselves, and the approach taken to achieve these objectives³. An author defines culture as a set of shared basic assumptions that groups develop to address external challenges and internal cohesion. Work culture is influenced by several factors, including employee responsibility, innovation, result orientation, knowledge, and work systems⁴. These factors directly impact employees' perceptions and behaviours within a company or organization.

2.1.2 Teachers' Work behaviour

The work behaviour of teachers are the observable actions, attitudes, and interactions exhibited by teachers within their professional roles. It is sometimes expressed in form of motivation, commitment, and mode of instructional delivery in the classroom⁵. Teachers work behaviour is vital for creating a conducive learning environment, fostering positive student-teacher relationship, and ensuring effective knowledge transfer⁶. Work behaviour is one of the significant aspects of human behaviour which is expressed in how an individual communicate with other members of the organization⁶.

There are various types of work behaviour according to different study. A study highlighted leadership driven behaviour, creative behaviour, playful, behaviour, introverted behaviour, aggressive behaviour, assertive behaviour, passive communication behaviour, and passive-aggressive behaviour as types of work behaviour⁷. Another investigation portrayed work

behaviour as encompassing innovative, proactive, and counterproductive actions. Innovative work behaviour encompasses all actions undertaken by employees aimed at discovering, cultivating, suggesting, and executing innovative ideas within the organization to enhance innovative performance⁸. Proactive work behaviour refers to actions taken by individuals or groups within an organization that involve anticipating and actively addressing potential issues or opportunities before they arise. Proactive employees take initiative, demonstrate forward-thinking, and often go beyond their basic job requirements to contribute to the success of the organization⁹. Counter productive work behaviour, on the other hand, refers to actions or behaviours exhibited by employees that undermine the goals, effectiveness, or functioning of the organization¹⁰. This can include actions such as tardiness, absenteeism, workplace deviance, sabotage, or other behaviours that detract from organizational performance and productivity¹⁰.

Another researcher defined innovative work behaviour as the deliberate introduction and implementation of novel ideas, processes, products, or procedures within an organization, which are new to the adopting unit and intended to bring significant benefits to the organization or broader society¹¹. According to this study, innovative work behaviour can arise from individual responses to high workloads¹². Employees may seek to adapt to such workloads by generating, advocating, and implementing ideas to adjust themselves or their work environment accordingly. This adaptability becomes crucial in the face of rapid advancements and evolving knowledge in fields such as teaching¹².

A lot of factors do affect work behaviour¹³. The nature of the job itself, including workload, task variety, and autonomy, can significantly influence teacher behaviour. Heavy workloads or monotonous tasks may lead to burnout and decreased motivation¹³. Work behaviour in the context of teaching encompasses multiple dimensions, such as instructional

practices, classroom management, professional collaboration and commitment to student learning¹⁴. Unclear job expectations or conflicting roles (role ambiguity and conflict) can create stress and confusion among teachers, impacting their behaviour and performance negatively. Job security and compensation such as salary, benefits, and opportunities for advancement can influence teacher motivation and job satisfaction which can have direct influence on teachers work behaviour¹⁴. The organizational culture, leadership style, physical environment, facilities, resources, access to training, professional development opportunities, mentoring, and support networks within the organization can enhance teacher effectiveness and job satisfaction and teacher behaviour¹⁴.

Other research focusing on school teachers underscores the impact of various elements such as job responsibilities, self-efficacy, engagement at work, autonomy, creative demands, as well as personal characteristics like openness, motivation, job satisfaction, and interpersonal relationships within the workplace as factors that determine teachers work behaviour¹⁵.

2.1.3 Concept of Innovative Work Behaviour

Innovative work behaviour can be defined as the deliberate generation, introduction, and application of novel concepts within one's professional capacity, aimed at enhancing individual or organizational performance¹⁶. Thus, educators exhibiting innovative work behaviour are those capable of engaging in creative problem-solving, contributing original ideas, and yielding favorable outcomes for their educational institution. Prior research has identified several determinants or precursors of innovative work behaviour, including job commitment, workplace amenities, autonomy in job roles, concerns regarding job security, recognition and rewards, and the design of job tasks. Nevertheless, predominant emphasis within existing literature suggests

that job commitment and autonomy in job roles are significant factors influencing innovative work behaviour¹⁶.

Innovative work behaviour encompasses actions undertaken by employees that directly and indirectly foster the creation and implementation of innovations within the workplace¹⁷. In today's dynamic work environments, innovative work behaviour stands as a crucial factor driving organizational growth and development across both private and Private sectors. It can serve as a competitive advantage for an organization. However, it's important to note that innovation is often perceived as discontinuous process. Upcoming advancements and evolving knowledge in the field of teaching necessitate innovative work behaviour, as teachers and their instructional approaches profoundly influence students' self-determination and motivation to learn¹⁷.

Schools should serve as role models and catalysts for fostering innovative work behaviour among individuals to ensure societal competitiveness. This notion is supported by a researcher who asserts that innovation is a crucial driver of economic and social progress. Furthermore, innovation is recognized as a means to enhance organizations' capacity to adapt to dynamic environments¹⁷. Education plays a pivotal role in nurturing the creative and innovative thinking of students. Encouraging innovative work behaviour in teachers is essential for the continuous advancement of educational professionals, school organizations, and the progression of a knowledge-based society. Despite this importance, there is a scarcity of studies specifically examining teacher professional development and workload as determinants of work behaviour of Private and private secondary school teachers¹⁷.

Innovative work behaviour can be triggered by individual responses to high workloads and employees often seek to adapt to such pressures by generating, advocating, and implementing ideas to adjust themselves or their work environments accordingly¹⁸. With the

imperative of efficiency and the need to navigate the dynamic changes in today's competitive markets, organizations increasingly rely on the innovativeness of their workforce. This trend has spurred organizational scholars to explore the factors within organizations that significantly influence employees' innovative work behaviour¹⁸. Emerging advancements and evolving pedagogical knowledge in teaching underscore the necessity for innovative work behaviour among educators, given their profound influence on students' self-determination and motivation to learn. Schools should serve as exemplars and catalysts for fostering innovative work behaviour, thereby enhancing societal competitiveness¹⁸. The study further identifies innovation as a pivotal driver of economic and social progress. Additionally, innovation is recognized as a means to bolster organizations' capacity to adapt to changing environments.

Education plays a pivotal role in fostering students' creative and innovative thinking. Therefore, innovative work behaviour is crucial not only for the continual development of educational professionals and school organizations but also for the advancement of knowledge societies. Despite the importance, there is a scarcity of research specifically focusing on school teachers' innovative work behaviour and its determinants¹⁹. Studies within the realm of education highlight various factors influencing teachers' innovative work behaviour, including job function or role, self-efficacy, work engagement, job autonomy, creative requirements, openness, motivation, job satisfaction, and interpersonal dynamics within the job²⁰. Despite the diversity of motivational factors identified, numerous studies underscore the positive impact of job autonomy and job commitment on fostering innovative work behaviour, supporting job performance across various industries, including education. Additionally, both external rewards such as salary, position, and credentials, as well as internal rewards derived from the work environment, play crucial roles in motivating employees and promoting professional performance²¹.

Several prior studies have proposed that the dimension of innovative work behaviour comprises opportunity, exploration, idea generation, idea promotion (championing), and idea realization (implementation)²². Moreover, the study shed light on the innovation process, indicating that it commences with opportunity exploration, involving the identification of opportunities to address existing problems. Opportunity exploration subsequently contributes to idea generation, which is characterized as a dynamic process encompassing the creation and association of ideas, the generation of representations and categories of opportunities, and the communication of ideas, which may manifest in abstract, concrete, or visual forms²³. According to a study, there exists a close relationship between teachers' commitment to their schools, work groups, and the teaching profession, with a direct correlation observed between teachers' organizational commitment and their sense of pride in belonging to their school and work group²⁴. It further elaborates on the dimensions of teachers' commitment, which include commitment to students, commitment to teaching, commitment to the school, and commitment to the profession. Furthermore, there is an expectation that commitment has a positive influence on innovative work behaviour. It suggests that teachers' commitment enhances their capacity to innovate and incorporate new ideas into their teaching methodologies²⁴.

2.1.4 Concept of Proactive Work Behaviour

Proactive behaviour at work is about making things happen. It involves self-initiated, anticipatory action aimed at changing either the situation or oneself. Examples include taking charge to improve work methods, proactive problem solving and using personal initiative²⁵. Practically, organizations are increasingly decentralized, change is fast-paced, there is a demand for innovation, and operational uncertainty is greater than ever; all trends that mean employees need to use their initiative and be proactive. Moreover, careers are increasingly boundary-less,

and not confined to one organization, requiring individuals to take charge of their own careers. Thus, for both theoretical and practical reasons, a review on proactivity is timely²⁶. A study defined proactive behaviour as self-directed and future-focused action in an organization, in which the individual aims to bring about change, including change to the situation (e.g., introducing new work methods, influencing organizational strategy) and/or change within oneself (e.g., learning new skills to cope with future demands)²⁷. This definition concurs with lay definitions, which highlight both a future focus (anticipation) and a change focus (taking control)²⁸.

A scholar proposed that proactive behaviours vary in terms of their form (the type of behaviour), their intended target of impact (self, others, and/or the organization), their frequency (how often), their timing (where and when), and their tactics (how)²⁹. The intended target of impact of this behaviour can be the self (e.g., to improve one's own performance), or others (e.g., to improve how one manages others). Adopting an empirical approach, the study investigated a higher-order factor structure of proactive behaviour at work³⁰. Factor analyses of multiple forms of proactive behaviour suggested at least three higher-order categories, each with a different target of impact³⁰. Proactive work behaviour includes those behaviours aimed at taking control of, and bringing about change in, the internal organization environment. It can take the form of implementation items of individual innovation, problem prevention, self-initiated behaviours that aim to achieve greater compatibility between one's own attributes (skills, knowledge, values, preferences) and the organizational environment³¹. Through such action, the individual aims to improve their performance within the organization. This is supported by the findings of a study that individuals with optimistic views demonstrate greater willingness to exert the necessary efforts to ensure success compared to those with a negative attitude.

2.1.5 Concept of Counterproductive Behaviour

Counterproductive behaviours represent a concerning phenomenon within the realm of industrial and organizational psychology, encompassing a spectrum of actions detrimental to the functioning and well-being of both the organization and its members³². These behaviours, which include but are not limited to theft, sabotage, withdrawal behaviours (such as absenteeism and lateness), harassment, and substance abuse during work hours, have garnered significant attention due to their adverse impact on workplace dynamics³². The seriousness of counterproductive behaviours cannot be overstated, as they pose substantial threats to organizational productivity, morale, and overall success. Consequently, extensive research has been dedicated to understanding the root causes, consequences, and potential mitigating strategies surrounding these behaviours. It is evident that counterproductive behaviours have profound implications for the psychological well-being of employees, the organizational climate, and ultimately, the achievement of strategic objectives³³.

To comprehensively address the complexities of counterproductive behaviours, it is imperative to delve deeper into their multifaceted nature, exploring factors such as individual differences, organizational culture, leadership styles, and situational triggers. By elucidating the underlying mechanisms driving these behaviours, organizations can proactively implement targeted interventions aimed at prevention and mitigation. Fostering a supportive and inclusive work environment, where employees feel valued, respected, and empowered, can serve as a formidable deterrent against the manifestation of counterproductive behaviours. Initiatives such as clear communication channels, conflict resolution mechanisms, fair and equitable policies, and opportunities for professional growth can significantly contribute to cultivating a positive organizational culture resilient to the detrimental effects of counterproductive behaviours³⁴.

In essence, recognizing the pervasive impact of counterproductive behaviours and taking proactive measures to address them are indispensable for promoting organizational health, productivity, and sustainability in today's dynamic workplace landscape. Through interdisciplinary collaboration and evidence-based interventions, stakeholders can collaboratively work towards fostering environments conducive to mutual respect, integrity, and collective success³⁵. The study of counterproductive work behaviours has garnered significant attention within industrial and organizational psychology due to its consequential impact on organizations and their members³⁶. Counterproductive behaviours encompass a spectrum of actions detrimental to the organization or its constituents, including theft, sabotage, withdrawal behaviours (such as absenteeism and tardiness), harassment, and substance abuse during work hours. The gravity of these behaviours underscores the urgency for research to understand their origins and effects³⁷.

Within the context of educational institutions, the exploration of Counterproductive Work Behaviours among teachers is particularly pertinent given their pivotal role in shaping the learning environment and student outcomes³⁸. Teachers, like employees in any other organizational setting, may exhibit a range of behaviours that undermine the goals and functioning of the educational institution. These behaviours could include actions such as academic dishonesty, misuse of resources, disengagement from professional responsibilities, interpersonal conflicts with colleagues or students, and even substance abuse. Indeed, extensive research efforts have been dedicated to identifying the root causes of counterproductive behaviours. Moreover, scholars have investigated the impact of work-related stressors on the occurrence of counterproductive behaviours. Stressful environments, characterized by factors

such as high workload, interpersonal conflicts, and job insecurity, have been linked to increased likelihood of engaging in counterproductive behaviours³⁹.

Understanding the interplay between individual characteristics and environmental stressors is crucial for developing comprehensive strategies to mitigate counterproductive behaviours in organizational settings⁴⁰. Efforts to address counterproductive behaviours among teachers must be tailored to the unique challenges and dynamics of the education sector. Interventions may involve targeted professional development programmes aimed at enhancing coping strategies for managing stress, promoting positive communication and conflict resolution skills, fostering a sense of belonging and job satisfaction, and reinforcing ethical standards and professional norms. Moreover, creating a culture of accountability and mutual respect within educational institutions can serve as a protective factor against the emergence of counterproductive behaviours among teachers⁴¹. By comprehensively understanding the drivers of counterproductive behaviours among educators and implementing evidence-based strategies to address them, educational institutions can cultivate a more supportive, productive, and conducive learning environment for both teachers and students alike⁴².

2.1.6 Concept of Workload

Workload is defined as the tasks outlined in job descriptions that must be completed within specified timeframes⁴³. The concept of workload, is also viewed as encompassing the tasks assigned to an individual, serving as a significant stressor. This workload can be categorized into two main types: firstly, when individuals are burdened with an excessive number of tasks, and secondly, when they perceive themselves as lacking the abilities, knowledge, and skills required to manage those tasks effectively⁴⁴. While work itself is not inherently harmful, high workload levels can lead to various detrimental effects, including

increased likelihood of quitting, diminished commitment, psychological health issues, exhaustion, and heightened tension. It is important to recognize that workload-related issues can have serious consequences for both individuals and organizations, highlighting the need for effective workload management strategies and support mechanisms. A research work supported this argument and described the term workload as “a confusion, or difficulty in completing tasks, cognitive overload and rapid decision-making which serve as the contributory factors in causing job stress”⁴⁵.

In another study, workload is seen as the various tasks and responsibilities that require expertise and must be completed within a specific time frame, either physically or psychologically⁴⁶. The study describes workload as the tasks that can be stress-inducing, such as those demanding fast-paced work, productivity, and concentration, leading to work-related stress. Workload is also viewed as the comparison between employee capabilities and job demands⁴⁷. When employees possess greater abilities than the job requires, they may experience boredom; conversely, if employee abilities fall short of job demands, they may experience heightened fatigue. The indicators used to assess workload, include the number of tasks, work targets, the presence of boredom, overload and pressure. Workload can also be understood as the amount of work or activity associated with a job within a specified time frame, which individuals or groups are required to complete⁴⁸. In everyday scenarios, workload must be managed within set deadlines. When individuals face low work demands, they often exhibit positive behaviour, whereas high work pressure may lead individuals to avoid or escape from tasks. The study characterizes workload as a comparison between employees' capabilities and job demands. When employees possess greater abilities than required by their jobs, they may experience boredom, whereas if their abilities fall short of job demands, they may experience fatigue⁴⁹.

2.1.7 Concept of Teachers' Workload

Education is a mass-production and labor-intensive endeavor, and as the student population grows, there is a corresponding increase in the demand for additional teachers⁵⁰. The quality of education in a nation is intrinsically linked to the competence and quantity of its teachers. Nations aspiring to impart knowledge and foster development must prioritize enhancing the strength and capabilities of their teaching staff. When teachers are either over-utilized or under-utilized, it can have adverse effects on their work behaviour, subsequently impacting the academic performance of students within the secondary school system. Therefore, maintaining an optimal balance in the workload and utilization of teachers is crucial for the overall success of an education system⁵¹.

2.1.8 Workload System in Private Secondary Schools

According to the findings of an author, teacher's workload encompasses the complete set of academic and committee responsibilities delegated to an educator to achieve the overarching educational goals within the school⁵¹. This includes tasks such as preparing lesson notes, conducting tests and assignments, administering examinations, undertaking house mastership duties, and any other routine assignments assigned by the school principal⁵². To prevent either excessive or insufficient workloads for teachers, it is crucial to recognize that educators can experience overload—having an abundance of teaching units and committee assignments—or under-load—being assigned fewer teaching. The principal, serving as the primary administrator in the school, bears the responsibility of distributing work among the teaching staff judiciously. It is imperative for the principal to adopt a proactive approach to ensure optimal utilization of teaching staff, fostering goal attainment and enhancing overall performance⁵³.

A study highlights the consequences of excessive workload, with stress being a primary outcome. In this context, stress refers to the teacher's encounter with unfavorable emotions such as frustration, anxiety, anger, and depression arising from various aspects of their professional responsibilities⁵⁴. These emotional experiences have the potential to significantly impact the behaviour and performance of teachers in their work⁵⁵. Moreover, stress tends to manifest in various ways, including poor concentration, heightened exhaustion, and challenges in decision-making. Prolonged exposure to these stressful conditions can lead to a state where an individual may experience a breakdown or collapse. It underscores the critical importance of addressing and mitigating stress factors to maintain the well-being, work behaviour and effectiveness of teachers in their professional roles⁵⁶.

An author identifies various areas where Information and Communication Technology (ICT) could play a significant role in reducing the workload of educators in the future⁵⁷. These areas include lesson resource preparation (e.g., worksheets), teaching (e.g., lesson/curriculum delivery), reporting of pupil progress (e.g., reporting to parents), recording of pupil progress, assessment of pupil progress (e.g., online testing) including key stage administration/reporting, individual/professional activity (e.g., personal development/staff training), non-teaching contact with pupils (e.g., registration), transferring data to and from other schools, school/department and staff management (e.g., staff allocation/timetabling and financing) and examination entry⁵⁸.

By leveraging ICT in these areas, educators can potentially streamline processes, enhance efficiency, and alleviate some of the administrative burdens associated with teaching, allowing them to focus more on the core aspects of education⁵⁹. The author advocates the viewpoint that schools embracing modern technology have the potential to markedly improve the efficiency and effectiveness of the teaching and learning process. In this context, a range of Information and

Communication Technology (ICT) facilities is identified as valuable tools to alleviate teachers' workload. These include the utilization of computers such as notebooks, laptops, and desktops, projectors for enhanced visual aids, academic application software to streamline educational tasks, interactive whiteboards to facilitate dynamic teaching methods, and internet connectivity to access a wealth of educational resources. The author emphasizes the transformative impact of integrating these technological tools, asserting that such measures not only address the challenges posed by teachers' workload but also contribute to a more streamlined and advanced educational environment⁶⁰. By incorporating these modern technological tools into the educational environment, schools can create a more dynamic and interactive learning experience. These technologies have the potential to streamline administrative tasks, facilitate innovative teaching methods, and provide educators with resources to enhance the overall quality of education⁶¹.

The study also highlights a significant contrast between educational practices in developing countries, including Nigeria, and those in the developed world. While some schools in the developing world, including Nigeria, still rely on traditional methods such as the chalk and board system, the developed world has embraced the use of computer gadgets in the teaching process. The author suggests that, given the prevalence of technology in daily life—such as the use of phones and laptops for communication and business activities—similar technology integration should be brought into the educational systems⁶². This argument underscores the potential benefits of incorporating modern technology into education, aligning with the digital habits and skills students develop in their daily lives. Integrating computer gadgets, interactive learning tools, and other technology resources in schools can not only make learning more engaging for students but also better prepare them for the technology-driven world they will

encounter beyond the classroom. It emphasizes the importance of bridging the technological gap in education to equip students with the skills needed for the contemporary, digital era as well as reduce teachers' workload and stress⁶².

A research work delineated the advantages of Information and Communication Technology (ICT) usage across the entire school system, benefiting administrators, teachers, students, and parents alike⁶³. The key benefits include greater efficiency throughout the school, streamlining administrative processes, and facilitating smoother operations. Additionally, the integration of ICT expands communication channels within the school community, utilizing platforms such as email, discussion groups, and chat rooms to provide effective means for communication among administrators, teachers, students, and parents. Moreover, the use of Information and Communication Technology (ICT) in education has the potential to significantly reduce teacher workload through various mechanisms and efficiencies. For teachers, the benefits of ICT usage are evident in efficient lesson planning and material design, as well as access to up-to-date pupil and school data, enabling informed decision-making. The use of ICT also motivates students to continue learning outside of school hours, fostering self-directed and continuous learning. Parents, too, experience improved communication with teachers through ICT, leading to regular and timely updates on their child's progress and creating a more transparent and collaborative relationship between parents and educators⁶³.

The constraints in the utilization of Information and Communication Technology (ICT) networks and connectivity, and negative impact on the full realization of ICT's potential to address teacher workload issues may pose challenges to the effective integration of ICT into educational practices and hinder the optimal use of technology in alleviating the workload of teachers. Identifying and addressing these constraints is crucial to maximizing the benefits that

ICT can bring to the education sector in addressing workload concerns⁶⁴. The study outlined several constraints related to the use of ICT networks and connectivity in addressing teacher workload issues⁶⁵. These challenges encompass factors such as the multiplication of databases, which can lead to inefficiencies and difficulties in managing data. Slow and unreliable systems pose another constraint, hindering the effectiveness of technology and potentially causing frustration for teachers. Poor integration between software modules and databases can impede the seamless flow of information, impacting overall efficiency⁶⁵.

The development of ad-hoc technical solutions may lack standardization, making it challenging to implement cohesive ICT strategies. Unhelpful duplication of computer and paper systems contributes to confusion and redundancy, rather than alleviating workload. The absence of a centralized Management Information System (MIS) and a lack of convergence between management and learning systems further hinder effective information management. Additionally, limited staff access to systems, inadequate training, and a lack of confidence in system reliability are highlighted challenges⁶⁶. Moreover, the need for more effective staff training on system usage is crucial, and the lack of mechanisms for facilitating home-school links may limit the potential benefits of technology in enhancing collaboration. Restricted access to current versions of MIS software and systems not being sufficiently classroom or teacher-friendly are additional obstacles in fully realizing the potential of ICT to address teacher workload issues⁶⁷.

Addressing the constraints inherent in the educational system is crucial to establishing an Information and Communication Technology (ICT) environment that genuinely aids in mitigating teacher workload and improving the overall efficiency of educational processes. An author proposed several strategies that school administrators can adopt to effectively manage

teachers' workload. One key strategy is the delegation of responsibilities and duties. School administrators can assign specific tasks to staff members, allowing them to handle various responsibilities on behalf of the administrator. This approach not only distributes the workload more evenly but also ensures that tasks are efficiently managed by individuals with the appropriate skills⁶⁸.

Another important strategy is the introduction of Information and Communication Technology (ICT) tools. Implementing such tools can significantly reduce teachers' working hours, enabling them to concentrate more on teaching-related activities. The integration of technology can streamline administrative processes, contributing to an overall enhancement of efficiency within the educational institution⁶⁹. Additionally, the recruitment of a sufficient number of qualified teachers is emphasized. This includes individuals with experience and high competency levels. A well-qualified teaching staff is essential for the effective execution of school tasks, as personnel with the right skills and expertise can bring valuable contributions to the institution. The adoption of an organizational structure and adherence to the principle of unity of command are also recommended strategies. Establishing a clear organizational hierarchy helps define responsibilities and reporting lines, ensuring that everyone, from the principal to class monitors, has a specific role and responsibility. This structured approach creates an organized system for communication and task execution. By implementing these strategies, school administrators can cultivate a conducive working environment, optimize resource utilization, and enhance overall efficiency in managing teachers' workload. These approaches encompass various facets, from effective delegation to the strategic use of technology and adherence to organizational principles, collectively contributing to a well-managed educational system⁶⁹.

2.1.9 Teachers Workload Management in Private Secondary Schools

Private are educational institution established by individuals and financed by the owner. These schools are administered by proprietor, principals or administrator in the private secondary schools charged with the responsibility of overseeing both teachers and students. Operating under the curricula, secondary schools aim to prepare students for higher education and equip them with skills for practical application in society. The achievement of the established educational goals is heavily contingent on the effective and efficient management of teachers' instructional workloads within these secondary schools. A well-managed and organized system for handling the teaching responsibilities of educators is essential for ensuring the successful delivery of education and the overall development of students⁷⁰.

Teachers' workload management refers to the systematic process of assigning subjects, determining the number of periods, and allocating other administrative duties related to curriculum planning, implementation, and reviews to teachers⁷¹. This allocation is based on considerations such as their areas of specialization, professional knowledge, skills, and experiences. The effectiveness of this management process significantly influences the quality of instructional task performance by teachers. By aligning teaching responsibilities with the strengths and expertise of each educator, schools can optimize instructional outcomes and create a more conducive learning environment for students⁷².

The effective management of teachers' workload plays a crucial role in shaping the academic performance of students and the overall accomplishment of educational objectives within the school system. Teachers' instructional workload encompasses various tasks, including curriculum organization, preparation of lesson notes, facilitating learners' engagement in curriculum instructions, conducting continuous assessments, and managing classroom activities⁷³.

The quantification of teachers' instructional workload involves a direct assessment of the available teaching resources in relation to the student population. This evaluation includes factors such as the teacher-student ratio, the number of scripts to be marked, and additional responsibilities assigned by the school principal, whether on a regular or occasional basis. The allocation and balance of these responsibilities are instrumental in creating an environment conducive to effective teaching and learning, contributing significantly to the overall success of educational goals within the school⁷⁴.

The degree to which students attain educational goals, particularly in academic performance, is heavily contingent on the effectiveness with which teachers carry out their instructional responsibilities⁷⁵. Teachers who manage moderate instructional workloads are often deemed more effective and efficient within the secondary school system when compared to their counterparts burdened with heavier workloads. The manageable workload allows teachers to allocate sufficient time and attention to each instructional task, fostering a conducive learning environment⁷⁶. In contrast, teachers with heavier workloads may face challenges in providing the necessary level of attention and quality instruction, potentially impacting student outcomes. The balance of instructional tasks plays a critical role in determining the effectiveness of teachers and, consequently, the success of students in achieving educational goals⁷⁷.

The management of teachers' instructional workload encounters significant challenges, including but not limited to, a shortage of teachers, insufficient instructional materials, student over-enrollment, and excessive number of teaching periods per week, inadequately equipped laboratories, and large class sizes without proper instructional technology⁷⁸. These challenges collectively impact students' academic performance in secondary schools. The shortage of teachers and lack of necessary resources can hinder effective teaching, while overcrowded

classrooms and a high number of teaching periods may compromise the quality of instruction. Additionally, inadequately equipped laboratories and the absence of instructional technology further limit the opportunities for hands-on and technology-enhanced learning⁷⁹.

Addressing these challenges requires proactive and professional efforts from principals and other stakeholders in education to ensure a conducive learning environment and promote positive academic outcomes for students⁸⁰. As an instructional leader, the school principal holds a crucial role in the effective management of teachers' workloads. It is anticipated that principals take into account various variables, including teachers' areas of specialization, professional competence, class size, and the recommended teacher-student ratio. By considering these factors, principals can strategically allocate instructional tasks, ensuring that teachers are assigned responsibilities aligned with their expertise and qualifications. Additionally, evaluating class sizes and adhering to established teacher-student ratios contributes to the creation of an optimal learning environment, fostering effective teaching and facilitating positive academic outcomes. The school principal's thoughtful consideration of these variables enhances the overall management of teachers' workloads and plays a pivotal role in promoting the success of both educators and students within the school system⁸¹.

Given the human aspect of teachers, including their emotions and susceptibility to stress, it becomes imperative for the school principal to devise the most efficient method for assigning workloads. This strategic approach aims to empower teachers to contribute their best efforts toward achieving the desired outputs and results. Recognizing teachers as individuals with emotional and psychological needs underscores the importance of effective workload management⁸². Teachers, like anyone else, can experience stress, depression, agitation, and boredom if subjected to excessive work demands. Therefore, a well-thought-out and balanced

distribution of responsibilities by the school principal not only enhances the overall productivity of teachers but also fosters a healthier and more conducive work environment, acknowledging and catering to the well-being of the teaching staff⁸².

The challenge in school management arises from the failure of the individual school owners to adhere to the policy on teachers' workloads. This non-adherence has led to an excessive amount of work that places an unnecessary burden on teachers within the stipulated working hours. The discrepancy between policy intent and implementation contributes to an environment where teachers face heightened stress and challenges in meeting their professional responsibilities⁸³. Addressing this issue requires a commitment to aligning policy goals with practical considerations, ensuring that teachers can effectively carry out their duties within reasonable working hours. By bridging this gap, the government and individual school owners can collectively contribute to a more sustainable and supportive educational system, fostering positive outcomes for both teachers and students. The misalignment between government policy on teachers' workloads and its implementation can have detrimental effects on teachers' work behaviour, thereby undermining the achievement of educational objectives. The Nigerian national policy on education emphasizes the pivotal role of teachers, stating that "no education system can rise above the quality of its teachers." This underscores the significant influence teachers wield in facilitating teaching and learning, ultimately determining the quality of education service delivery. However, when negative work behaviours arise, management often places blame on teachers, while teachers, in turn, express concerns about excessive workloads. This cycle of blame and discontent highlights the need for a more balanced and supportive approach to workload management that aligns with educational policy goals, fostering a positive work environment conducive to effective teaching and learning⁸³.

The challenges in workload management for teachers may stem from the continuously growing student population and the expansion of subjects in the curriculum. These factors place additional responsibilities on teachers and stretch them beyond their manpower carrying capacity. As a result, teachers face overbearing workloads that can negatively impact their well-being and effectiveness in the classroom. The need to cater for a larger number of students and cover an extensive curriculum often outpaces the available resources and manpower, contributing to the strain on teachers. Addressing these challenges requires a comprehensive approach that considers resource allocation, staffing levels, and curriculum planning to ensure a more sustainable and supportive working environment for educators⁸³.

2.1.10 Determinants of Teachers' Workload

Measuring teachers' workload encompasses several factors outlined in the conceptual framework, including class size, subject areas taught, conditions of service, school policies, teaching staff strength, and teachers' individual abilities. The number of students in a class, the diversity and complexity of subjects, contractual obligations, school policies on extracurricular activities and administrative duties, the overall staff strength, and the unique skills and qualifications of individual teachers all contribute to the comprehensive assessment of workload. Understanding and evaluating these factors provide insights into the multifaceted nature of teachers' workload, enabling schools to develop effective strategies for workload management and distribution among the teaching staff⁸⁴.

Class Size and Composition

Class size, identified as a sub-variable of school quality, plays a crucial role in influencing teachers' instructional workload across various aspects such as lesson planning, teaching, assessment of students' academic performance, and classroom management. The size of

the class directly impacts the demands placed on teachers as they navigate their instructional responsibilities. These studies suggest that larger class sizes may contribute to increased workload for teachers, affecting their ability to effectively plan lessons, conduct teaching activities, assess student performance, and manage the classroom environment. Understanding the relationship between class size and instructional workload is essential for educators and policymakers in shaping conducive learning environments and optimizing teacher effectiveness⁸⁵. Class workload, if not effectively managed, has the potential to result in burnout for teachers, ultimately leading to challenges such as the failure to complete the academic curriculum and poor academic performance among students. Particularly, large class sizes, when not supported by technology, present a significant hurdle to the teaching-learning process. In such situations, teachers may encounter difficulties in addressing the needs of individual students, impacting the quality of education delivery. The incorporation of technology can offer solutions to mitigate these challenges, providing teachers with tools to manage larger classes more efficiently and ensuring a more personalized and effective learning experience for students⁸⁵.

The Nigerian National Policy on Education outlines a recommended class size ratio of 1:40 in secondary schools. Unfortunately, the reality is that classes, particularly in urban schools in Nigeria, often surpass this ratio. The consequence of such large class sizes is that teachers face challenges in recognizing their students by names, and they operate within limited spaces for instructional tasks in congested classrooms. This scenario restricts meaningful teacher-learner interaction, hampers peer-to-peer interaction among students, and obstructs the provision of individualized academic, psychological, or counseling services. The disparity between the recommended class size and the actual conditions in many Nigerian schools underscores the

need for addressing classroom congestion to enhance the overall quality of education and support services for students⁸⁶.

Subject Area

Core courses in secondary schools, including Mathematics, English, and subjects in the Sciences, are contributing to an increase in teachers' workloads. These subjects often demand high-level cognition and significant effort for comprehension and interpretation. According to research, findings indicate that 66.7% of Mathematics teachers teach between 16 to 30 lessons per week, while 27.8% teach more than 30 lessons. These numbers highlight the substantial teaching responsibilities placed on educators in these core subjects, underscoring the need for effective workload management strategies to ensure the quality of instruction and the well-being of teachers⁸⁷. The data revealing that 27.8% of mathematics teachers teach more than 30 lessons per week indicates that a significant portion of these educators is overloaded. To support students facing challenges, teachers often go the extra mile by dedicating additional time to lesson preparation. Moreover, many teachers organize remedial and after-school lessons for students who may struggle to keep pace with the formal class instruction. These efforts underscore the commitment of educators to ensuring that students receive the necessary support and opportunities for comprehension in subjects that demand higher cognitive efforts, such as Mathematics. However, it also emphasizes the strain on teachers and the importance of addressing workload challenges to maintain effective and sustainable teaching practices⁸⁷.

Conditions of Work or Service

The organization of work is influenced by various factors that can pose constraints, necessitating additional actions and coping strategies⁸⁸. These constraints, in turn, have consequences for individuals and their effectiveness in the workplace. In every institution, there

are specific rules and regulations that employees must adhere to, shaping the structure and dynamics of their work environment. The ability to navigate and respond to these inherent constraints is crucial for both individual employees and the overall effectiveness of the organization. Successful coping strategies can lead to improved productivity and job satisfaction, while ineffective approaches may result in challenges for both individuals and the institution as a whole⁸⁸.

Researchers posited that certain rules within institutions pertain to various aspects of teachers' responsibilities, including punctuality, fee collection, engagement in extra lessons, development of lesson plans, and involvement in tasks that may be deemed as unnecessary by both the school management and teachers⁸⁹. These rules shape the expectations and behaviours of teachers, influencing aspects of their daily routine and professional responsibilities. The identification and interpretation of certain tasks as unnecessary can lead to differing perspectives between school management and teachers, highlighting the need for effective communication and mutual understanding to foster a harmonious working environment⁸⁹.

School Policy

The workload policy provisions play a crucial role in determining the amount of work assigned to any worker⁹⁰. If the workload policy statement is not strictly adhered to, there is a risk that principals may assign additional tasks to teachers. The policy essentially serves as a guideline for workload distribution, outlining the expectations and limits for each worker. Deviating from these policies can result in the imposition of extra tasks on teachers, potentially leading to increased workload and challenges in managing professional responsibilities. Adherence to workload policies is essential for maintaining fairness, transparency, and a balanced distribution of tasks within an organization. Effective workload management in the

educational system hinges on the school principal's ability to apply various variables. These include ensuring equity in workload distribution, maintaining transparency in task allocation, prioritizing activities based on importance, fostering an appropriate work-life balance for teachers, responding promptly to short-term changes in staff resources and work demands, maintaining consistency in staff resource allocation to teaching programmes and course reviews, and utilizing measured data for the purposes of recognizing, rewarding, and promoting teachers. By skillfully navigating these variables, school principals can establish a conducive work environment, optimize teacher performance, and contribute to the overall success of the educational institution⁹⁰.

Teaching Staff Strength

The demand for education from various quarters has led to a continuous increase in teachers' workload. Achieving equilibrium, particularly based on the students-teaching staff strength ratio, is essential in addressing the supply of teaching manpower. Striking a balance between the growing demand for education and the available teaching resources is crucial to ensure that teachers can effectively manage their workload and deliver quality education. Maintaining equilibrium in the students-teaching staff ratio is essential for fostering a conducive learning environment and promoting positive outcomes for both educators and students in the educational system⁹¹. The distribution of workload by the principal is contingent on the available manpower. In situations where the staff size is limited, the workload per teacher tends to be high, and certain tasks may go unfinished. This variability, ranging from small to moderate to high, reflects the diverse levels of teachers' workload. The productivity of teachers is directly linked to the workload assigned to them. Insufficient numbers of teachers result in an excess workload, impacting their ability to effectively handle their responsibilities. Ensuring an appropriate

balance between the available teaching staff and the workload is vital for optimizing teacher productivity and maintaining a sustainable and effective educational environment⁹¹.

Individual Teachers Abilities

Ability is defined as an individual's capability to complete tasks, considering it to be a stable trait⁹². According to him, work performance is the amalgamation of an individual's mental and physical capabilities to successfully accomplish a task. He further elaborated that ability encompasses competence, covering both knowledge and skills. These perspectives collectively emphasize the multifaceted nature of ability, incorporating stable traits, mental and physical capacities, and the competency in knowledge and skills required for task completion. He elaborated further on ability by breaking it down into four dimensions: cognitive, functional, social, and meta. Cognitive competence pertains to the level of knowledge, while functional competence relates to the level of skill possessed by an individual. Social competence explains the behaviour and attitude of individual workers within a social context. Meta competence, on the other hand, is associated with an individual's ability to acquire these competencies through their own knowledge and learning processes. These dimensions provide a comprehensive framework for understanding the diverse facets of ability, encompassing knowledge, skills, social interactions, and the capacity for self-directed learning⁹³.

Teachers are typically accustomed to putting in hard work for the betterment of education, but if their goodwill is taken advantage of, it can lead to counterproductive outcomes. The workload of teachers encompasses various responsibilities, such as teaching subjects, administrative duties, supervision of students, and other related activities. Recognizing and valuing the contributions of teachers is crucial to maintaining their motivation and ensuring that their efforts contribute positively to the overall educational objectives. Exploiting the goodwill of

teachers can lead to burnout, decreased job satisfaction, negative work behaviour and ultimately hinder the effectiveness of the education system⁹⁴. The established policy stipulates that the maximum teaching load for teachers is thirty periods per week, with a minimum of twenty-two periods per week. However, especially in the case of science subjects, some teachers may have more than the maximum load. Despite these guidelines, strict adherence to the policy is not consistently maintained. Some teachers might be allocated fewer than the maximum teaching periods, while others may be assigned more than the maximum. This variation in workload allocation can significantly impact teachers' work behaviour, potentially leading to disparities in workload-related stress, job satisfaction, and overall effectiveness in fulfilling their professional responsibilities⁹⁴.

According to another author, workload is influenced by the interplay between the demands inherent in the tasks, the perception of the situation by those responsible for executing the tasks, the actions taken, and the skills and knowledge possessed by individuals in carrying out those tasks⁹⁵. This perspective highlights the dynamic and multifaceted nature of workload, indicating that it is shaped not only by the inherent requirements of the tasks but also by the subjective perceptions, actions, and competencies of the individuals involved in performing those tasks. The task demands that contribute to workload encompass a range of elements, including physical actions, cognitive tasks, and other factors. According to the study, teachers are consistently confronted with a multitude of tasks, roles, and responsibilities that must be carried out on a daily basis⁹⁶. This workload extends beyond academic responsibilities and often includes non-academic tasks such as data entry, fee collection, and clerical work, which are among the most frequently performed duties. The diverse nature of these tasks adds complexity

to teachers' workloads, requiring them to navigate a spectrum of responsibilities that extend beyond traditional academic duties⁹⁶.

In the field of education, an author reported that levels of teachers' workload have risen in recent years, and they are observed to be higher compared to other professions⁹⁷. This suggests that teachers are experiencing an increased demand for their time and efforts in fulfilling their professional responsibilities, and their workload exceeds that of many other professions. The recognition of elevated workload levels underscores the need for effective strategies and policies to manage and balance the demands placed on teachers within the educational system⁹⁷. Research further reveal that teachers' workload encompasses both academic teachings and administrative tasks assigned to them, aimed at achieving the goals and objectives outlined by schools. This dual burden of academic and administrative responsibilities adds pressure to teachers, potentially influencing their overall job satisfaction⁹⁸. Teachers are frequently observed taking their tasks home for completion and are subject to high expectations from schools, as noted by a study. This implies that teachers' workload is characterized by the multitude of tasks that demand additional time for completion. The escalating workload is having a substantial impact on the profession of teaching, as highlighted by a study. The increased demands on teachers, both within and beyond the classroom, underscore the challenges they face in managing their workload effectively while meeting the expectations set by educational institutions⁹⁹.

The primary objective of today's education system is to ensure the holistic success of students encompassing physical, emotional, spiritual, intellectual, and personality development. However, many teachers currently face a high workload, attributed in part to policy changes in the past¹⁰⁰. The evolving nature of educational policies can contribute to increased demands on teachers, impacting their ability to effectively address the diverse needs and goals of students.

Recognizing and addressing the challenges associated with high teacher workloads is crucial to fostering a conducive learning environment and promoting the overall success of students. The work pressure experienced by teachers, particularly due to high workload, can result in several adverse effects, including low morale, reduced effectiveness, increased absenteeism, and diminished commitment to the profession. This suggests that the pressure associated with these work demands, especially workload, may hinder personal growth and achievements among employees. This underscores the significant impact that excessive workload can have on the overall well-being and professional development of teachers, emphasizing the importance of addressing and managing workload-related challenges in the education sector. All these can have a negative effect on teachers' work behaviour¹⁰⁰.

Numerous studies support the notion that teachers' workload can impact students' academic performance¹⁰¹. For instance, a study conducted explored the relationship between human resource management variables and students' academic performance in secondary schools. The findings revealed a negative relationship between teachers' workload and students' academic performance, suggesting that lower staff workload is associated with better student performance. This underscores the importance of managing and optimizing teachers' workload to enhance the overall educational outcomes for students¹⁰¹. Several other studies have indicated that teachers' workload can influence their teaching methods, potentially impacting students' academic performance negatively¹⁰². However, despite the contributions of these studies to knowledge, none of them have directly established the relationship between teachers' workload, professional development, and teachers' work behaviour. Recognizing this gap, the current study aims to address and contribute to a more comprehensive understanding of the interplay between teachers' workload, professional development, and work behaviour. This research intends to fill this gap

by exploring the intricate connections and implications of workload on teachers' professional development and work behaviour¹⁰².

Understanding the differences in teachers' workload is crucial for comprehending its impact on commitment, job satisfaction, work behaviour, and performance¹⁰³. Teachers who perceive their workload as unjust or excessive tend to exhibit lower motivation levels at work. Additionally, they are more likely to be absent from school more frequently, less engaged in their work, and less productive in contributing to the overall effectiveness of schools. Recognizing and addressing these differences in workload perceptions is essential for fostering a positive work environment and enhancing the overall professional experience and effectiveness of teachers within the educational system¹⁰³. Researchers have contended that a high workload for teachers can lead to reduced satisfaction and increased pressure, ultimately affecting the effectiveness of their teaching. Furthermore, some teachers may cope with excessive workload by adjusting their commitment to teaching and learning, often by reducing their input into teaching tasks¹⁰⁴. This adaptation to workload pressures can have implications for both teacher satisfaction and the quality of teaching and learning experiences. Understanding and addressing these dynamics are crucial for creating a supportive and conducive environment for effective teaching and positive outcomes for both educators and students¹⁰⁴.

It is noteworthy that while some teachers perceive the workload associated with tasks as opportunities for learning and accelerated success, others may find the pressure too overwhelming, leading to decisions to leave the teaching profession. The impact of workload can vary among individuals, and for some, the burden may become untenable, contributing to attrition in the teaching profession. Recognizing the diverse responses to workload is crucial for developing strategies to support teachers who may be struggling and to foster an environment

that encourages professional growth and retention within the teaching profession. A report on teacher workload indicates that the current workload is perceived as "extremely heavy." This increased workload is attributed to additional administrative duties, particularly arising from new developments and changed practices in curriculum and assessment¹⁰⁵.

According to the report, 67% of surveyed teachers identified increased administrative duties as a major cause of the heightened workload. While 63.9% felt that their preparation for teaching had been adequate, all teachers expressed the need to dedicate time to continuing professional development. The survey further revealed that spending more time on administration and curriculum development had adversely impacted the quality of classroom teaching and lesson preparation. This underscores the challenges teachers face in balancing administrative responsibilities with maintaining high-quality teaching practices¹⁰⁶. The survey findings indicate that extra-curricular activities have suffered due to a lack of available time, with 53.7% of respondents stating that increased workload adversely impacted lesson preparation. Additionally, 65% reported that their classroom teaching had suffered, and 61.1% noted detrimental effects on extra-curricular activities. More than two-thirds of teachers expressed that increased workload negatively affected their physical and emotional health, leading to difficulties in friendships, relationships, family life, and leisure activities. Specifically, 71.5% of respondents reported adverse effects on emotional well-being, 65.5% on physical health, 72% on family life, 65.5% on relationships with friends, and 77% on leisure activities. These findings underscore the multifaceted and pervasive impact of increased workload on various aspects of teachers' lives and well-being¹⁰⁶.

Many private secondary schools in Oyo state report class sizes exceeding appropriate class size which undoubtedly hampers the learning environment. Under such conditions, if a

teacher initially has five classes with 20 students in each class, their responsibility is for 100 students. However, if each class has increased to 30 students, the teacher's workload would then extend to 150 students, constituting a 50 percent increase in teaching responsibilities. To illustrate the impact, if a teacher spends only 15 minutes reading, analyzing, and responding to a written assignment for each of the 20 students in a class, it would require 300 minutes or about five hours per class. For five classes with writing assignments, this would escalate to 25 hours. For a teacher with 150 students, the time required would reach 2,250 minutes or nearly a full 40-hour work week. This underscores the significant challenge posed by large class sizes on teachers' workload and time commitments¹⁰⁷.

Smaller class sizes offer teachers the opportunity to employ more personalized instructional techniques and experiment with new teaching methods. The size of a class has a notable impact on students' academic performance, and exploring the relationship between class size and academic outcomes has been a complex challenge for educators. While limited research has focused on the impact of class size on students' academic performance at the secondary level, existing studies have primarily investigated the extent to which class size influences performance, particularly at the university level. The intricate dynamics of class size and its effects on students' learning outcomes continue to be a subject of academic inquiry⁶⁵. The study conducted on the impact of class size on students' academic performance in Biology in Idemili North Local Government Area of Anambra State revealed that a large class size had a negative effect on students' academic performance in biology¹⁰⁸.

Teachers' workload has a profound influence on their work behaviour, impacting their approach to instructional tasks, interactions with students, and overall job engagement¹⁰⁹. High levels of workload often associated with large class sizes, extensive administrative duties, and

rigorous curriculum planning, can lead to heightened stress levels among teachers. This stress, in turn, may manifest in work behaviour characterized by reduced enthusiasm, decreased classroom engagement, and potential burnout. Conversely, when teachers experience a manageable workload, they are more likely to exhibit positive work behaviour, such as increased creativity in lesson planning, greater engagement with students, and a higher level of job satisfaction. Striking the right balance in teachers' workload is essential for cultivating a work environment that supports positive work behaviour, contributing to a more effective and fulfilling teaching profession¹⁰⁹.

2.1.11 Concept of Teacher Development

Secondary Schools are formal organizations established to achieve the goal of producing students that can fit into tertiary institutions¹¹⁰. The successful achievement of this goal depends on the quality and quantity of available educational resources. The educational resources includes human resources, material resources, time and money. A challenge in our educational system is poor implementation of effective manpower development and training programmes which is meant to enhance teachers' performance. Achieving educational objectives and goals as a country depends largely on the ability to use human resources in an effective and efficient manner. Human resources are the most vital factor of production and it determines overall level of productivity in any sector of the economy. Resources are those factors of production used to create goods or services that are not themselves significantly consumed in the production process while the human element serves as the only factor of production that coordinate all other factors of production, this shows that human resource (staff) is a key production element that adds value and enhances the success of the production process¹¹⁰.

Teachers' development is a way of improving the standard of teachers through training which will enhance their level of productivity and pave way for efficiency in the discharge of their duties¹¹¹. Human resources depicts and represents the human factor in the production system. It comprises the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic wellbeing. Human development enhances productivity of the personnel in any sector and enables the human aspect of production to improve upon its performance, competitiveness, innovation, efficiency and effectiveness. This is because staff's or personnel skills, knowledge and ability are among the most distinctive and renewable resources upon which an organization can draw its strategic management and comparative advantage⁴⁴. Teachers development is the vital factor that will determine the success or otherwise of our secondary school system in the country¹¹¹.

The success or failure of our secondary system of education depends on teachers' performance which can be enhanced through appropriate staff development programmes¹¹². Teachers' development is one of the most important aspect of our educational system that demands urgent and serious attention. It means to develop the skill and ability of our teachers and the entire secondary system as a whole. When a system is contributing towards the development of its human capital through developmental programmes such will be channeled towards the actualization of the set goals and objectives. Teachers' development will give the educational sector the advantage of possessing competent and productive manpower¹¹².

Teachers' development is the practice of planning systematic change in the attitude, belief, skills, knowledge, abilities, and values of teachers through creation and reinforcement of long term training programmes¹¹³. Teachers' development is the use of strategies such as career planning, job rotation, coaching, monitoring, job training and proficiency courses such as

technical courses and professional certification to improve the current future job performance of teachers. Another aspect of teachers' development is provision of cordial atmosphere in the work place that encourages employees to add value to enhance their current and future goal attainment in cost effective ways¹¹⁴. Human development is a process by which employees of an organization are aided in planning a way to obtain capabilities required to perform various functional roles, develop their general capabilities as individuals and discover and exploit their own inherent potentials for their own or organizational development process. Teachers' development represents an international effort by government and stakeholders in the educational sector to improve teachers' effectiveness. Teachers' development programmes can be viewed as activities and programmes (formal or informal and on or off the job) that helps teachers to learn about their responsibilities, develop required skills and competences necessary to accomplish overall educational goals and objectives, and grow personally and professionally to prepare themselves for advancement in the educational sector beyond the classroom setting¹¹⁴.

Teachers' professional development training serves as a valuable point of reference for improvement. It offers teachers opportunities to enhance their skills, acquire new knowledge, and stay current with developments in education. It plays a significant role in professional growth, job satisfaction, and overall effectiveness in the classroom¹¹⁵. By actively engaging in Teachers' Development Programmes, teachers can continuously improve their teaching methods and contribute to the overall quality of education. Teachers' development will have positive impact on the secondary school system in the country. There is positive significant relationship between training and development and increased employees' motivation/commitment and productivity¹¹⁵.

2.1.12 Teachers Development Programmes

Teachers' development programmes refers to those programmes that will aid skills and knowledge acquisition towards productivity and effective and efficient discharge of tasks by teachers¹¹⁶. It includes any type of continuing education effort for educators. It is one way teachers can improve their skills and, in turn, boost student outcomes. Learning can take place in formal or informal settings. Formal settings include conferences, courses, seminars, retreats and workshops. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room. Professional development for teachers takes place on a number of different levels: district-wide, among teachers in a given school, or even on a classroom or individual basis¹¹⁶.

There abound a lot of developmental programmes that can aid teachers productivity and reduce to minimal level if not totally eradicate non-productivity by teachers, among such includes: Attending of professional conferences; seminars; symposiums; on the job training, new employee orientation; mentoring; workshops e.t.c. Teachers should be allowed to attend conferences both local and international conferences in order to gain access to new and modern methods of teaching and also gain needed exposures that will aid and improve their level of productivity. In conferences there will be resources persons who will shed more light on areas that needed clarification. Attending regular seminars by teachers in our secondary schools is another way to develop their skills and knowledge and be more proactive and productive in the task of impacting knowledge to students. Government should organize seminars for teachers in secondary schools where they will be able to exchange knowledge with their counterparts from various part of the country. Symposiums is another avenue where secondary school teachers can acquire needed skills, knowledge and technical-know-how that will aid and improve their level of productivity and enhance good and quality education in the country¹¹⁷.

Based on the research findings of a notable study, it is recommended that secondary school principals should be encouraged to attend conferences, workshops, seminars, in-service training, and retraining programmes to enhance their administrative skills¹¹⁸. On the job training is another form of development in which secondary school teachers are trained while on the job and gain needed and required knowledge to be more effective and efficient in discharge of their duty. Teachers can be trained on the job through the help of experts who will be with them or the job and guide them on how to be more effective and efficient in teaching and administrative tasks that will make them to be more productive¹¹⁸.

In-service training

In-service training denotes training initiatives or professional development sessions offered to staff members while they are actively engaged in their roles within an organization¹¹⁹. Distinguishing it from pre-service training, which takes place prior to individuals commencing their employment, in-service training unfolds throughout an employee's tenure with the organization. The aim of in-service training is to enrich employees' skill sets, knowledge, and proficiencies in areas directly pertinent to their job functions. These training initiatives are crafted to meet the changing requirements of both employees and the organization, ensuring they stay abreast of current industry trends, technological advancements, and best practices. In-service training encompasses a diverse array of formats, such as workshops, seminars, conferences, online courses, on-the-job training, mentoring, coaching, and peer learning sessions. These programmes are frequently customized to cater for the unique needs of individual employees or particular departments within the organization¹¹⁹.

In-service training serves as a crucial catalyst for fostering ongoing learning and professional development among employees, thereby enhancing their effectiveness and job

satisfaction while also bolstering the overall success of the organization¹²⁰. It is particularly vital in improving work performance and motivating teachers within the education sector. Without adequate in-service training, teachers' professional growth may stagnate, leading to discrepancies between expectations and actual achievement levels. Furthermore, in today's context, the competency-based teacher education movement emphasizes the importance of 21st-century competencies in navigating modern and future life, which is increasingly influenced by evolving technologies shaping workplaces and lifestyles. Thus, providing relevant in-service training is essential for ensuring that educators are equipped with the necessary skills and knowledge to meet the demands of contemporary education and prepare students for the challenges of tomorrow¹²⁰.

In the evolving landscape of education, there has been a notable shift away from the traditional perception of teacher professionalism. Increasingly, it is recognized that continuous learning and regular review of both content and instructional methods are indispensable aspects of the teaching profession. Consequently, teacher professional development programmes have evolved to focus more prominently on enhancing teachers' knowledge bases. These knowledge bases encompass various dimensions, including content knowledge, pedagogical content knowledge, and procedural knowledge. According to this perspective, effective teaching hinges on a teacher's ability to judiciously select and seamlessly integrate elements from these three knowledge bases to create meaningful learning experiences. As a result, the criteria for assessing teacher quality have undergone significant transformation. There is now a heightened emphasis on the importance of high-quality teachers who are adequately equipped and prepared to fulfill their roles effectively. In this context, in-service training programmes focusing on content and pedagogy assume paramount importance¹²¹.

These programmes are instrumental in providing teachers with the necessary tools, strategies, and insights to enhance their proficiency in both subject matter and instructional methodologies. By investing in such targeted professional development initiatives, educational institutions can foster the continuous growth and development of their teaching staff, thereby ensuring the delivery of high-quality education to students¹²². Given the inherent responsibilities of the teaching profession, both classroom teachers and educational leaders are held to rigorous standards and are expected to embody moral and virtuous behaviour. Ethics training integrated into preparation programmes is specifically tailored to equip educators with the skills and insights necessary to effectively navigate the myriad ethical dilemmas they may encounter in their professional roles. By providing ethics training, educators are better prepared to confront ethical challenges with confidence and integrity. This type of training enhances decision-making capabilities by empowering teachers and leaders to draw upon the knowledge and principles acquired during their training to make ethical and principled choices in diverse situations¹²².

Mentoring, this is another form of development for secondary school teachers in which a newly employed teacher will be mentored on how to be effective and efficient in the teaching profession by those that have been in the profession for long period of time and have acquired the needed skills and knowledge in the field of teaching profession¹²³. Secondary school teachers should be allowed to be mentored by those that have retired from teaching profession who had the experience that will be of added advantage to the new intake into the teaching profession. Manpower training in which teachers training and development is not left out pave ways for an effective and efficient discharge of task by teachers which in turn aid performance and improve level of productivity. A trained teacher in our secondary school system will be a good team player and a goal getter¹²³.

2.2 Theoretical Review

2.2.1 Social Cognitive Theory

Social cognitive theory proposed by psychologist Albert Bandura, emphasizes the importance of observational learning, imitation, and cognitive processes in understanding human behaviour¹²⁴. It posits that people learn not only through direct experience but also by observing others and the outcomes of their actions. In the context of teachers' development programmes and workload as determinants of secondary school teachers' work behaviour, social cognitive theory offers valuable insights into how teachers' behaviours are shaped and influenced¹²⁴. According to social cognitive theory, teachers learn from observing the behaviours of their colleagues, administrators, and students. Teachers' development programmes can leverage this aspect by providing opportunities for teachers to observe effective teaching practices, collaborative planning sessions, and constructive feedback sessions. When teachers observe successful teaching strategies in action, they are more likely to adopt similar practices in their own classrooms¹²⁴.

Modeling: Modeling, or imitation of behaviours observed in others, plays a significant role in social cognitive theory¹²⁵. Teachers are likely to imitate the behaviours of their peers and mentors, particularly if they perceive those behaviours as effective or successful. Development programmes can incorporate mentorship opportunities where experienced teachers serve as role models for newer teachers, demonstrating effective classroom management techniques, instructional strategies, and ways to manage workload effectively¹²⁵.

Self-Efficacy: Social cognitive theory emphasizes the importance of self-efficacy beliefs in shaping behaviour¹²⁶. Teachers' perceptions of their own efficacy in managing workload and implementing effective teaching practices strongly influence their behaviour. Teachers who

believe in their ability to handle workload demands and deliver quality instruction are more likely to exhibit proactive work behaviours, such as effective time management, collaboration with colleagues, and engagement in professional development activities. Teacher development programmes can enhance self-efficacy by providing support, resources, and targeted training to help teachers develop the skills and confidence needed to excel in their roles¹²⁶.

Outcome Expectations: Social cognitive theory suggests that individuals are motivated to engage in behaviours that they believe will lead to desirable outcomes and avoid behaviours associated with negative consequences¹²⁷. Teachers' perceptions of the outcomes associated with workload management and participation in development programmes influence their behaviour. If teachers perceive that participating in professional development programmes will lead to improved student outcomes, career advancement opportunities, or personal fulfillment, they are more likely to actively engage in those programmes despite the associated workload. Similarly, if teachers believe that effective workload management strategies will lead to reduced stress, improved job satisfaction, and better work-life balance, they are motivated to invest time and effort in developing and implementing such strategies¹²⁷.

Environmental Factors: Social cognitive theory acknowledges the role of environmental factors in shaping behaviour¹²⁸. Workload demands, organizational culture, support from administrators, and the availability of resources all influence teachers' behaviour and decision-making processes. Teacher development programmes should take into account the contextual factors that impact teachers' work behaviours and provide support structures to help teachers navigate challenges effectively. This may include providing opportunities for collaboration, offering mentoring and coaching support, advocating for manageable workloads, and creating a positive and supportive work environment¹²⁸.

The Social cognitive theory offers a comprehensive framework for understanding how teachers' development programmes and workload interact to shape secondary school teachers' work behaviour. By considering factors such as observational learning, modeling, self-efficacy, outcome expectations, and environmental influences, education stakeholders can design more effective professional development initiatives and support mechanisms to empower teachers and enhance their effectiveness in the classroom¹²⁹.

2.2.2 The Broken Window Theory

The Broken Windows Theory is a criminological theory that suggests that visible signs of disorder and neglect, such as broken windows, graffiti, litter, and other forms of urban decay, can contribute to an environment conducive to crime and anti-social behaviour. The theory was first introduced by social scientists James Q. Wilson and George L. Kelling in a 1982 article titled "Broken Windows" published in *The Atlantic Monthly*. In the context of teachers' development programmes and workload as determinants of secondary school teachers' work behaviour. The Broken Windows Theory can offer insights into how the environment and organizational factors influence teachers' behaviours¹³⁰.

School Climate and Teacher Behaviour as the physical and social environment of a school can impact students' behaviour, it can also affect teachers' behaviour¹³¹. Teachers are more likely to exhibit positive work behaviours, such as collaboration, innovation, and engagement in professional development, in schools with a positive and supportive climate. Conversely, schools with a negative climate characterized by high workload, lack of support, and limited resources may contribute to teacher burnout, disengagement, and lower performance¹³¹.

Addressing Workload as a Minor Infraction: The Broken Windows Theory suggests that addressing minor infractions can prevent more serious problems from arising. In the context of

teacher workload, schools can implement strategies to address workload issues promptly and effectively. This may include providing resources and support for teachers to manage their workload, advocating for manageable class sizes, and promoting a culture of collaboration and shared responsibility. By addressing workload as a minor infraction and prioritizing teachers' well-being, schools can prevent burnout and improve teacher retention¹³¹.

Promoting a Culture of Professional Development: Teachers' development programmes play a crucial role in shaping their behaviour and professional growth. Schools that prioritize professional development opportunities, such as workshops, conferences, mentoring, and peer collaboration, etc. are more likely to foster a culture of continuous improvement and innovation among teachers. By investing in teachers' development and providing opportunities for skill enhancement and career advancement, schools can create a positive work environment that encourages teachers to engage in lifelong learning and professional growth¹³².

Collaborative Approach to Addressing Challenges: The Broken Windows Theory emphasizes the importance of community involvement in addressing social issues. Similarly, in the context of education, schools can adopt a collaborative approach to address workload and other organizational challenges¹³³. By involving teachers, administrators, parents, and other stakeholders in decision-making processes and problem-solving initiatives, schools can create a sense of ownership and shared responsibility for addressing challenges. This collaborative approach can help build trust, strengthen relationships, and promote a sense of collective efficacy among school staff, ultimately contributing to positive work behaviours and outcomes¹³³.

By applying the principles of the Broken Windows Theory to teachers' development programmes and workload management, schools can create a supportive and empowering environment that fosters positive work behaviours among secondary school teachers. By

addressing workload issues, promoting professional development opportunities, and fostering a culture of collaboration and support, schools can improve teacher satisfaction, retention, and ultimately, student success.

2.2.3 Consistency/Congruence Theory

Consistency theory, also known as congruence theory or balance theory was developed by Fritz Heider and later expanded upon by Theodore Newcomb and Leon Festinger¹³⁴. It is a psychological framework that explains how individuals strive to maintain cognitive consistency or harmony in their beliefs, attitudes, and behaviours. The theory suggests that people are motivated to seek coherence and balance among their cognition, and they experience discomfort or cognitive dissonance when they perceive inconsistencies among their beliefs or actions. Consistency theory can be applied to understanding how teachers' development programmes and workload influence the work behaviour of secondary school teachers¹³⁴.

Cognitive Consistency: According to consistency theory, individuals have a fundamental drive to maintain internal consistency in their beliefs, attitudes, and behaviours¹³⁵. When there is congruence or harmony among these elements, individuals experience psychological balance and satisfaction. In the context of teachers' development programmes, if teachers believe that participation in professional development leads to improved teaching skills and student outcomes, they are more likely to engage in such programmes to maintain cognitive consistency¹³⁵.

Congruence and Imbalance: Consistency theory suggests that people strive to achieve balance or congruence among their beliefs, attitudes, and behaviours¹³⁶. In the context of workload, teachers may experience imbalance when there is a discrepancy between their workload expectations and their capacity to manage it effectively. For example, if teachers believe that

their workload is excessive and unsustainable, they may experience cognitive dissonance, leading to negative work behaviours such as stress, burnout, or disengagement¹³⁶.

Cognitive Dissonance: Cognitive dissonance occurs when individuals hold contradictory beliefs, attitudes, or behaviours¹³⁷. In the context of teachers' development programmes and workload, cognitive dissonance may arise when teachers perceive inconsistencies between their beliefs about the benefits of professional development and the demands of their workload. For instance, if teachers believe that participating in professional development is essential for their growth as educators but feel overwhelmed by their workload, they may experience stress or dissatisfaction¹³⁷.

Consistency theory proposes several modes of resolution for reducing cognitive dissonance and restoring balance¹³⁸. In the context of teachers' development programmes and workload, teachers may adopt various strategies to resolve cognitive dissonance, such as changing beliefs or attitudes and reassess their beliefs about the importance of professional development and workload management to align them with their experiences and circumstances. Teachers may also modify their behaviour by seeking additional support or resources to manage their workload effectively while still participating in professional development opportunities; rationalize their workload or professional development participation by finding reasons or justifications to reduce the perceived inconsistency between the two; or seek additional information or evidence about workload management strategies or the benefits of professional development to alleviate cognitive dissonance and make informed decisions about their work behaviour. By recognizing the importance of cognitive consistency and addressing potential discrepancies between teachers' beliefs, attitudes, and behaviours, education stakeholders can design more effective strategies to support teachers' professional growth and well-being¹³⁸.

2.3 Review of Empirical Studies

2.3.1 Studies on Teachers' Development Programmes and Work Behaviour of Private Secondary School Teachers

A related study investigated the drivers of workshop attendance among the working population. In an analysis carried out by Dutch Adult Education survey¹³⁸. It was discovered that workshop attendance is the highest among managers and professionals, in contrast to their participation in training. The result showed that our expectation that workshop attendance is important in acquiring state of the art knowledge on external developments as dominant source of competitive advantage for the organization. Also that workshop attendance is important in acquiring state – of the art knowledge on external development as a dominant source of competitive advantage for the organization. However, workshop attendance is positively related to individuals' level of education¹³⁸.

Thus, it was discovered that workshop attendance is complementary to training participation instead of a substitute¹³⁹. And the result shows that there is honest difference between the drivers of workshop attendance and those of participation in training and informal learning. Also, similar study said that seminars and workshops are organized with the primary aim of importance information in terms of a particular subject or concept. However, the students are provided with the opportunities to present their papers and home communication, Privateation and Private-speaking skills. These are useful in argumentary knowledge, competencies and abilities among students. The individuals in leadership positions are vested with the authority and responsibility of on- going seminar and workshops. They are to plan the schedule or activities and manage financial technical, material and information resources in a

well-organized manner. Seminars and workshops have been useful to the students and overall system of education¹³⁹.

A similar study, examined the understanding the significance of seminars and workshops in educational institutions, is of the opinion that seminars and workshops are organized with the primary aim of imparting information in terms of a particular subject or concept¹⁴⁰. However, students are provided with the opportunities to present their paper and home communication, presentation and Private-speaking skills. These are useful in augmenting knowledge, competencies and abilities among students. The individual in leadership positions are vested with the authority and responsibility of organizing seminars and workshops and they needs to make wise and productive decisions. Also needs to ensure, that these are enriching to the students' overall system of education. The conveners must plan the schedule of activities and manage financial, technical material and information resources in a well-organized manner. Thus, seminars and workshops have been useful to the students and overall system of education¹⁴⁰.

Another related study on usefulness of a workshop on scientific writing and Privateation in improving the body of knowledge deficit among postgraduates in which the participants were engaged with lectures, discussions and a practical session requiring critical appraisal of a manuscript, also discussed Privateation ethics and the points of falling prey to minatory journals¹⁴¹. Both pre and post-workshop surveys were given to the participants to assess the knowledge of the workshop on the baseline knowledge of scarifies writing and publishing. The results of the findings indicate that out of 59 participants, there were 67 (response rate 97%) and 41 (response rate 59%) respondents to the pre and poor-workshop (surveys respectively). The former identified a lack of baseline knowledge ranging from 6% for determining the components of the individual sections of the manuscript such as introduction or methods, 40% for the use of

acronyms, and 55% for knowledge of different referencing styles to 61% for knowledge of indexing agencies. While the post-workshop survey revealed improvement in participants' knowledge of the agencies. Also in the post-workshop survey, 20% of the respondents said that they would be open to engaging with redactor journals, which underscored the need to educate them commonly regarding the disadvantage of such practice. Participants expressed the need for longer workshops, preferably spread over two days, with the discussion on research methodology and statistical analysis, and more "land – on-"sessions. The study therefore concludes that the survey underscores the need for structured training in scientific writing; its inclusion in the medical postgraduate curriculum appears desirable¹⁴¹.

A similar study was carried out to examine the impact of in-service programmes on principals' management in Private secondary schools in Machakos County, Kenya based on the following objectives: to ascertain the impact of sponsorship of in-service programs, to examine the impact of availability of methodology and content of in-service programs on principals' management¹⁴². Descriptive survey research design was used to carry out the study. The target population included all two hundred and thirty (230) Private secondary schools in Machakos County which included two hundred and thirty (230) principals, two hundred and sixty four (264) deputy principals, five (5) directors of KEMI and eight sub-county educational officers. Stratified sampling technique was used to select eight sub-county forms a strata's of the study. Thirty percent of population was used on principals and deputy principal. Seventy schools were selected for the study. Census sampling technique was used to select the eight sub county officers and five directors of KEMI. Interview schedule (Sub-county education officials and KEMI directors) and questionnaires (principals and deputy principals) were used as instruments to gather data. The correlation result indicated a positive and strong significant coefficient

between in-service training programs and principals' management. Therefore, the null hypothesis was rejected. Hence there is an association between in-service training programs and principals' management. This implied that when in-service training programs should be conducted more frequently so as principals' management becomes more effective. It was concluded that there is a significant association between understudy programs and principals management of Private secondary schools¹⁴².

Another closely related study was carried out with the primary objective of investigating the impact of school tutor training and development on their productivity and performance in classroom teaching and in their administrative work as well¹⁴³. Data were collected through structured questionnaire. Fifty eight (58) tutors were interviewed through the questionnaire. Statistical Software (SPSS Version 16) was used for analyzing the data. The study concluded that there is a positive and strong association between training or development and productivity of tutors of Kurdistan¹⁴³.

A closely similar study attempted to examine the association and impact of training and development practices on job satisfaction of tutors¹⁴⁴. Study's population was limited to faculty members employed at institutes providing technical education in the city of Nagpur, Maharashtra, India. A sample size of three hundred and sixty (360) faculty members was collected to represent the population. The research was conducted in a confirmatory framework so as to examine the causal linkage among the study variables. The results depicted a positive association between training and development practices and job satisfaction among the faculty members of technical educational institutes. The study not only provides empirical credence to the importance of training and development practices but also has implications for the management of technical educational institutes that educational institutes should conduct a effective training need analysis

to ensure that appropriate training and development practices are employed leading to creating a learning environment in the Private secondary school which eventually contributes towards job satisfaction of tutors through appropriate skills development for tutor and Private secondary school growth¹⁴⁴.

Another similar study sought to find out the impact of tutors' professional development practices on their work performance in Nyamagana District, Mwanza Region¹⁴⁵. The study employed a convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified and simple random sampling procedures were employed to sample Private secondary schools and tutors while purposive sampling procedure was used to sample school heads and District Education Officer. Data were collected through the use of questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences while qualitative data were analyzed through thematic analysis of the particular objectives. The findings showed that training the workforce (tutors) has the most impact on various dimensions like: improvement in teaching strategies, effectiveness and personal, reduction in tutors' burnout, stress and turnover. This implied that regular performance appraisals in schools enable tutors to improve themselves in classroom management, simplifies supervision, evaluation and assessment process, improves effective communication and it also ensures tutors' discipline at work. It was recommended on the basis of the findings 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 tutors to boost their work performance¹⁴⁵.

A related study assessed the impact of school tutor training and development on tutors' work performance and retention among secondary schools in South-East, Nigeria¹⁴⁶. Three research questions and three null hypotheses were employed for the study. Descriptive survey research design was employed for the study. The study's population consisted of all the twenty five thousand, nine hundred and seventy six (25,976) tutors drawn from one thousand, nine hundred and eight (1,908) secondary schools in Abia, Anambra, Ebonyi, Enugu and Imo States, Nigeria. The study sampled two thousand, six hundred (2,600) tutors from one hundred and thirteen (113) schools through stratified random and cluster sampling procedures. The instrument to gather data was a well- structured questionnaire developed by the researcher titled: "School tutor Training and Development on Tutors' performance and Retention Questionnaire". The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. Pearson Product Moment Correlation Co-efficient Statistics was used to obtain a reliability index of 0.823. Data gathered were analyzed using mean, standard deviation and Pearson product moment correlation. The finding of the study showed that implementation of personnel policy of training and development enhance tutors' work performance on the job and also significantly contributed to tutor retention among secondary schools in South East, Nigeria. Based on the finding, it was recommended among others that government across levels should provide necessary environment for regular and periodic training and retraining of tutors for job productivity and retention among others¹⁴⁶.

Another study examined teachers' degree of willingness to provide learning support for students with social special needs by inventor and the participants to attend a disability awareness seminars and workshop¹⁴⁷. It adopted a quantitative quasi – experimental research design and it was anchored in Albert Bandura's Self – Efficacy Theory, that relates to how teachers' view of

their capabilities in handling students with special needs affect their openness and willingness to provide learning support for them. Results of the findings therefore imply a positive impact of the disability seminar and workshop; the participants' level of awareness and characteristics of disabilities and degree of willingness to provide learning support for students with special needs as they both household after attending a disability awareness seminar and workshop. The positive impact was also evident in the significant difference found on the same variables mentored before and after attending a disability seminar and workshop, which P-values of 0.001. No significant relationship was found between the level of awareness of signs and characteristics of disabilities and the degree of willingness to provide learning support for the students with special needs before attending the seminar and workshop. The reason r value implied weak correlations, and the P-value is greater than the P – value of 0.05. Furthermore a significant relationship was found among the variable after attending the disability awareness seminar and workshop. The Pearson r value implied a strong correlation, and the p – value is less than the p – value 0.05109¹⁴⁷.

Moreover, a related study determined the librarians attendance to conferences and workshops as a correlated of job performance in University Libraries in the South-South Nigeria¹⁴⁸. It uses two research questions and two hypotheses were tested at 0.05 level of significance. It adopted correlation survey method and the population of the study was 108 librarians. It adopted two sets of questionnaire titled: Librarians attendance to conferences and workshops questionnaire (LACWO) and job performance questionnaire (JPO) were the instants used to collect data. The reliability of the instruments was established using Cronbach Alpha method to measure Librarian attendance to conferences and workshops resulted to the coefficient of 0.697, 0.741 respectively while instrument for job performance resulted to 0.669. Pearson

product moment Correlation (PPMC) (r) method to answer the research questions while t-test analysis as used to test the null hypotheses. Result finding of the study revealed that there is a positive but weak relationships between librarians attendance to conference and job performance in university libraries in the South – South, Nigeria. The study therefore, recommended that a library managers should spend resources in sponsor librarians perform so that librarians may not end up been develop wrongly¹⁴⁸.

In-addition, a study presents the Workshop –Seminar Demonstration class PD (WSDPD) model addresses the factor of duration by shortening the hours of contact, (lengthening the total span of time required and integrating elements such as active learning and follow-up to improve teachers practical teaching methods¹⁴⁹. With “Teaching for conceptual change” as the there and Junior High School Science teachers as participants, the result of the findings show that WSD – PD can serve teachers by generating willingness to improve teaching practices for and influence teaching behaviours in them. Also the setting of different activities in the model is also considered to play different and insensitive role in the program¹⁴⁹.

A paper examined the importance of workshop for teachers to enhance the abilities of classroom management and implementation for latest techniques, better understanding of students learning needs and more productivity towards effective teaching process¹⁵⁰. The study adopt descriptive method and the population of the were-secondary school teachers of private school in Kstsvhi with 100 teachers from 32 schools were selected as sample for data collection by using questionnaire. However, the result findings revealed the essential importance of workshop at school level as a growing need of effective teaching – learning process among teachers and students. The study stressed that one of the major challenges of countless social and economic issues is low-quality education system and that the major hindrance in learning skills is

being taught by teachers' who are not interested in the professional development programs. Teacher training workshops are becoming one of the important sources to cope with continuous changes occurring in teaching-learning process therefore. It should be a part of educative set-up from school level. The study therefore, recommended that training workshop should be conducted as per need of diverse aspect of teaching skills and practices, feed -back is essential need to the fast changing demands of teaching learning process and to develop the model of participation it among teachers for advancement at their work places. The student trained and guided by the professionally equipped teacher would be in a better position to put their knowledge and abilities into greater use for economic development and growth of the nation¹⁵¹.

A study examined the impact of seminars on students' soft skills development, show that conduction of senior is important and essential for the students who find different in understanding more or less understanding on subject topics¹⁵². Seminar creates interest in students understanding by means of better teaching aids compare to normal classroom chalk and based/talk session. Thus, seminar plays vital role in business as well as in educational field to group subject inside. Conducting a successful technical seminar requires careful preparation. Seminar ML<QIT focuses on mandatory course of Technical Seminar for empowering students and overall personality development¹⁵².

Another study examined the effect of implementing workshops for nurses to improve their knowledge and skill about collaboration and their effect on their performance at Menoufia University Hospital and National Liver Institute Research Design¹⁵³. The study adopted a quasi-experimental design to achieve the purpose of the current study. The population consists of available lead nurse (IT) and simple random samples of staff nurses (154) working in selected units. Also employed five instruments which include, collaboration scale, observational checklist

for performance of staff nurse and observations checklist for performance of staff nurse and observations checklist for performance of head nurse was used. The results showed that there was positive effect of the workshops. However, the study concluded that there was a positive effect of the workshops for head and staff nurses on their knowledge, skills regarding collaboration and performance. Thus, the study recommended that future studies to investigate the effect of nursing collaboration on other variables such as nurse turnover absenteeism and productivity¹⁵³.

Moreover, a study was carried out to evaluate the impact of training and development on employee's productivity, the identification of the relationship there and to suggest how business organization can enhance the productivity of its workforce to meet challenges of 21st century¹⁵⁴. Thus, conceptual literature review approach was adopted which involves critically reviewing articles, periodicals, books published in English language between the year 2000 to 2020 with the view of synthesizing information on training and development on employee productivity based on the analysis from existing studies. The study reveals that employees who are trained are likely to be more skillful, competent and more proficient in performing their jobs than the employee and organizational productivity. It is a process of continuous learning which provider's conducive environment for employee to gain various knowledge, skills (personal, technical and professional) and keeping them on the right track towards the achievement of organizational mission, vision and goals. It was concluded that training and development has a positive impact on employee productivity and organization should lay emphasis on effective training and development of its employee to increase their productivity and gain competitive edge over competitors' implication for future research may include moderators variables such as age, team work, life style and level of education¹⁵⁴.

A similar study investigates the impact of training on employees performance in the technology focused on academic institution. The study adopted a quantitative approach and the cross-sectional survey was used to collect data from sample population of administrative employees of Bahir Bar University, Ethiopia who took training in 2019 by simple random sampling 316 questionnaires were distributed and collected for the study. Data were analyzed using both descriptive and inferential statistics. Results findings show that training design, training needs assessment, delivery style and training evaluation has significant positive effect on employees' performances. Thus, the study recommended that human resources management showed engage in increasing the addition question and quantitative of the training program and properly apply the four phases of the systematic training processed to increase the performance of administrative employees of Bahir Dar University, mostly the technology institution, especially the technology institution¹⁵⁵.

Another related study was carried out to explore the relationship between training and development and employee performance to recommend strategies that can be used to improve training and development of employee for better performance¹⁵⁶. The study therefore designed descriptive survey research where by primary data were collected from both the teaching and non-teaching staff of federal polytechnic Nassarawa through the administration of questionnaire where data were collated from the respondents as the study population, from which a simple random sampling of 355 was derived and studied. The data gathered from the survey were first of all subjected to various preliminary tests: Including Exploratory Factor Analysis (EFA) and confirmatory factor Analysis (CFA) to ensure that there is a fit in the model and data. The data were further analyzed using a structural equation modeling (SEMA) technique to test the effects of the various network effects (download, speed, upload speed, packs transfer delays and packets

loss rate) on the sustainability of the subscribers. The analysis was concluded in the analysis of moment structures (AMOS) V.24 software and the statistical package for social sciences (SPSS) v.25. The results of the research revealed that there were statistical effects training and development on employee performance in Federal Polytechnic Nasarawa. The implications of the findings are that the effects of different forms of training and development cannot be over emphasized. The study therefore, recommended that academic institution of learning should emphasize different forms of training and development of their employee for effective and efficient performance¹⁵⁷.

A related study investigates the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well as on their overall product¹⁵⁸. The data collected was through structure question of which 58 teachers were interviewed through the questionnaire. Statistical software (SPSS variable) was used for analyzing the data. The study were therefore, concluded that there exist positive and strong relations between training and development and productivity of the teachers of Kurdistan. The study of further concluded strong positive correlation between productivity and other independent factors like skills, Expertise Morale, Enhancement, Potential, Job knowledge and proficiency¹⁵⁸.

A study was carried out on Teacher Training Programmes as Predictors of Teachers Job Satisfaction and Performance in Oyo State, Nigeria¹⁵⁹. Teacher training programmes examined in the study includes: regular course, workshops, seminars and academic conferences. Descriptive survey research was used. The population of the study comprised all Private and private secondary school teachers in Oyo State. Cluster purposive and simple random sampling techniques were employed to select a total of 1,800 teachers on whom questionnaire was

administered, while 1,500 copies of the questionnaire distributed were retrieved and found suitable for analysis. The research instrument used for data collection in the study was Teacher job satisfaction and performance (TJSP). Three research questions and six hypotheses were answered. Data collected were analysed using descriptive statistics for the research questions while MANOVA, multiple Regression Analysis (ANOVA) and t-test were used for the hypotheses. The result revealed that the level of teachers job satisfaction was lower than the level of teacher job performance with the overall weighted average of 2.380 and 2.702 respectively. Also, there was a significant combined influence of teacher training programmes on teacher job satisfaction and performance. The study concluded that teachers in Oyo state rarely participated in teacher training programmes especially, in-service training. On the basis of the findings of the study, it was recommended that in-service training for teachers should be given priority by the secondary school management board. Also, government should make adequate provisions for teacher training programmes in its budget, while proper follow-up and feedback should be provided¹⁵⁹.

Another study was carried out on “Barriers to the use of ICT in the teaching health education among teachers in Ilorin-South Local Government Kwara State, Nigeria¹⁶⁰. The study examined the barriers to using ICT in the teaching of Health Education in Secondary Schools in Ilorin South Local Government Area, Kwara State. The Objective of the study was to examine accessibility to internet network services, ICT training and allotted time as barriers to the use of ICT in teaching Health Education. A descriptive research design survey type was used. A total of two hundred and forty four (244) teachers were used for the study. A research structured, validated and pilot tested questionnaire was used for data collection. Findings according to the study revealed that: majority (87.7%) of the respondents do not have stable internet service in

their work place. Eighty-four (84.0%) of the respondents had the knowledge and needed ICT skills in teaching of Health Education, while 79.51% of the respondents disagreed that there is no adequate time allotted to Health Education on the school time table. It was concluded that ICT facilities are not adequate in most of the schools in the study area and teachers have to use their meagre salary to purchase data needed for internet activities. The study recommended that the Ministry of Education should carry out continuous training in the form of workshops and seminars to assist teachers in gaining more knowledge and competence on use of ICT¹⁶⁰.

Another study was carried out on “Staff Development and Organization performance in Colleges of Education in South-South, Nigeria¹⁶¹. The study centers on one of the leading challenges in organizational managements (Colleges of Education inclusive) which has been poor implementation of the effective staff development and training programmes meant to enhance the performance of staff. In the light of the above, this study investigated the influence of staff development (on-the-job training, staff qualification and staff conference attendance) on the organizational performance in the Colleges of Education in South-South, Nigeria. In carrying out the study, the designed adopted was correlation research design. The study used stratified sampling technique to select six (6) Colleges of Education (3 Federal and 3 States) which are located in six states (Akwa-Ibom, Bayelsa, Cross Rivers, Delta, Edo and Rivers). Also fifty (50) staffers (Academic and non-Academic) each were randomly selected from the six (6) respondents. The data collected through self-designed questionnaire titled in staff Development and organization performance questionnaire’ were analysed using chi-square. All the hypotheses were tested at -0.05 level of significance. The results from the analysis revealed that there is significant correlation between staff development and organizational performance. That is there is significant correlation between on-the-job training and organizational performance

(47.99>16.151) staff qualification and organization performance (42.38>5.226) and staff conference attendance and organizational performance (34.68>5.22). It was therefore concluded according to the research study that training and development play crucial role in the growth and success of any organization. Based on the findings and conclusion, it was recommended that Colleges should develop appropriate staff development policy that will equip the staff with the right kind of skills, knowledge and abilities to perform their assigned tasks effectively¹⁶¹.

A similar study investigates on staff training and employee performance perspective of the workplace¹⁶². It is of the view that wherever the issue of poor employee performance arises, the question of the provision of staff training takes caters stage staff training is seen as the principal driving force and central to effective and efficient job performance. The quest to achieve high performance at the workplace has always been derailed by an acute lack of skills. Despite the plethora of studies of staff training and employee performance in different sectors, the literature has not yet explored the relationship between the two variables in the transport sector, particularly in the South African context. Thus, the relationship between staff training and employee performance has been engulfed in and apprehended by complexities, mistrust and misunderstandings. It is through thus premises that the paper seeks to evaluate the influence of staff training on employee performance in the transport sector. The study adopted an exploratory research design and tapped into a quantitative research approach. Using the purposive sampling technique, a sample of 15 respondents, comprises of skill development representatives of organizations operating in the transport sector in Durban, were interviewed. Unstructured interview was used to collect data for the respondents. The key findings revealed that staff training has a positive influence on employee¹⁶².

A related study assessed the levels of professional learning community (PLC) among faculty members and their relationship to the organizational performance (OP) of Private higher education institutions (HEI)¹⁶³. The study therefore adopted mixed research design and it was conducted in different campuses of a Private higher education institution in region 02 Philippines. This, the study employed random-proportional sampling. The CEOs and the College deans of different campuses are the study participants of this study. In determining the frequency, count, rank, percentage and mean, descriptive statistical was used to analyze the respondents. Profile and their level of PLC. Analysis of variance was utilized in assessing the difference of PLC and OP. 611 analyses were tested at 0.05 level of significance using IBM SPSS. However, the study utilized sequential explanatory design to analyze the factors explaining the quantitative result of the study through interview with the CEOs and select deans of various colleges in the campuses¹⁶³.

In another related study which examined the implementation of the Professional Learning Communities in Basic and posts-basic schools in Muscat, Oman¹⁶⁴. The research was conducted in five schools and the schools were chosen to study the current implementation of PLCS, their impact on teachers' professional development and the obstacles that hinder teachers from implementing their activities. The study adopted qualitative method and the result showed that their implementation is work. The implementation of PLCS is highly supported by schools principals and is believed to have a great impact on teachers' performance. Thus, the study recommends that Ministry of Education officials should consider removing these obstacles to help teachers implement PLCS effectively inside their schools. Improve their performance and license their students' achievements¹⁶⁴.

A related study assessed the contribution of Professional Learning Community (PLC) to teachers' work place learning and career development¹⁶⁵. The study adopted descriptive statistics and inference to collect data through questionnaire on 246 teachers and was analyzed through SPSS programmes. The result of the findings revealed that the level of PLC was moderate among the teachers. This the result of the study revealed that there is a moderate and positive correlation between PLC and the two dependent variables; i.e. the work place learning and career development. The study therefore, concluded that the PLC practice were improve the teachers' way to acquire best teaching and learning practices and which would enhance their self – professionalism level, which can be useful for their knowledge and professional development¹⁶⁵.

2.3.2 Studies on Workload and Word Behaviour of Private Secondary School Teachers in Oyo State

A study was carried out on class size indices as predictors of teachers' performance in Private and private secondary schools in Ibadan metropolis, Oyo State Nigeria¹⁶⁶. The study focused on teachers' workload with respect to class size. Indices as predictors of teachers' job performance in private and Private and private secondary schools in Ibadan metropolis, Oyo State of Nigeria. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised Private and private secondary school teachers in Ibadan metropolis, Oyo State of Nigeria. Multi-stage cluster purposive and simple random sampling techniques were used to select, 1,320 teachers (male and female) from the selected Private and private secondary schools for the study. Two research questions were raised while two hypotheses were formulated. The data collected for the study were analysed and t-test. All the hypotheses were tested at 5% level of significance. Among others, the study revealed that class size has significant combined influence on teachers' job performance in both Private and private

secondary schools in Ibadan metropolis of Oyo State, Nigeria. As a result of the findings, it was recommended that more classroom blocks should be constructed in many Private schools and some private schools to ensure moderate class size in Ibadan metropolis¹⁶⁶.

Another research study examines the effect of workload and non-physical work environment on the performance of employees of the Directorate General Training and Productivity Development of the Ministry of Manpower of the population of Indonesia (Ditjan Bina Latitas)¹⁶⁷. Work fatigue is described as a mediating variable. The study was a quantitative approach using saturated sample technique to 85 employees in the sector. A questionnaire was used for data collection and the data was analyzed using path analysis with the Structural Equation Modeling (SEMA). It was suggested that practicing this paper would provide information about the relationship of workload, non-physical work environment, work fatigue and employee performance at the Directorate General of Training and Productivity of the Ministry of Manpower of the Private of Indonesia¹⁶⁷.

In another study carried out to assess how work environment affects employees' performance at Federal Polytechnic Ekowe¹⁶⁸. A survey of 450 staff of the institution including senior and junior members, using questionnaire to collect data was carried out. The results of the findings revealed that the organization's environment affects its member, and solving identified problems could boost employee performance. These problems include employee performance feedback, job aid and physical work environment. This, the study suggested that the organization should hold regular meeting for employees to discuss covers with management which could motivate them. Management should also try as much as possible to build a work environment that attaches retain and motivate its employees so as to enable them to work comfortable and thereby increase organization productivity¹⁶⁸.

Another study examined workers' impression about their workplace environment and provides a better understanding to the managers about improvement¹⁶⁹. Industry level emphasis on these factors that can improve workers' performance standards and production quality. Previous work performance studies are not focused on hygiene and sanitation facility but due to the corona pandemic situation concern has been raised. Thus, the study examines the relationship of these factors with gender and work experience of these factors with gender and work experience of the workers. Thus, the variation in each group has provided an understanding of the basic demand of each type of worker¹⁷⁰.

Also a research assessed the work environment and workers' productivity in Rivers State Civil Service. McGregor X and Y Theories were employed at the theoretical framework¹⁷¹. The study adopted survey research design to carry out the study, while primary and secondary data were collected and analyzed with the use of tables and Pearson product moment correlation coefficient. A self-administered questionnaire distributed for five hundred and civil servants from the selected ministries in Rivers State Civil Servants, Ministry of Agriculture, Environment, Youth Development, Education, Establishment and their responses were analyzed to test the validity of the hypotheses formulated. The results of the findings show that the work environment has a great impact on workers' productivity in Rivers State Civil service. The study therefore recommended that the management of the Rivers State Civil service should try and much as possible amongst others that the management of the Rivers State Civil service should try as much as possible to provide a conducive work environment that can increase worker's productivity¹⁷¹.

Moreover, a related literature assesses the impact of variables such as work environment and work pressure on the performance of PT employees. Sinar Tehr Jaya Lampy NG¹⁷². The

population of the study consisted of 100 employees using purposive sampling technique sampling. Liket multiple regression was employed. However, the findings of the research revealed that the work environment and work pressure have a significant influence on the performance of PT employees. PT Sinar Tehr Jaye Lapung partially simultaneously, the work environment variables and work pressure together have a significant influence on the performance of PT employees Sinar Tehr Jaya Lampy partially. Also, the work environment variables and work pressure together have a significant effect and contribute 77.2% of the relationship between the variables studied by the researcher¹⁷².

A research study examines the impact of work environment on academic staff performance in tertiary institutions in Nigeria¹⁷³. A secondary data was systematically collected from both point and on like Privateations. The findings research that het work environment of tertiary institutions affects academic staff job performance. Therefore, the paper concluded that a good and conducive working environment enhances the job performance of Academic Staff in tertiary institutions. The paper therefore, suggested that the government and relevant stakeholders in the management of tertiary institutions in Nigeria should ensure that a conducive work environment should be provided in all tertiary institutions across the nation¹⁷³.

A similar study examines the effect of indoor physical work environment on the employees' performance, a case study of Deger Auiation Industry (DAU)¹⁷⁴. The study adopts descriptive research design and quantitative research approach was used and sample of 100 employee's, with 35 from DAVi staff and 65 from DAVi factory. The data was collected through questionnaires and it was analyzed through statistical package for social science (SPSS) software and information was presented through tables, bar charts and pie charts. The results of the findings revealed that all independent variables have a positive and significant impact on

employee's performance in DAVi. It was suggested that the study will help the management to look into the problems to improve on its environment and the increase employee's performance¹⁷⁵.

Another study assesses the influence of human relations and the physical environment on employee performance through work ethos¹⁷⁶. The study is quantitative in nature and with explanatory research and a saturated sampling technique. The study employed primary data through questionnaire distributed to 70 respondents from the Tourism office of Batu city, East Java Indonesia, in 2022. Both the validity and reliability of the study were tested using smart PIs. The results indicates that human relations significantly affect employee performance. It was revealed that work ethos has positive effect on employee performance. Also work ethos mediates human relations and physical work environment on employee performance. Thus, the research implies that it can improve the performance of the Batu City Tourism office, East Java Indonesia, by enhancing their work environment, and employees can respect each other¹⁷⁶.

Moreover, a study investigates the influence of physical work environment on the research productivity of Liberians in universities in South Western Nigeria¹⁷⁷. A survey population of 312 Liberians from university Libraries in the region was sampled. Thus, the result revealed that the librarians' research productivity was significantly influenced by their surroundings at work. Thus, the study recommends continued efforts to Nigerians and improves that het fitness of Liberians workplaces¹⁷⁷.

Another research study carried out to examine the influence of Work Environment and Work Discipline on Employee performance with motivation as interviewing variable of PT Hutama Kenya infrastruktur Binjai – Brandan zone iv¹⁷⁸. The study adopt causal associative 70 employees of PT. Hutams Kenya infrastuktur who works at the Binjai – Branden Zone IV branch

office which has staff and non-managerial positions, both permanent and contracts employees are the sample population of the study, using saturated sample method. Primary data was used for data collection through observation and interviews through the distributed questionnaires. The data was analysed through structural questionnaires. The data was analyzed through structural equation analysis (SEM) using PLS (partial least squares) statistical tool software. The result therefore, indicates that Work Discipline had a positive and significant effect on Employee Performance. Work Discipline does not have a positive and significant effect on Employee Performance – Work Environment has a positive and significant effect on Work Motivation. Work Motivation on the other hand, has a positive and significant effect on Employee performance. Work discipline has no effect and is not significant on employee performance through work motivation. The work environment influence and significantly affects employee performance through work motivation¹⁷⁸.

A research study examines how incentives affect workers productivity and also assess the relationship between incentives and productivity, as well as the impact that various incentives and productivity, as well as the impact that various incentives have on productivity outcomes¹⁷⁹. It also explores how crucial incentives are for boosting employee motive and increasing productivity in business. Incentives can be in various forms including, cash, payments, bonuses, accolades and non-cash, benefits. The type and form of incentives, work happiness, motivation, and job design are only a few examples of the variables that influence the relationship between incentives and productivity. Employees should view incentives programmes as fair and equitable and they should be routinely reviewed and altered based on feedbacks and performance statistics. Effective incentive programmes should also be in line with organizational goals. According to the past studies incentives have a favorable effect on worker productivity across a range of

sectors and situations. In general, incentives have a substantial impact on employee productivity and organizational performance. To maximize the impact of incentives, organizations should properly plan and manage their incentive programmes¹⁷⁹.

A similar study also examined the industry and geographic nature of incentive – induced employee productivity spillovers to inform managerial decision – making on intrinsic and extrinsic motivator of employee productivity in the workplace¹⁸⁰. For this study, it was important to indicate whether incentive – induced employee productivity spillover differ between industries and geographic areas by taking into consideration firm – size, firm- profitability, different incentive schemes, trade union presence, employee age and skill levels. The study employed fixed –effect panel data estimations were computed to predict incentive – induced employee productivity spill – over effects based on secondary firm – based data sets. The results of the findings reveal that incentive scheme- induced employee productivity spillover effects were generally similar for all the different industry and geographical areas. The spillovers increased with greater firm, higher profitability levels, introduction of greater levels of monetary- based incentive schemes (especially for employee segments) and allocation of incentive schemes to the middle-ages employee grouping (35 years – 55 years) as well as higher skilled employees. Thus, the effective introduction of incentive schemes in the workplace is an important mechanism for creating positive employee productivity spillover effects and it is generally common all firms irrespective of the industry or geographic area¹⁸⁰.

Another study as carried out to assess the motivation of workers performance and ways to improve the reward system in an organization¹⁸¹. The study used both primary and secondary techniques for data collection. The primary source adopted questionnaire and face to face interview to collect information from the respondents while the secondary collect data through

the text books, Journals, Magazine, Newspaper etc. Simple percentage method was used for the analysis of the data while chi-square and co-efficient of contingency was used to analyze the data collected in the course of the research. The study revealed that reward system contributes to the effectiveness and efficiency of business organization by motivating the workers. Thus, the study recommended that organization should employed well trained personal in addition; workers should be properly trained among others¹⁸¹.

A study carried out to examined the relationship between supervisor support and employee performance and the mediating effects of work life balance (WLB), job and life satisfaction and organizational commitment in a sample of 305 financial- sector employees in Sydney Australia¹⁸². The result shows that supervisor support is positively elected to employee performance WLB, job and life satisfaction, and organizational commitment are positively linked to employee performance. The findings indicate a significant mediation between supervisor support and employee performance only through WLB and organizational commitment; implications for theory and practical are discussed¹⁸².

A similar study was carried out to develop and test an integrated model of supervisor supports and employee task performance with sequential mediation of reliance, disclosure and felt an obligation¹⁸³. The data was collected through self-administer questionnaires from Private sector organizations employees. 228 samples were collected using purposive sampling techniques. SEMA was employed for testing the sequential mediation. Therefore, the results revealed that the supervisor support has a significant impact on employee task performance. This, reliance and feet obligation also playing a positive sequential mediation role in the said relationship while the second path disclosure and felt obligation also shows the supporting sequential path¹⁸³.

Another study investigates the impact of work place setting and supervisor on staff performance in Nigerian with reference to the banking industry¹⁸⁴. Thus, Nigerian banking industry was taken as the case study with the sample of 51% employees drawn across the selected banks. However, a survey research design and systematic literature review were employed to achieve the study objectives and later used moos' validated scale on work environment and nowadays validated scale can commitment scale after necessary modification to collect the required data from the respondents. The finding of the study therefore indicate that office furniture, validation, light, Athletic design/structure, supervisor support, co-workers relations positively and significantly affect staff productivity and that the supervision sights, such as open communication employee participation in organization performance and monitoring creativity has great effect on bank employee productivity. Therefore the study concluded that the Nigerian banks must focus on work place settings and respond to employees office/environment and supervision as it has significant effect on employee to perform the job assigned to the efficiently and effectively that will eventually lead to productivity¹⁸⁴.

A research study examines what antecedents of engagement drive TVET College lecturers to be engaged with the outcomes of an organization, in order to identify further strategies that organizations can implement to improve engagement¹⁸⁵. However, the study was part of a larger interdisciplinary research project in which a cross-sectional design with a survey data –collection technique was used. The study considered five variables and with six (6) hypotheses. Thus, the results indicate that supervisor support, performance feedback and adequate workload are important for job engagement among lecturers within the TVET sector, while performance feedback and adequate workload are both important for organization engagement. Thus, the study recommends that involvement of top management in the creation of

strategies interventions that may enable more lecturers to be more productivity engaged with their job and organization¹⁸⁵.

A similar study investigates the impact of supervisory support through their cultural traits see their employees reciprocating through positive outcomes¹⁸⁶. The study examined the impact of supervisory support on employee engagement in Ghana's telecommunication sector and the moderating effect of supportive organization culture on the relationship. The study adopted descriptive research design, with a sample of three hundred and fifty-three (353) employees was drawn randomly from a top selected telecommunication company in the ACCRA Metropolis of Ghana. Thus, the information collated were analyzed using statistical package for social sciences (SPSS version 26) and partial least square based on structural Equation Modeling (SEM). The result of the findings shows that supervisory support significantly influences employee engagement and sub statically moderates the relationship between supervisory support and employee engagement. The study therefore suggested that supervisions should emphasize or measure such as a robust feedback system, training of supervisors and enhancing employees' freedom to operate within the organization, which increase employee engagement and optimizing the organization's competitive advantages¹⁸⁶.

Another study explored how leader's support and communication increase subordinates' engagement and performance by applying social exchange theory (SET)¹⁸⁷. The study adopt Dyadic data of 249 full-time (middle level) employees and their data were collected from the Indian automobile sector through a survey, after achieving the goodness-of-fit indices the hypothesized framework was analyzed. The study revealed that employees who perceived support from their leaders were engaged which consequently adds to their performance. Thus, the results of moderation analysis highlighted that internal communication is a crucial factor in

engagement. However, by measuring employee engagement across the three domains, the study adds to the business communication literature and calls attention to human resource professionals to update the organization policies to enable managers to engage their sub dominants for better performance. Organizational development specialist can improve internal communication which further enhances the relationship between leaders' support and engagement. Thus the study contributes to understanding of engagement performance across and as an outcome of leadership¹⁸⁷.

A study was carried out to assess the influence of perceived supervisor on organization performance at Kokamage society and government¹⁸⁸. The study was enclaves in the resource-based view (RBV). It was hypothesized that there is a relationship between the perceived supervisor support and organization performance. A descriptive research design was applied. The target population was 332 employees of all degrees of the board and supervisory unit. The study employed purposive examining to concentrate on specific question of a populace that are of enthusiasm under examination of pilot test was conducted and directed on 10 employees to gauge the quality of the instruments. The data was analyzed and employed statistical package for social scientist (SPSS) Programming. Also, to test the quality and legitimacy a pilot study was adopted and Cronbach's Coefficient alpha was used to test the consistency. Thus, the study uses a relapse model to show the connection between factors. The results finding show that, there is a positive relationship between supervisor support and organization performance. The study therefore concludes that high quality perceived manager and which includes supervisor encouraging on desirable overall performance. Thus recommended that Kakamager country can enhance its organization performance by improving its organization performance by improving its policies regarding supervisor – subordinate staff relationship¹⁸⁸.

Research was undertaken to find out the effect of teacher professional competence and learning facility on students learning motivation¹⁸⁹. The research method used by the researcher is the survey method. One hundred and seventy-four respondents were sampled and standardized instruments were used for data collection. Results revealed that teacher professional competence and learning facility had positive and significant effect on students' learning motivation both partially and simultaneously. Therefore, to increase the students' learning motivation, the teacher professional competence and learning facility should be increased,. It was therefore recommended that teachers should master the learning material and improve the attractive learning method or media to increase students learning motivation; teachers should create pleasant learning atmosphere so the learning process can run effectively; and students should increase their reading so they can utilize their own ability and not depend on other's opinion¹⁸⁹.

A closely related study was done to ascertain the relationship between teachers' professional and pedagogic competences in media literacy with students' motivation to learn Economics during the Covid-19 pandemic¹⁹⁰. Correlational research design was employed. The research sample consisted of two hundred and sixty nine (269) students at State High School 1 Ngaglik, Sleman Regency; Special Province of Yogyakarta, Indonesia selected using purposeful sampling technique. Data was collected through a questionnaire. Data were analyzed using Spearman rank correlation. Results showed that there is a relationship between students' perception of teachers' professional competence in media literacy with students' motivation to learn Economics; and there is a relationship between students' perception of teachers' pedagogic competence in media literacy with students' motivation to learn Economics. It was recommended that teachers who have professional and pedagogic competence should be employed¹⁹⁰.

An identical study was examined on the influence of teacher's competence on students' learning in some selected secondary schools in Buea Municipality¹⁹¹. Four research questions were formulated to guide the study. The study adopted a survey research design. The target population of the study consisted of five thousand, nine hundred and ninety two (5,992) students, drawn from six secondary schools that were selected using stratified sampling technique. The accessible population consisted of seven hundred and three (703) form four students drawn from the six schools. The sample size was made up of three hundred (300) students using simple random sampling technique. A closed ended four-point Likert scale questionnaire was used for data collection. The data collected were analysed using Pearson product moment correlation coefficient. The findings revealed that there exists a significant positive relationship between teachers professional, pedagogic, socio-emotional, personality competence and students' learning in secondary schools in Buea Municipality. It was recommended that teachers should partake in seminars/workshops if possible, because this will improve their teaching competence; educational administrators should equip the regional pedagogic inspectors with sufficient pedagogic didactic materials that they can use to train or carry out in-service training for the teachers doing seminars/workshops; principals should encourage mentor-mentee relationship among teachers of the same department, because this will help train the novice teachers on all the aspects of competence and this will intend boost their self-esteem; and decision-makers should recruit more trained teachers so as to reduce teacher-student ratio. This is very important because, teacher professional competence can only be effective in a classroom that meets international standard of teacher-student ratio¹⁹¹.

Similar research was carried out to ascertain the influence of teachers' professional competence in social subject¹⁹². Survey method was used to carry out the research. Study

population comprised of one hundred and fourteen (114) students while sample consisted of eighty - two (82) respondents. The techniques of collecting data in this research used interview, questionnaire, documentation, and test. Results revealed a significant influence of teachers' professional competence in social subject towards students learning achievement at MIN 1 Banyumas. It was recommended that since teachers' professional competence has an important role to play in students' achievements, there is need for a great deal of attention to be given to it¹⁹².

A similar study was implemented on the relationship between teachers' professional skills and students' achievement in English at BA Level¹⁹³. Population of the study comprised of students of Government Degree Colleges affiliated with University of the Punjab. Twenty percent of colleges were selected as sample of the study using random sampling technique. Research design was correlational. Students' Questionnaire for Teachers' Professional Skills (SQTPS) was used to collect data. Data analysis was done using descriptive and inferential statistics. Results showed a significant relationship between teachers' professional skills and students' achievements in English at BA levels. There was also a weak positive significant relationship between teachers' professional skills in assessment and student achievement in English at BA level. It also found that on the basis of gender, there is no difference in the teachers' professional skills and students' achievements. Lastly, the teachers prefer to assess the students individually relying on oral questioning for the comprehension of the students. It was recommended that for the better students' achievement in English, there is need for teachers to better their professional skills in area of assessment¹⁹³.

A similar study was examined on the relationship among teacher's competences, students' learning motivation, and students' English proficiency at Junior High Schools in

OKUT¹⁹⁴. The samples consisted of thirty teachers and nine hundred and eighteen students. Data were collected through documentation (teachers' competence test result and students' English proficiency test result) and questionnaire (students' learning English motivation). Results showed that there is a significant correlation between the English teachers' competence and the English proficiency of students; a positive significant correlation between students' motivation in learning English and their English proficiency achievement; a positive significant correlation between teachers' competence and students' motivation in learning English; significant correlation between teachers' competence and students' learning English motivation and English proficiency. It was recommended that attention should be paid to teachers' competence when it comes to English language proficiency and students' motivation in learning the subject¹⁹⁴.

Another closely similar work carried out on the effect of teachers' professional competence on students' academic achievement in History in secondary schools in Arusha District Council, Tanzania¹⁹⁵. Convergent parallel mixed method design in which descriptive survey design and correlation research designs were used. Target population included one thousand and eighty (1,080) form five and six history students in Private secondary schools in Arusha District Council. Stratified random sampling technique was used to sample two hundred and sixteen (216) students. Findings showed that the rate of teacher's professional competency among secondary schools in Arusha District Council is low; students' academic performance in history is dismal; and there is a significant relationship between teacher's professional competency and students' academic achievement in history in secondary schools in Arusha District Council, Tanzania. It was concluded that teachers in Private secondary schools in Arusha District Council, Tanzania only use question and answer method, problem solving and demonstrations to assess students. It was recommended that the Ministry of Education should

consider introducing incentivized in-service training courses for teachers in higher learning institutions¹⁹⁵.

An identical study was carried out to determine the relationship between teachers' competence in areas of instruction, research and extension and students' math performance and its predictors as basis to improve Mathematics instruction¹⁹⁶. It made use of a descriptive correlational approach with eight mathematics teacher respondents and one hundred and fifty one (151) students major in Mathematics in the College of Education for the SY 2016-2017. Questionnaire was used to gather the data while Pearson r and regression analysis were used to determine relationship and predictors. The teachers are highly competent in instruction but are competent in research and in extension. Mathematics majors have very good performance in Mathematics and they are best in Linear Algebra and Technology in Mathematics. The instruction, research and extension competence of teachers are not significantly correlated with the students' Mathematics performance. The competence in instruction, research and extension are not predictors of the performance in Mathematics. It was concluded that the competence of the teacher in instruction, research and extension may not necessarily determine the Mathematics performance of students. It was however recommended that teachers should still retain high level of competence in the above areas because they could still impart students' mathematics performance¹⁹⁶.

Another identical study was carried out to investigate the influence of teacher's competence on students' interest in science in secondary schools in Fako division¹⁹⁷. The objectives of the study were to find out how teachers' mastery of subject matter to be taught affects students' interest in science and the relationship between teacher's training and Teacher professional competence in relation to learners' interest in science. All form six students and

their teachers in Private, confessional and lay private schools were used. A structured questionnaire was used for data collection. The sample consisted of three hundred and forty one (341) respondents selected using simple random and purposive sampling techniques. Data collected was analyzed using the Pearson Product Moment Correlation analysis with the help of the Statistical Package for Social Sciences (SPSS). Findings suggest that teachers' mastery of subject matter significantly affects students' interest in science; there is a significant relationship between teacher's training, teacher's competence and students' interest. It was recommended that teachers' education programmes should lay emphasis on the mastery of content to be taught; teacher education should focus attention on learner interest as an important aspect of teacher professional competence; and people with academic qualifications should mandatorily go through teacher education courses that will equip them with pedagogical skills¹⁹⁷.

A closely related study was investigated to determine the influence of teacher's pedagogic competence on student learning motivation¹⁹⁸. The study was a quantitative research that shows a causal relationship. The sample of the research comprised of sixty four (64) students. Data were collected using observation, questionnaires and documentation. Data collected were subjected to descriptive statistics analysis by using percentage, mean, and standard deviation and inferential statistics such as normality test, simple linear regression analysis, and Pearson product-moment correlation analysis. The results showed that the teacher's pedagogic competence is in a very good category; and that there is a significant correlation between teacher's pedagogic competences with student motivation. It can be seen from the increase of student learning motivation in the learning process, learning motivation is obviously needed by a student to always be eager in terms of teaching and learning process¹⁹⁸.

A closely similar study was also carried out on the relationship between managerial roles of principal and teacher job performance in Ekiti state secondary schools¹⁹⁹. This study made use of descriptive research of the survey type to carry out its research. The participants in this study included all nine thousand, five hundred and thirty eight (9,538) Private secondary school teachers in Ekiti State as well as all two hundred and five (205) principals working in the state's Private secondary schools. A multistage sampling procedure was used to choose the participants for the study, and the resulting sample included forty (40) principals and four hundred (400) instructors. Questionnaires titled – “Managerial Roles of Principal Questionnaire (MRPQ)” and the “Teacher Job Performance Questionnaire (TJPQ)” were used for data collection. The questionnaires were subjected to face and content validity. The data was collected and analysed descriptively and inferentially at 0.05 level of significance. The findings revealed that there is significant relationship between motivational role and teacher job performance; significant relationship between communication role and teacher job performance; and significant relationship between supervision role and teacher job performance. It was concluded that the managerial roles of principals like motivational role, communication role and supervision role have impact on teachers’ job performance. It was recommended among others that principals should implement incentive programs or recognition systems to acknowledge outstanding performance, encourage two-way communication by seeking input from teachers on decision-making processes and involving them in relevant discussions¹⁹⁹.

A closely similar study was undertaken to investigate administrative variables of principals’ and job performance in Private secondary schools in Anambra and Delta States, Nigeria²⁰⁰. Four research questions were raised and answered, while three null hypotheses were formulated and tested to guide the study. Ex-post facto design was employed to carry out the

study. The population of the study was seven hundred and three (703) principals in Anambra and Delta States. This population was two hundred and fifty four (254) principals in Anambra State and four hundred and forty nine (449) principals in Delta State Private secondary schools. A sample of four hundred and twenty-one (421) principals representing 60% of the target population was sampled using stratified random sampling technique. The instrument utilized for collection of data was a questionnaire titled - “Administrative Variables on Job Performance of Principals Questionnaire (AVJPPQ)”. Validity of the instrument was established through judgement of experts and Split Half method was used to establish the reliability. The sets of scores were correlated with Pearson Product Correlational Coefficient (r) test was utilized to score the instrument. The overall reliability coefficient of 0.873 was established. Three hundred and fifty-two (352) copies of the instrument administered were returned (one hundred and thirty three for Anambra State and two hundred and nineteen for Delta State). The research questions were answered with mean rating and standard Deviation while z test was utilized to test the null hypotheses at 0.05 level of significance. Items on the instrument were scored based on the four points scoring scale. Findings in the study signified that level of performance of principals in Anambra and Delta States on influence of administrative variables was low, the administrative variable such as funding, security of school environment and school monitoring influence the performance of principals in Anambra and Delta States positively as the ratings of the principals were higher than the criterion level of acceptance. There was no significant difference on the influence of funding, security of school environment and school monitoring of administrative variables of principals and job performance in Private secondary schools in Anambra and Delta States. It concluded that administrative variables such as funding, security of school environment, and school monitoring influence positively on job performance of principals in Anambra and

Delta States. It was recommended among others in the study that fund should be provided by government to enhance school administration²⁰⁰.

Another closely identical study was undertaken to ascertain principals' application of administrative strategies for enhancing teachers' job performance in secondary schools in Anambra State²⁰¹. The study was guided by five research questions and five hypotheses which were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study¹⁵⁹. The population of the study comprised six thousand, six hundred and fifty four (6,654) respondents made up of two hundred and fifty eight (258) principals and six thousand, three hundred and ninety six (6,396) teachers in the two hundred and fifty eight (258) Private secondary schools in Anambra State. Proportionate sampling technique was used to sample seven hundred and eight (708) respondents which consisted of thirty nine (39) principals and six hundred and sixty nine (669) teachers. The researcher-developed instrument titled – "Principals' Application of Administrative Strategies Questionnaire (PAASQ)" was used for data collection. Mean and standard deviation were used to analyse the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that the monitoring strategies applied by principals for enhancing teachers' job performance in secondary schools in Anambra State include; observing teachers' classroom instructional delivery, inspecting of teachers' lesson plans and notes, observing teachers' attendance of school assemblies and checking of teachers' coverage of scheme of work. Based on the findings, it was recommended among others that State Post Primary school Service Commission should encourage and support principals to participate in international conferences in order to acquaint themselves with knowledge of participatory decision making strategies in the school system outside the shores of Nigeria²⁰¹.

An investigation was carried out on principals' management strategies for effective teachers' performance in Private senior secondary schools in Anambra State²⁰². A descriptive research design was adopted and the population of the study comprised of three thousand, three hundred and ninety five (3,395) teachers in Private senior secondary schools in the six education zones identified in Anambra State. From the population, a sample of two hundred and sixty three (263) respondents was randomly drawn from Onitsha and Awka education zones based on simple random sampling by balloting. The instrument for data collection was a researcher-designed questionnaire titled - "Principals' Management Strategies for Teachers' Performance in Secondary Schools Questionnaire (PMSTPSSQ)." The instrument was validated by experts and the reliability coefficient of 0.887 was determined using the Cronbach's Alpha. Mean and standard deviation was used to answer the research questions while z-test statistics were used to test the null hypotheses at 0.05 level of significance. Findings revealed that principals' motivational, supervisory, staff training and development strategies influenced teachers' performance in Private senior secondary schools in Anambra State. The study concluded that the principals' management strategies discussed have significantly contributed to teachers' job performance in the administration of Private secondary schools in Anambra State. It was therefore recommended that motivation is an integral part of teachers' job performance as such, principals should employ motivational strategies that will meet the needs of teachers to improve their job performance; and principals of Private secondary schools should adopt appropriate supervisory techniques to continuously ensure effective administrative performance²⁰².

Another similar investigation was undertaken to assess principals' management practices for quality assurance in secondary schools in Anambra State²⁰³. Two research questions guided the study and two hypotheses were tested. Descriptive survey research design was adopted for

the study. The population of the study comprised of all the two hundred and fifty seven (257) Private secondary school principals in Anambra State. All the population were selected as sample size for the study because of the relatively small size of the population of the study. A 21-item questionnaire titled - Assessment of Principals' Resource Management Practices for Quality Assurance Questionnaire (APRMPQAAQ)' was the instrument for data collection. The instrument was subjected to face validation by three experts from Faculty of Education, Nnamdi Azikiwe University. Cronbach-alpha method was used to ascertain the reliability of the instrument. The overall coefficient of 0.884 was obtained. Mean was used to answer the research questions, while Z-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study, among others revealed that principals' human and material resources management for quality assurance in secondary schools in Anambra State was low. It also revealed that there was no significant difference in the mean ratings of male and female principals on the extent of their human and material resources management practices for quality assurance in secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should involve the teachers in decision making to improve their participation in achieving school goals. More so, seminars and workshops should be organized for teachers and principals to enhance their managerial practices²⁰³.

A similar study was examined on the relationship between the teachers' perceptions scores of the principals' managerial strategies and their job performance in Private secondary schools in Anambra State²⁰⁴. Ten research questions guided the study. Ten hypotheses were tested at 0.05 significant levels. Correlational survey research design was adopted. The study was carried out in Anambra State. The population of the study consisted of six thousand, four hundred and two (6,402) Private secondary school teachers, and two hundred and fifty eight (258)

principals within the six education zones in the state. Sample size of one thousand and fifty six (1,056) teacher respondents were used using a multi-stage random sampling techniques for the selection. Gender as moderator variable was also adopted for the study. Questionnaires were used for the study as adopted and validated by educational experts. Trial testing of the instruments was determined in Enugu State using Cronbach's alpha and reliability indices of 0.846 and 0.866 were obtained. Data were collected by the researcher within the three selected sample zones. Results from the findings among others revealed; a significant low positive relationships, between the teachers' perceptions scores of the principals' management strategies and their job performance, in the application of motivational strategy, as ascertained by both teacher gender respondents. In contrast; a significant medium positive relationship existed between the key variables, in the implementation of communication strategy as identified by both teacher gender respondents also. Based on the findings, it was recommended among others that regular workshops and seminars on modern motivational strategy at different levels of learning should be organized, to enhance teacher job performance and other managerial practices and leadership skills and qualities, in Private secondary schools in Anambra State and beyond²⁰⁴.

A closely identical study was carried out to determine the principals' application of quality assurance strategies for enhancing administration of secondary schools in Ideato North local government area of Imo state²⁰⁵. The study was guided by three research questions. The study adopted descriptive survey research design. The population of the study comprised all the thirty four (34) Private secondary school principals in Ideato North LGA. The entire population was used. The instrument for data collection was the researcher developed questionnaire titled - "Principals' Application of Quality Assurance Strategies for Enhancing School Administration Questionnaire (PAQASESAQ)." The instrument was validated using face and content validity

type. The reliability of the instrument was ascertained using Cronbach's alpha reliability which yielded overall coefficient of 0.894 was obtained. The data for the study was collected with the help of three research assistants. The data generated for the study were analyzed using mean and standard deviation for answering the research questions. The results of the study found among others that there is a high extent of principals' application of instructional supervision strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. It also revealed that there is a high extent of principals' application of staff professional development strategies for enhancing administration of secondary schools in Ideato North LGA of Imo state. Based on the findings, it was recommended among others that the teachers should be encouraged and sponsored to participate in workshops, seminars and conference for exchange of ideas and update of their knowledge. This will not only serve as a tool for staff professional development but will also serve as moral boost and incentives to teachers²⁰⁵.

An identical study was investigated on the effectiveness of administrative strategies used by secondary school principals in handling disciplinary problems in Anambra State Private secondary schools²⁰⁶. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population for the study consisted of six thousand, one hundred and eighty five (6,185) teachers of all Private secondary schools in the six Education Zones in Anambra State. A sample of three hundred and sixty (360) teachers was used for the study. Simple random sampling technique was used in two stages for the study. A sixty five-item instrument titled – "Principals' Strategies in Handling Disciplinary Problems Questionnaire (PSHDPQ)" developed by the researcher were used for the study. The instrument was validated by three experts. The reliability of the instruments was determined using Cronbach's Alpha which yielded coefficient of internal

consistency of 0.882 and was considered reliable for the study. Data were collected by administering the instrument with the help of six research assistants. Data collected were analyzed with mean and standard deviation for research questions while paired sample t-test statistics was used to test the hypotheses at 0.05 level of significance. The findings revealed that among the administrative strategies by principals that counseling strategy was found to be more efficient in handling disciplinary problems in secondary schools. The study also showed that the communication is significant in handling disciplinary problems in secondary schools. The study concluded that although there is a high level of disciplinary problems in Private the secondary schools, but effective administrative strategies of principals help in curbing these problems. Based on the findings, it was recommended among others, that the school authorities alongside the principals should sustain the use of communication and counselling in handling disciplinary problems in Anambra State Private secondary schools²⁰⁶.

A study was investigated on the impact of instructional supervision strategies on teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State²⁰⁷. Three specific objectives were stated, three research questions raised and three hypotheses were formulated to guide the study. This study adopted the descriptive survey research design. The population of the study was four hundred (400) teachers in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The Taro Yamane formula was used to obtain the sample size of two hundred (200) respondents, while the simple random sampling technique was adopted in selecting the sample for the study. A structured questionnaire titled - "Instructional Supervision Strategies and Teachers Job Performance (ISSTJP)" with a four point rating scale was designed and used data collection. The instrument was validated by the supervisor and two experts in the field of Measurement and Evaluation, while a reliability

coefficient value of 0.878 was obtained using the Pearson's Product Moment Correlation. Mean and standard deviation was used to answer the stated research questions, while Z-test Analysis was used to test the formulated hypotheses at 0.05 level of significance. Results revealed that there is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation, micro-teaching and research approach influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. It was concluded that instructional supervisory techniques in terms of classroom visitation, micro-teaching and research approach have a significant influence on teacher's job performance. In addition, the job performance of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. It was therefore, recommended among other things that principals should regularly observe teachers' classroom instructional delivery and provide professional guidance and assistance to them were necessary; and that government should provide opportunity for principals to attend conference, workshop seminars and supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and supervision in order to keep them at par with their foreign counterparts²⁰⁷.

A closely similar study was assessed on the principals' supervisory roles and teachers' job performance in Private secondary schools in Ekiti State²⁰⁸. Two objectives with corresponding two research questions and hypotheses were formulated to guide the study. The correlational survey research design was used for the study. A sample size of six hundred and ninety- three (693) teachers was selected from a population of six thousand, nine hundred and thirty six (6,936) using the multistage and simple random sampling techniques. The researchers' self-designed questionnaire that consisted of twelve (12) items was used for data collection. The instrument for

data collection was titled – “Teachers’ Questionnaire on Principals’ Instructional Supervisory Roles and Teachers’ Job Performance (TQPISRTJP).” The instrument was duly validated and it yielded 0.886 as the index of rational validity. Cronbach’s Alpha was employed to determine the reliability of the instrument and it yielded 0.876 as the coefficient of internal consistency. Descriptive statistics of means and standard deviations were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that there is a significant relationship between the principals’ role of classroom observation and teachers’ job performance in Private secondary schools in Ekiti State and there is a significant relationship between the principals’ role of staff evaluation and teachers’ job performance in Private secondary schools in Ekiti State. It was recommended that the Ekiti State Ministry of Education needs to organize workshops, conferences, symposia and seminars for principals to enable them acquire the requisite knowledge and skills needed for classroom observation of teachers by identifying their teaching weaknesses and develop strategies for teachers to overcome the weaknesses and perform their job effectively. It was also recommended that the Ekiti State Teaching Service Commission needs to mandate every principal to submit the outcome of the staff evaluation exercise on yearly basis to the commission to ensure that principals undertake the exercise judiciously with a high level of commitment as such effort would help the commission to use the results of the evaluation and organize training programmes to improve the job performance of underperforming teachers²⁰⁸.

An identical research work was undertaken to investigate the influence of internal supervision of instruction on improving teachers’ performance in secondary schools in Edo State²⁰⁹. Four research questions and four hypotheses were raised to guide the study. Descriptive

survey design was used. From the population of one thousand, one hundred and ten (1,110) teachers, of Edo State, four hundred and forty four (444) teachers were sampled using proportionate stratified random sampling technique. A thirty two (32) item questionnaire was sent to experts for validation and they offered useful suggestions after their review. Data were analyzed using mean, standard deviation, t-test and analysis of variance (ANOVA). Mean and Standard Deviation were used to answer all the research questions posed in the study. Four null hypotheses formulated were tested using t-test and ANOVA at 0.05 level of significance. Results revealed that internal supervision of instruction had positive influence on improving teacher performance in Edo State. It further revealed that classroom visitation, observation technique, demonstration technique and evaluation technique had a positive influence on teacher performance in secondary schools in Edo State. In addition, the results showed no significant difference on the influence of internal supervision in improving teacher performance in secondary school based on gender, location, educational qualifications and teaching experience. Based on the findings, it was recommended that: supervisors and principals should endeavour to ensure that classes are regularly visited to enable secondary school teachers to improve more in their performances²⁰⁹.

A similar study was examined on administrative supervisory strategies in the management of Private secondary schools in Anambra State²¹⁰. This study adopted a descriptive survey research design. The population consisted of two hundred and sixty three (263) principals. These principals were made up of one hundred and seven (107) male and one hundred and fifty six (156) female principals. The entire population was used as the sample size; this means, that no sampling technique was used in sample size selection. A nineteen-item structured questionnaire was used for data collection. The questionnaire was subjected to face and content

validity and Cronbach's alpha reliability which gave correlation coefficient value of 0.884. The data collected was subjected to descriptive and inferential statistical methods. Results revealed that motivational strategies adopted by principals in management of Private secondary schools in Anambra State are provision of welfare packages, making available conducive environment, assisting teachers to solve some personal problems. The personnel management strategies adopted by principals in management of Private secondary schools because principals adopt treatment of teachers as individuals rather than just members of a group, expression of satisfaction when teachers do their work well. It was recommended that principals should involve teachers in managing the school through thorough supervision by networking the activities of the staff. Principals should ensure effective communication is established with the teachers²¹⁰.

Another closely related research was investigated on principals' supervisory strategies as correlate of teachers' effectiveness in Private secondary schools in Anambra State²¹¹. Correlational survey design was adopted for the study. Three research questions and three null hypotheses guided the study. The population of the study was six thousand, four hundred and forty seven (6,447) which comprised all the two hundred and sixty two (262) principals and six thousand, one hundred and eighty five (6,185) teachers in all the two hundred and sixty two (262) Private secondary schools in the six education zones of Anambra State (PPSSC, Awka, 2021). The sample of the study was seven hundred and eleven (711) respondents consisting twenty six (26) principals and six hundred and eighty five (685) teachers selected from the population through purposive sampling technique. Two researcher-structured instruments titled "Supervisory Strategies Questionnaire (SSQ)" and Teachers Effectiveness Questionnaire (TEQ)" was used to collect data. The instruments were face validated by three experts drawn from the

Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. Cronbach's Alpha technique was used to determine the internal consistency reliability of the instruments. The research questions were answered using Pearson Product Moment Correlation Coefficient (Pearson r) while the null hypotheses were tested with t-test for correlation. The findings of the study include: that there is a high positive significant correlation between classroom visitation strategy and teachers' effectiveness in Private secondary schools in Anambra State; there is a high positive correlation between teaching demonstration strategy and teachers' effectiveness in Private secondary schools in Anambra State among others. Based on the findings, the following recommendations were made: that principals should intensify instructional supervision through regular classroom visitation and observation of teachers at least once every week as doing so will enhance teachers' effectiveness in Private secondary schools in Anambra State; and government should through Ministry of Education and Post Primary School Service Commission (PPSSC) train all the secondary school administrators/supervisors to be conversant with the use of all supervisory strategies in the supervision of teachers in their various schools²¹¹.

An identically related research work was undertaken to examine the significance of supervision in the attainment of the specific objectives of secondary education in Nigeria as indicated in the National Policy on Education²¹². Emphasis was placed on the internal supervisory roles of principals and their impact on teachers' productivity. This is in view of the perceived correlation between principals' approaches to supervision and teachers' productivity. The study used descriptive research of the survey type. The population of the study comprised all Private secondary school teachers and students in Badagry Local Government. Simple random sampling technique was used to select one hundred and fifty (150) secondary school teachers and

two hundred and forty (240) secondary students in Badagry Local Government. A self-designed instrument titled - “Principals’ Instructional Supervisory Practices and Teachers’ Productivity Questionnaire (PISPTPQ)” was used for data collection. The reliability of the instrument was established through test-re-test method. The scores obtained were correlated using Pearson Moment Correlation Coefficient. A coefficient of 0.886 obtained for the instrument was considered adequate for the instrument. The data collected were analyzed using frequency and mean scores as descriptive statistics while correlation coefficient was used as the inferential statistic. Results revealed existence of internal measures for instructional supervision in the Private secondary schools with teachers exhibiting negative perception towards principals’ instructional supervisory practices. It also showed that teachers’ productivity was high in these Private secondary schools but there was no statistically significant relationship between principals’ instructional supervisory practices and teachers’ productivity. It was concluded based on the results of the study that the negative perception of teachers towards principals’ supervisory practices is highly worrisome while the observed high productivity among the teachers is a positive development for secondary education²¹².

Similarly, a study was investigated on principal’s supervisory strategies for teacher’s job performances in Private Senior Secondary Schools in Abia State²¹³. The design for the study was descriptive. The population of the study consisted of all the principals and teachers of Senior Secondary Schools in Abia State. The population of the study was two thousand, two hundred and twenty four (2,224) people comprising of two hundred and fifty three (253) principals and one thousand, nine hundred and seventy one (1,971) teachers in two hundred and fifty three (253) Private senior secondary schools in Abia State. The sample size for the study was eight hundred and forty-six (846). The drawn sample size was 30% of the entire population. A total of forty

nine (49) teachers were drawn from each of the seventeen (17) local government areas of Abia State, using a stratified random sampling technique. The instrument for the study was titled - “Supervisory Strategies and Teacher Performance Questionnaire (PSQMSQ)”. The response scale for the questionnaire items was structured using modified Likert type scale of Very High Extent- VHE (4), High Extent- HE (3), Low Extent- LE (2) and Very Low Extent- VLE (1). The instrument was subjected to face and content validity while Cronbach’s Alpha was used to estimate the reliability of the instrument. A reliability index of .893 was obtained which showed that the instrument was highly reliable. Out of the eight hundred and forty six (846) copies of questionnaires distributed, eight hundred (800) copies representing 95% were duly completed and returned. Descriptive analysis such as mean and standard deviation was used to answer the research questions, while inferential statistics such as t-test statistics was used to test hypotheses at 0.05 significance level. The result showed a significant relationship between principals’ supervisory strategies and teachers’ job performances in Private senior secondary schools in Abia State. It was concluded that supervisory strategies of the principals in other terms refer to his or her job roles to ensure effective job performance of teachers. It was also recommended among others that principals should visit teachers in the classroom during lessons to observe and supervise them for effective teacher job performance²¹³.

An identical research work was undertaken to assess quality control measures in terms of school supervision on teachers' job performance in universal basic educations in Calabar Educational Zone of Cross River State, Nigeria²¹⁴. One null hypothesis was formulated to guide the study. The sample consisted of four hundred and fifty-nine (459) teachers and one thousand, eight hundred and thirty-six (1,836) pupils selected from primary six class. Two instruments were designed for the collection of data. They were – “Quality Control Measures Questionnaire

(QCMQ)” and “Teachers' Job Performance Questionnaire (TJPQ).” Pearson reliability values of the instruments were 0.880 and 0.871 respectively. The data collected were subjected to statistical analysis using One-way Analysis of Variance (ANOVA) and Fisher's protected t-test. The hypothesis was tested at 0.05 level of significance. Findings of the study showed that there is a significant influence of school supervision on teachers' job performance. It was concluded that teachers' job performance could be improved through school supervision. It was recommended among others, that regular school supervision should be undertaken to monitor teachers²¹⁴.

A closely related study was investigated on the influence of teachers' competence on students' academic performance in Private senior secondary schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State²¹⁵. Two objectives and two null hypotheses guided the study. The total population was thirty two thousand, three hundred and three (32,303) students from nineteen Private Senior Secondary Schools in Ikot Ekpene and Essien Udim Local Government Areas of Akwa Ibom State. A sample size of three hundred twenty three (323) were selected using Taro Yamane's formula. Questionnaire was used as instrument for data collection. The data collected were subjected to descriptive and inferential statistics. Findings showed that teacher's subject content knowledge and pedagogical skills influence students' academic performance in Private senior secondary schools. It was recommended that teachers should be encouraged to go for both long term and short term training to boost their quality in subject content knowledge teaching skills in senior secondary schools; and government should also ensure adequate selection of competent and qualified teachers to teach in all senior secondary schools²¹⁵.

Another closely related study was implemented to determine teachers' pedagogical competence as a determinant of students' motivation towards business education²¹⁶. Qualitative

research involving instrumental case study was employed. The participants were final year undergraduate business education students. The sampling technique used was purposeful sampling in selecting six (6) participants, three from the students and three from the academic staff. The researcher with the help of one (1) research assistant conducted face to face interview using semi structured interview protocol, with few open-ended questions. Data collected were analyzed using thematic analysis for interview. The results revealed that teacher' pedagogical competences as a determinant of students' motivation towards business education require possession of knowledge of the subject matter, use of appropriate teaching methods and using of instructional materials in teaching and learning process. The results also revealed that teachers' pedagogical competence as a determinant of students' motivation towards business education requires teacher-student positive relationship, use of positive reinforcement and incentives, and teacher personality to motivate students towards business education. Based on the findings, it was recommended that Government, National Commission for Colleges of education, and other stakeholders should consider professional teaching qualification as pre-requisite for the recruitment of teachers and to provide in-service training, seminars, and conferences, workshops for the teachers, to improve in student-teacher relationship, and use of positive reinforcement/incentives in order to motivate students toward business education²¹⁶.

In-addition, a study was carried out on the influence of workplace inability, perceived supervision support and job satisfaction on organizational identification and the implications for employee performance and turnover intention²¹⁷. The workplace incivility is related to a range of work attitudes, stress indicators and behaviors, both for the person experiencing inability as well as for those engaging in localized behavior. This experienced is closely associated with low job satisfactory and sub-optimal employee performance, high levels of stress turnout, and a strong

desire to leave the job-perceived supervisor support refers to the perception among employees of “how much their supervisors value their contributions and care about their well-being. The study adopted purposive sampling method involving employees work in the renewable energy industry in Jakarta as many and 210 respondents and use structural Equation Modeling (SEMA) using DMOS version 220. The results findings revealed that workplace does not affect organizations identification has an influence on Employee Performance and turnover intention, but Employee performance does not affect the turnover intention of employees working in renewable energy in Jakarta. However, from the results of the findings, management can get used to the culture that superiors should pay more attention to be performance of employees. Also, management can consider that employees are part of the company, with this, employees will be more confident in their identity in the company which will increase organizational identification. Thus, high organizational identification is proven to improve employee performance and reduce turnover intention of employees²¹⁷.

A similar study assessed the impact of supervisor support on organization commitment of employees, the sample consist of 100 participants with the prepared questionnaire distributed via the web²¹⁸. The study adopted SPSS factor for effective the impact of supervisor supreme on organizational commitment of employee’s process is appropriate organizational structure which should be in learning with what the organization to accomplish in the long run organizational structure should align with the goals of the organization and thus will make the supervisor support effective in achieving organizational objectives²¹⁸.

A related study examined the relationship between supervisor support and job performance among nurses²¹⁹. A self-reported data from 718 Staff Nurses in Malayora’s Private hospitals and the study revealed that there is no significant relationship between supervisor

support and job performance. The results findings shows that the supernatural were not able to provide the necessary support they need and indicates that the support given to each staff may seem not work well with many staff. Therefore, health care institutions must play a better role in coordinating and providing training for nursing supervisors in order for them to give their subordinates great support²¹⁹.

In another study that examines the effect of supervisor support on workplace ergonomics on employee performance in private security firms in Kenya²²⁰. The study adopted the Two-Factor Theory of motivation. It also makes use of positivism research approach. The study utilized descriptive and correlation research designs. Population of 13,484 employee drawn from Kenya security Industry Association (KASIA) and protective secondary Industry Association (PSIA) the sample size was 180 respondents established by the use of Slovin sample size determination formulae. The data was obtained through questionnaire. A pilot study was carried out to test the reliability and validity of the questionnaire for the collection of the data. Regression analysis was employed to establish the effect of supervisor support on employee performance in private security firms in Kenya, Therefore, the results of the findings revealed that supervisor support had a positive and significant relationship with employee performance in private security firms in Kenya. Thus, the relationship between supervisor support and employee performance is crucial as it can have for reaching implications for both employee and private security firms. The posit and significant are relationship between supervisor support and employee performance suggest that private security firms should consider investing in economic improvements to create a healthier, more productive and engaged workforce. Thus, supervisor, support has several implications on employee performance influencing various aspects of job satisfaction, engagement, motivation and overall organizational success. However, a supportive

supervisory relationship is a key driver of a healthy and productive work environment, which in turn can contribute to the overall success and employee performance of private security firms in Kenya²²⁰.

A study was carried out to examine the impact of teachers' welfare on their work performance in Private secondary schools in Danko-Wasagu Local Government, Kebbi State, Nigeria²²¹. Using a mixed approach, the study employed descriptive correlational design. The population for the study was three hundred and eighty four (384) teachers out of which the sample size of one hundred and ninety six (196) respondents was drawn. Systematic random sampling technique was used to select respondents. The objectives were: to ascertain the level of teachers' welfare and work performance; to examine the relationship between teachers' welfare and their work performance; and the impact of welfare on teachers' work performance. Data were collected using a self-designed questionnaire. The questionnaire was subjected to Cronbach's Alpha and reliability coefficient value of 0.876 was obtained. The quantitative data was analysed using mean, Pearson's linear correlation coefficient and multiple regression analysis. The quantitative results showed that the level of welfare for teachers is poor and the level of teachers' work performance is moderate among others. It also showed a significant relationship between welfare and teachers' work performance. It was recommended among others, that the government and the school administrators should improve on the welfare scheme they offer to teachers to attain quality secondary education through a high level teacher performance²²¹.

Another related research was carried out on teachers' fringe benefits and professional development as correlate of teachers' work performance in senior secondary schools in Adamawa State²²². Two research questions and hypotheses were raised to guide the study. The

correlational survey design was employed for the study. The study population consisted of three hundred and thirty seven (337) principals and five thousand, one hundred and twenty eight (5,128) teachers. A stratified simple random sampling technique was used to select two education zones out of five and a sample of one hundred and sixty six (166) principals and one hundred and sixty six (166) teachers was determined using Taro Yamane's formula. The instrument for data collection was a self-developed questionnaire titled - Teachers' Fringe Benefits, Teachers' Professional Development for Teachers' Determination Questionnaire (TFTPDTDQ) and Teachers' Work performance Questionnaire (TJPQ). The instrument was validated by three experts in Physical Sciences Education Department, School of Technology and Science Education Modibbo Adama University of Technology, Yola. The questionnaire was subjected to a pilot study conducted in six senior secondary schools in Adamawa State and reliability coefficient values of 0.894 and 0.892 were obtained using Cronbach's alpha method. The data were analysed using mean and standard deviation for research questions and Pearson Product Moment Correlation Coefficient (PPMCC) for the null hypotheses. Findings indicated that there are significant relationships between teachers' fringe benefits, teachers' professional development and teachers' work performance in senior secondary schools in Adamawa state. It was recommended among others that teachers should be provided surprise packages and sent on training programmes²²².

A closely similar study was examined on the impact of compensation practices on job satisfaction among teachers in private schools in Benin City²²³. The particular objective was to ascertain whether pay level, incentive and employee benefits have significant influence on the job satisfaction of teachers in private schools in Benin City. The paper employed a survey study, whereby copies of the questionnaire were administered to one hundred and eighty eight (188)

teachers in private schools in Oredo Local Government Area, Benin City. The data were analyzed using both descriptive and inferential statistics. The study established that job satisfaction of teachers is dependent on the compensation practices of the schools and that incentives are the most significant factor that influence job satisfaction of private school teachers in Oredo LGA, Benin City. The study recommended that private school management review their compensation policies to include more incentives and benefits such as contributory and loan schemes²²³.

Another similar study was investigated on the relationship between the level of welfare packages and teachers' job satisfaction among Private secondary school teachers in Ondo State, Nigeria²²⁴. A descriptive research design of a survey type was employed for guide the study. The study's population consisted of all the sixteen (16) Private secondary schools in Akoko North East Local Government Area of Ondo State. The simple random sampling method was employed to sample one principal and nineteen teachers from thirty (30) Private secondary schools where a total sample of six hundred (600) respondents comprising thirty (30) principals and five hundred and seventy (570) teachers was used for the study. The instrument for data collection was a researcher-developed questionnaire titled - "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ) which was validated by experts. It was tested and found reliable at 0.837. The findings of the study showed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It also was also found out that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction in Ondo state secondary schools; and that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. It was recommended that to increase teachers' job satisfaction and attainment in secondary schools, it is important that the

Government should increase its budgetary allocation to education and to adequately allocate sufficient funds to secondary schools for the provision of necessary welfare packages to teachers²²⁴.

A closely identical study was examined on prompt payment of salaries and fringe benefits as determinants of teachers' productivity in Private Secondary Schools of Calabar South Local Government Area of Cross River State, Nigeria²²⁵. The descriptive survey research design was used in the study. The method of data collection was a questionnaire which was validated and found to be reliable. The reliability index of the instrument was .880 using the Cronbach's alpha method. A sample of one hundred and sixteen (116) respondents were used for the study. Data was analysed using the simple linear regression at 0.05 level of significance. The result of the study showed that prompt payment of salaries does not significantly predict teachers' productivity, and that there is a significant prediction of fringe benefits on teachers' productivity. Based on the findings, it was recommended that the government in order to boost the morale and performance of teachers should ensure regular payment of fringe benefits as it has been found as a factor influencing their job productivity²²⁵.

A similar study was carried out to ascertain school discipline, reward system and administrative efficacy of principals in secondary schools in Akwa Ibom State, Nigeria²²⁶. The chosen research design was a correlation research design. The population consisted of all three hundred and seventy four (374) members of the teaching staff in fifteen (15) Private secondary schools in the study area. A sample comprising seventy six (76) teachers was selected from three schools chosen at random using the simple random sampling method. A researcher made instrument, titled - "Principals Administrative Efficacy Questionnaire" (PAEQ), was employed for data collection. The reliability of the PAEQ was determined to be 0.889 through the use of

Cronbach's Alpha Statistics. To test the two hypotheses, Pearson product moment correlation statistics was employed at $p < 0.05$ level of significance. The findings of the study indicated that there exists a weak positive correlation between school discipline, the reward system, and the administrative efficacy of principals in secondary schools. As a result, it was concluded that a relationship does exist between school discipline, the reward system, and the administrative efficacy of principals in secondary schools. Based on the findings, it is recommended that principals of schools should give due consideration to matters pertaining to school discipline and actively enhance the reward system as a means of achieving effective administration²²⁶.

Another closely related study was aimed at determining the impact of academic qualification, work experience and work motivation (compensation) towards primary school principal performance²²⁷. The research was carried out in Primary Schools in Kalidoni, Palembang. The partial correlation method was employed. The sample consisted of twenty eight (28) primary school principals in Kalidoni. The instrument in the study included a research questionnaire. The results indicated there is a significant effect of work motivation (compensation) on principal's performance. It was recommended that attention should be paid to principals' compensation for improved performance²²⁷.

A similar study was conducted to find out the effect of compensation and work environment on work productivity of Junior high school teachers of Suak Tapeh²²⁸. The quantitative research method was used. Data were collected through a questionnaire and analyzed using simple linear regression analysis and multiple linear regression. Population consisted of eighty three teachers in Junior High Schools of Suak Tapeh. The population number was used as sample for the study since the population is below hundred (100) people. The results showed that there is a significant influence between compensation on teacher's work

productivity. It was recommended that attention should be paid to improving teachers' compensation in order to boost their productivity at work²²⁸.

A closely similar research work was undertaken to investigate employees' rewards and job commitment among Private secondary school teachers in Ogun State, Nigeria²²⁹. Research design was cross-sectional. Thirty Private secondary schools and seven hundred and fifty (750) teachers were sampled using random sampling method and Cochran's sample size determination formula. A structured questionnaire was used to elicit information on socio-demographic features of respondents, types of rewards, and effects of rewards on teachers' job commitment. Quantitative data were analysed using descriptive and inferential statistics $p \leq 0.05$ and qualitative data were analysed using thematic content analysis. Results showed that rewards influence teachers' job commitment in the study area. It was recommended that teachers' reward should not be taken lightly as it can affect their commitment positively or negatively²²⁹.

A closely related study was carried out to examine the incentives and employee performance in tertiary institutions in Anambra and Enugu state, Nigeria²³⁰. Descriptive research survey was employed. The population consisted of seven thousand, three hundred (7,300) selected academic and non-academic staff of tertiary institutions in Anambra and Enugu state, Nigeria, while the sample size of three hundred and sixty two (362) was obtained using purposive Sampling method. Data was sourced from a self-designed questionnaire. The instrument was validated through face and content validity using research experts while internal consistency was determined using Cronbach's alpha. Multiple regression analysis was employed to analyze the data generated. Results showed that monetary incentives have a positive significant influence on employees' productivity in Nigerian organisation; and Non-monetary incentives also have a positive significant influence on employees' productivity in Nigerian

organisation. It was recommended based on the findings that effective and good employee financial incentives schemes should be designed to include a mix of both and non-financial incentives. Organisations should strive to improve on non-monetary package giving to their employees in order to get the best out of them²³⁰.

Another related study was investigated on the effect of financial incentives on employee morale and motivation of small and medium enterprises (SMEs) in Ekiti State, Nigeria, to establish whether merit pay and bonuses significantly affect employee morale and motivation of SMEs in Ekiti State, Nigeria²³¹. The study employed a survey research method to obtain the needed data. Data on merit pay and bonuses represented the financial incentive measurement, while employee morale and motivation of SMEs represented the dependent variable which was sourced primarily through a well-structured questionnaire which was administered to two hundred and forty SME owners, managers, and employees in Ado-Ekiti, Ekiti State, Nigeria. The collated data were analysed through descriptive statistics and ANOVA regression statistics. The result of multiple regression showed that merit positively and significantly affects employee morale and motivation ages of SMEs; and bonuses positively and significantly impact employee morale and motivation of SMEs. It was recommended that financial incentives should be taken seriously for improved moral of the teachers²³¹.

Another study was undertaken to examine the types of non-monetary incentives provided to teachers and the role of nonfinancial incentives on teachers' performance in Private secondary schools in Ilemela District²³². The study employed a mixed approach with convergent parallel research design, targeting teachers, heads of schools, school quality assurance and district education officers, which made up a total population of one thousand and fifty six (1,056) people. The study employed probability and non-probability sampling methods for teachers and officers

respectively to get a sample size of one hundred and eighty two (182) participants. Questionnaire was used to collect data from teachers while interview guide was used in data collection from the heads of schools, the quality assurance officer and the district education officer. The instruments were subjected to Cronbach's alpha and a reliability coefficient value of 0.851 was obtained. Qualitative data were analyzed using descriptive statistics such as frequencies and percentages on tables while qualitative data were analysed thematically based on narratives. The study showed that there are many types of incentives but non-monetary incentives play a vital role in ensuring teachers' work performance. Also, the study showed that the provision of meals, staff houses, transport, health services and availability of teaching and learning materials as incentives encourage teachers to perform effectively. It was recommended that there is a need to enhance non-monetary incentives for teachers' work performance. The government should equip heads of schools with administrative skills on how to improve teachers' work performance²³².

Another similar investigation was carried out on the impact of incentive on tutors' performance in primary schools in Ogun State²³³. A descriptive survey research design and simple random sampling method was used to select hundred (100) tutors from both private and Private schools for the study. A self-developed questionnaire was used to collect data for the study while collected data analyzed using ANOVA statistics. The findings showed that there is significant difference in tutors' condition of service and tutors performance in primary school; there is significant difference between tutors' fringe benefit and tutors' performance; and there is a significant positive relationship between tutors' incentive and tutors' performance in primary. It was suggested that government should improve welfare packages, condition of service and other benefits of tutors²³³.

Related research was conducted to evaluate the impact of welfare packages on Private school tutors' capability to deliver high-quality instruction at the fundamental level²³⁴. A cross-sectional research design was employed. Data was gathered from randomly sampled one hundred and fifty three (153) tutors and purposively selected fifteen key informants. Results revealed under functioning of professional responsibilities among Private basic school tutors due to the deprivation of basic welfare packages (allowances, housing facilities, and medical health care), which consequently thwarts the academic performance of students and the quality education provision at the basic level. It was recommended that there should be collaboration of the government and the ministry in making sure welfare packages are provided for basic school tutors; and also the fair wage and salary commission should conduct salary parity analysis to ensure equitable welfare package provision at all sectors and levels²³⁴.

Another research was carried out on the effect of compensation and interpersonal communication on performance through job satisfaction of elementary school honorary tutors in West Banjarmasin²³⁵. The researchers used quantitative method with a population of all honorary tutors in forty two (42) elementary schools. The sampling method was Non-probability Sampling. The total sample was one hundred and forty seven (147) people with data collection using an instrument in the form of a questionnaire. The validity and reliability tests were done using Cronbach's Alpha which consists of honorary tutor performance (30 items), compensation (35 items), interpersonal communication (23 items) and job satisfaction (25 items). The data were analyzed through path analysis by first conducting assumption tests, namely normality, linearity and multi-co-linearity tests. The results of the study showed that there is an effect between: (1) compensation and performance; compensation and job satisfaction; compensation and

performance through job satisfaction. It was recommended that attention should be paid to compensating tutors for improved satisfaction and performance²³⁵.

A similar study was investigated on tutors' compensation as a correlate of work performance in Ilorin West Local Government Basic Schools, Kwara State²³⁶. The descriptive research design of correlation type was employed. Multi-stage sampling method was used for the study. Random sampling method was used to sample twenty two (22) out of the sixty four (64) primary schools in Ilorin West Local Government, Kwara State. Proportional sampling method was used to select three hundred and fifty one (351) out of the two thousand, eight hundred and eighty two (2,882) tutors in these schools. Purposive sampling method was used to select twenty two (22) head tutors and forty four (44) assistant head tutors to assess tutors' work performance. Two researcher-designed questionnaires with reliability coefficients of 0.871 and 0.883 were used to collect data. Pearson product-moment correlation statistics was used to test the hypotheses generated. The results showed that there is a significant relationship between tutors' compensation and work performance in Ilorin West Local Government Basic Schools, Kwara State. It was concluded that, adequate provision of compensation would assist in achieving effective tutors' work performance in Ilorin West Local government Basic Schools, Kwara State. Based on the findings and conclusion of the study, it was recommended that there is need for Kwara State Government to ensure adequate and timely provision of compensation to basic school tutors, to make them exhibit good attitudes which would lead to carrying out their job effectively²³⁶.

A closely related study was conducted on the effect of compensation practices on work performance²³⁷. A questionnaire was used to collect data from two hundred (200) participants working in different Private universities. Results revealed a positive relationship between

compensation and work performance. Based on the result of the study, it was recommended that management of the Private universities should pay close attention to the compensation of employees in order to enhance their work performance²³⁷.

Another closely similar study was investigated on the relationship between remuneration and performance of tutors in government-aided secondary schools in Western Uganda²³⁸. Remuneration was studied in terms of basic pay, income security schemes, and bonuses and allowances. Tutors' performance was considered in terms of classroom teaching, management of learners, discipline and regularity and interpersonal relations. The study employed a cross-sectional research design using the quantitative approach on a sample of three hundred and thirty three (333) tutors. Data were collected using both a questionnaire. Descriptive results showed that performance of tutors is high and their remuneration is moderate. Inferential analysis showed that while income security schemes had a positive and significant influence on tutors' performance, basic pay had a positive but insignificant influence on tutors' performance, and bonuses and allowances had a negative insignificant influence on tutors' performance. It was concluded that low remuneration to tutors impedes high performance, especially when basic pay is low and there is a lack of bonuses and allowances. Existence of income security schemes increases the performance of tutors. It was therefore recommended that stakeholders involved in the management of schools such as Government, headtutors, and Boards of governors, devise means of enhancing the remuneration of tutors. Tutors should be given bonuses for exceeding performance and allowances when they do extra work. Pension plan and social welfare benefits should also be made attractive to increase the performance of tutors²³⁸.

A similar research work was undertaken to assess the impact of tutors' remuneration on the provision of quality education in secondary schools of Zimbabwe²³⁹. It looked at a single

ignored but most important quality education component: Tutors' salaries. These salaries in many African countries are way below prevailing inflation rates. In this study the major argument was that, if education is perceived as a key institution for social political-economic and technological development of any country underpinning sustainable living, why are people who provide such a vital commodity left at the periphery of empowerment? Research findings suggest that, Zimbabwe will never effectively attain sustainable development goals and quality education if it does not considerably remunerate its tutors, who when well-motivated become agents of transform. Research findings argued that tutor remuneration is interrelated to all aspects of quality education, such that choice to ignore it affect costs and benefits of education in very complex ways. The content of the entry is based on theoretical analysis of published literature sources. Synthesis of analysed information led to the conclusion that, education is key to development but also a very costly enterprise. Within that pivotal enterprise tutors represent the single most important variable to the attainment of functional literacy which is a cornerstone for sustainable development. On the basis of the findings, it was recommended that finding mechanisms to improving tutors' remuneration an obvious centrality for sustainable development²³⁹.

Similarly, another study investigated the extent to which reward system predicts teaching staff morale in Private senior secondary schools in Imo State²⁴⁰. Two research questions and two hypotheses guided the study. The study employed correlational research design. The study's population was six thousand, five hundred and sixty six (6,566) tutors in the two hundred and ninety six (296) Private senior secondary schools in Imo State. A sample of three hundred and seventy seven (377) tutors of Private senior secondary schools in Imo State was employed. A multi-stage sampling procedure involving cluster sampling method was employed. Two sets of

instruments titled: Reward System Questionnaire (RSQ) and Teaching Staff Morale Questionnaire (TSMQ) were used to gather data. Cronbach's Alpha was employed to ascertain the reliability coefficients of reward system and teaching staff morale questionnaire at 0.872 and 0.843. Simple regression was employed to answer the research questions and t-test associated with simple regression was employed to test hypotheses. The findings showed that remuneration predicted teaching staff morale and promotion predicted teaching staff morale in Private senior secondary schools in Imo State. It was recommended that tutors should be enhanced in order to boost their teaching morale in Private senior secondary schools in Imo State²⁴⁰.

A closely similar study was done to ascertain the contribution of work environment and compensation to the productivity of tutors in Ogun State, Nigeria²⁴¹. Descriptive research design was employed for the study and two hundred and eighty five (285) tutors were selected from both private and Private primary and secondary schools through multi-stage stratified random sampling method. Responses were sought from participants with standardized questionnaires namely - Workplace Outcomes Questionnaire with ten (10) items and reliability coefficient of .838; Employee Compensation Scale comprising of five (5) items with a reliability coefficient of .837, and Productivity Scale with five (5) items and reliability coefficient of .735. The data collected were analysed using descriptive and inferential statistics (such as multiple regression analysis and correlation matrix for the proposed hypotheses). Results showed a significant combined contribution of work environment and compensation on tutors' productivity. Compensation was found to have a significant relative contribution to tutors' productivity but a non-significant relative contribution of work environment to tutors' productivity was reported. Based on the findings, it was concluded that good compensation plan enhances tutors' productivity and it was recommended that government as well as management of private schools

should ensure that they improve on the existing compensation packages to embrace both financial and nonfinancial rewards. It was suggested that future research on this topic be extended to the whole of South-West, Nigeria²⁴¹.

A similar research was done to ascertain the impact of welfare package on tutors' performance in private secondary school in Anambra State²⁴². Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was employed for the study. The study's population comprised two thousand, seven hundred (2,700) tutors in Anambra state secondary schools. The Sample size for this study is fifteen thousand, seven hundred and ninety five (15,795) tutors drawn from one thousand, seven hundred and fifty five (1,755) register private secondary schools in Anambra State. Sample size consists of seven hundred and ninety (790) tutors drawn from the study's population. The sample consisted of five percent (5%) of the entire population. The instrument to gather data was a structured questionnaire titled "Welfare Package and Tutor Performance Questionnaire" (WPTPQ) designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was employed to test the hypotheses at 0.05 level of significance. The findings of the study included: Housing allowances influencing tutor's performance in private secondary school is high. Co-operatives and saving facilities influencing tutor's performance in private secondary school is high. Medical care allowances on tutor's performance in private secondary school are high. Housing allowances and tutors' performance in private secondary school in Anambra State was not significant. Co-operatives and saving facilities and tutors' performance in private secondary school in Anambra State was not significant. Medical care allowance and tutors' performance in private secondary school in Anambra State was not significant. The study recommended on the basis of the findings that

tutors housing allowances be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities for tutors are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate tutors by providing free medical care that will spur them to enhance tutors' performance²⁴².

Another closely similar study investigated the predictive impacts of welfare packages on tutors' job satisfaction and productivity in Private senior secondary schools in Lagos State Education District V²⁴³. A multipurpose questionnaire titled: Tutors' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) with a Cronbach's Alpha reliability coefficient of 0.821 was administered to two hundred and twenty (220) purposively selected tutors. Two null hypotheses were tested with the aid of multiple regression analysis. Results showed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance are insignificant negative predictors of job satisfaction. The results also showed that promotion allowance is a positive but insignificant predictor while staff training, house allowance and hazard allowance are negative but insignificant predictors of job productivity. In the same vein, staff salary, car loan, study leave and leave allowance contributed nothing to tutors' job satisfaction and productivity. It was recommended that Lagos State Government should continue to set the pace in making prompt payment of tutors' salaries but should improve on the provision of car loan, study leave and leave allowance to all eligible tutors. Also, the Government should synergize with quality assurance department and salary-welfare units to effectively investigate tutors' plight and complaints in all the districts, while tutors should be encouraged to put hard work and commitment ahead of incentives and welfare packages²⁴³.

A strongly related study was done to ascertain the nexus among irregular payment of modulated salary, tutors' productivity and general welfare in Osun State, Nigeria²⁴⁴. Descriptive research design was employed and two-hundred (200) participants were sampled. Structured questionnaire titled - "Modulated Salary Structure Tutors' Productivity and Welfare Questionnaire' (MSSTPWQ)" was employed. Both inferential and descriptive statistical tools were used for data analysis. The findings showed that the irregular payment of modulated salary did not prevent serving tutors under consideration from being productive but they were unable to meet up with some of their welfare-enhancing targets. It was further showed that there is no significant difference between male and female tutors' level of productivity during irregular payment of modulated salary. Besides, a significant difference was discovered between tutors' level of productivity based on school location but in favour of tutors serving in urban schools. On the part of welfare, the outcomes showed that there is no significant difference in the tutors' welfare level during irregular payment of modulated salary when gender and school location were considered. As a result, it was recommended that, employers should desist from applying contract wage policy during financial crisis, bush allowances should be introduced for those employees working in rural areas, employees in teaching industry are advised to enforce the professional ethics of their job and the need for financial institutions or other lending houses to review the mode of loan repayment in a bid to lessen employees' debt burden during the period of servicing the loan and so on and forth²⁴⁴.

Another similar research sought to evaluate impact of welfare activity and performance of tutors in private primary schools located in Bomet County²⁴⁵. Particular objectives sought to examine the impact of housing provision, social support programs, staff motivation programs and work environment on tutors' performance of different private-owned primary schools within

Bomet County. Additionally, the study was driven by functional theory of labor welfare, Fredrick Herzberg Two Factor theory, Abraham Maslow's need Hierarchy theory and also expectancy theory. Descriptive research design was employed in this research. Study population was one hundred and thirty two (132) privately-owned primary schools in Bomet County. Stratified random sampling method was employed in selecting ninety nine (99) schools out of one hundred and thirty two (132) schools. Both primary and secondary data was employed. Secondary data on tutors' performance was obtained from performance appraisal reports in the private primary schools while semi structured questionnaires were used in the collection of primary data. Assessment of the reliability as well as validity of research tool was done through a pilot test. The research tool generated both quantitative as well as qualitative data. Thematic content analysis was utilised to analyze all qualitative data after which findings were presented in form of narrative. Further, quantitative data analysis was performed using both descriptive and also inferential statistics with aid of statistical package for social sciences. Presentation of results were done in tables and figures such as bar charts and pie charts. The relationship between the dependent variable and the independent variable was established through correlation and regression analysis. The survey showed that housing provision has positive as well as significant impact on performance of tutors amid private primary schools. Study found that social support programs have positive significant impact on tutors' performance in private primary schools. The study further showed that staff motivation programs have positive as well as significant impact on tutors' performance in private primary schools. The study further showed that work environment has a positive and significant influence on tutors' performance in private primary schools. On the basis of the findings, it was recommended that the management of private primary schools should provide adequate housing for the tutors in the schools. The management

of the private primary schools should ensure adequate provision of water by using piped water, drilling of a borehole or collecting and storing of the rain water. The study also recommended that the establishment of counseling department for tutors working in private primary school within Bomet County. It was also recommended that the schools ought to start hiring counselors to advice tutors on social matters in a bid to improving their morale and productivity in their schools. Also, private primary schools in Bomet County should start arranging academic tours for the tutors and install televisions and provide well equipped gymnastic rooms for tutors²⁴⁵.

A study was carried out to ascertain the extent to which components of workload management predict lecturers' effectiveness of university lecturers in Southwest, Nigeria²⁴⁶. Descriptive research of survey design was employed for the study. A sample of six hundred (600) university lecturers was selected for the study through purposive sampling method. Two instruments titled – “Managing Workload Questionnaire (MWLQ)” and “Lecturers’ Effectiveness Questionnaire (LEQ)” were used to gather data. The face and content validities of the instruments were established. The two instruments were validated by the experts through face and content validity. The reliability of the instruments was done using the test-re-test method with MWLQ and LEQ yielding the reliability coefficients of 0.888 and 0.885 respectively. The data were analyzed using descriptive and inferential statistics. All the hypotheses were tested at 0.05 level of significance. Results showed that: teaching a large class, supervising more than five students’ theses/dissertations, and projects in a semester, handling more than five courses in a semester among others are the factors that constitute workload in university system. It was also showed that the strategies to manage workload such as: manage time appropriately, prioritise the various works, always taking a short break in whatever work one does, appointment of lecturers into various offices should be well distributed, analysis of one’s responsibilities adequately,

adequate payment of overtime allowance to lecturers to enhance health checkups, earned academic allowance should be regularly paid to lecturers, lecturers who already occupied in a position should not be engaged in more other appointments, efforts to employ more lecturers to avoid one lecturer teaching very large classes, lecturers should learn to say no when they are to face with so many works jointly contribute to lecturers' effectiveness in Southwest Nigerian Universities. Based on the findings of the study, it was recommended that government should ensure that universities in Southwest Nigeria are adequately staffed to reduce the level of workload on university lecturer²⁴⁶.

An empirical study was carried out on workload management strategies and employees efficiency of Nigerian banks in Port Harcourt, Rivers State²⁴⁷. A cross sectional survey design was employed. Workload management is a critical function of supervisors therefore, only senior supervisors and managers of the studied banks were covered. Two hundred (200) managers and supervisors were drawn from the 6 banks and their branches, however, a total of one hundred and thirty-three (133) participants were sampled using the Taro Yamane statistics for sample determination from a finite population. Therefore, the sample size for this study is one hundred and thirty three (133). A total of one hundred and thirty three (133) questionnaires were distributed across ten (10) commercial banks in Rivers State, out of which one hundred and thirty (130) questionnaires were returned, representing ninety eight percent of the questionnaire. Three (3) copies were left unfilled sequel to tide schedule of work activities as against the duration of this research; representing two percent of the questionnaire, which numbered to hundred percent in line to the one hundred and thirty three (133) copies of questionnaires distributed. The responses gathered from the questionnaire were collected and scored for analysis using frequency table, mean, standard deviation and simple percentage, while the research hypotheses

was tested using Pearson product Moment Correlation coefficient. Findings showed that all dimensions of workload management strategies have association on employees' efficiency of the banking sector studied. It was recommended that attention should be paid to the various workload management strategies for improved employees' efficiency²⁴⁷.

A closely similar study was conducted on the teaching workload management and its impact on tutors' wellbeing and effectiveness in all Private schools²⁴⁸. The study primarily focused on describing the nature of a demographic segment. The researchers employed the descriptive-documentary survey design to describe the features of the subject that were studied. There were seventy five (75) grade one tutors from Ubay, Bohol, Philippines, selected for the study. A standardized questionnaire was employed in data gathering. The results showed that there is no significant association between the extent of management of tutors' teaching workload, wellbeing and their profile in terms of age, highest educational attainment, and years of teaching experience. Moreover, there was no significant association between the extent of management of tutors' teaching workload and their overall wellbeing; and between the extent of management of tutors' teaching workload and their teaching effectiveness thus, the researcher accepted the null hypothesis. It was concluded that teaching effectiveness does not depend on the duties and functions given to the tutors, hence, they can still attain satisfactory rating despite the fact that they are bombarded with designation and responsibility²⁴⁸.

A similar study was implemented to ascertain the extent to which components of workload management predict work performance of university tutors in Rivers State, Nigeria²⁴⁹. Correlational research design was employed for the study. A sample of six hundred (600) university tutors was selected for the study through purposive sampling method. Two instruments titled "Workload Management Strategies Questionnaire" (WMSQ) and "Tutors'

Work performance Scale” (LJPS) were employed to gather data. The face and content validities of the instruments were established. Reliabilities of WMSQ and LJPS were determined through Cronbach’s Alpha and test-retest methods respectively. Overall reliability coefficients of 0.972 and 0.970 were obtained for WMSQ and LJPS respectively. Mean, standard deviation, multiple regression, and ANOVA associated with multiple regression were employed for data analysis at 0.05 level of significance. Results obtained among others were that: Teaching a large class, supervising more than five students’ theses, dissertations, and projects in a semester, handling more than five courses in a semester constitute workload among university tutors; components of workload management (distancing, avoidance, social support, planful, and emotion focused) jointly contribute to work performance of university tutors by twenty eight percent as indicated by the coefficient of determination. It can therefore be said that an increase of workload tends to transform the structure of the job designed for tutors, which may ultimately affect their work performance. Based on the findings of the study, recommendations were made that the government should ensure that universities in Nigeria are adequately staffed to reduce the level of workload on university tutors²⁴⁹.

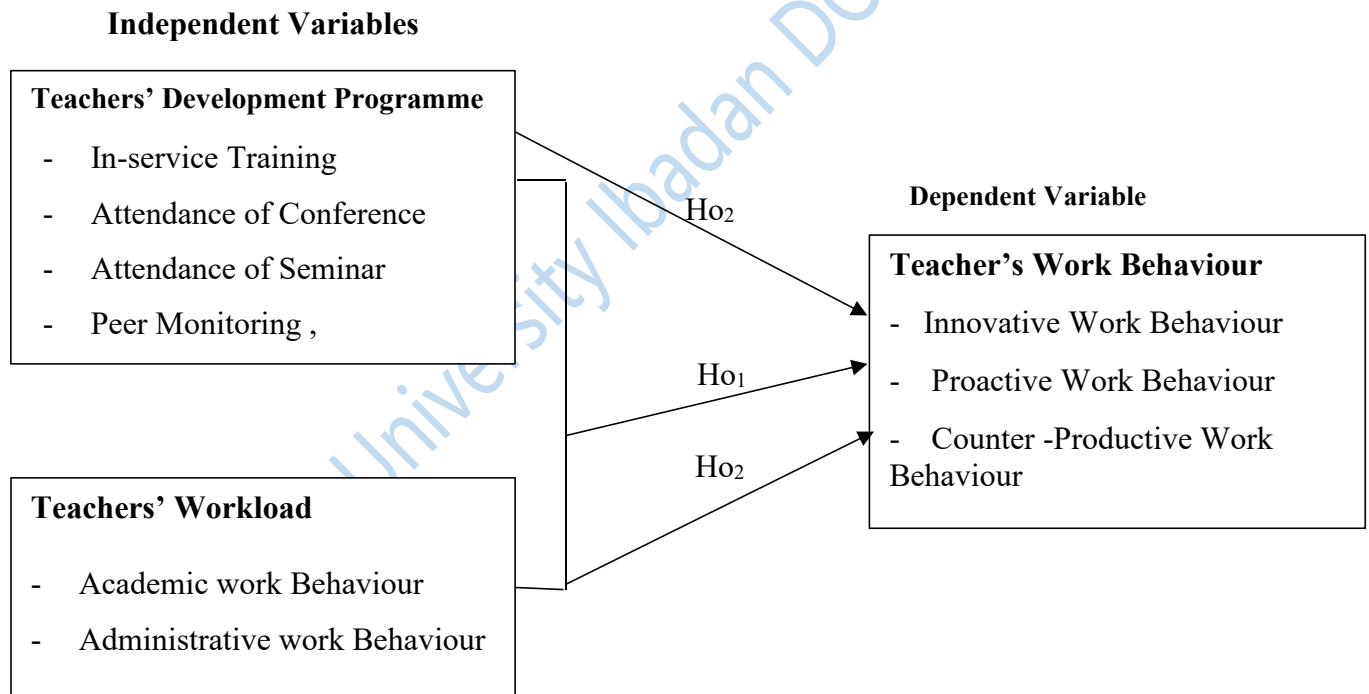
A study was conducted to find out the association between delegation of responsibilities and tutors’ performance in selected secondary school in Kabale Municipality²⁵⁰. The study was guided by objectives which were to establish how assignment of responsibilities affects tutors’ performance in selected secondary schools in Kabale Municipality, to establish the effect of power of decision making on tutors’ performance in selected secondary schools in Kabale Municipality and to analyse the factors that affect effective delegation of responsibilities in selected secondary schools in Kabale Municipality. The study employed a cross sectional research design which was supported by both qualitative and quantitative research approaches.

The study used a sample size of one hundred and forty two (142) participants. Purposive and simple random sampling methods were used in selecting participants. Questionnaires, interviews and documentary review were used in data collection. Statistical Package for Social Sciences was used to analysed data where frequency tables were generated to present the findings. From the study, delegation of responsibilities was found to have a greater effect on tutors' performance in secondary schools in Kabale Municipality. The study established that the greater the activities allocated to the tutors the greater the job satisfaction obtained that leads to improved tutors performance. Tutors are encouraged to do their work well and be creative, get more involved in running the affairs of their schools and work towards perfection. They also develop the willingness to work beyond normal time, putting in more effort and have better attitudes towards their jobs. They feel more involved, have a more sense of belonging, work hard to justify their positions in offices and enjoy work because they feel enhanced since they are implementing high level roles. The study established that power to decision making affect tutors performance because it was showed that the higher the power to decision making, the higher the job satisfaction because possession of power by tutors influences their job satisfaction making them work hard for improved performance. The study established that the power to make decisions and execute responsibilities makes tutors work harder towards the development of their respective schools. It was also established that tutors have full authority to decision making. Power for making decision is an important component and predictor of performance. Furthermore, tutors are given authority to make decisions relative to their roles and within the school policy guidelines. The study recommended that Head-tutors should allocate more activities to tutors through ensuring that there is existence of functioning departments, consideration of expertise in assignment and allocation of activities, giving positions of

responsibility to tutors and being flexible in the management of the schools through letting tutors be involved in handling different matters as situations arise. This is because allocation of activities leads to efficiency and effectiveness of tutors in schools hence leading to their job satisfaction²⁵⁰.

2.4 Conceptual Model

Conceptual framework shows the relationship between the variables in the study. They are two independent variables (Teacher Development programmes and Teachers' workload) and one dependent variable) Teachers' work behaviour. The relationship between these variables is represented in the fig. 7



The above figure shows the relationship between each independent variables with the dependent variable. Teachers Development programmes as an independent variable were studied using four indices which are: peer mentoring, attending seminars, attending of conference and In-service

training. Teachers' workload indices as another independent variable were studied using two indices which are: Academic workload and administrative workload. The dependent variable consists of five indices which are: innovative behaviour, proactive behaviour and counterproductive behaviour²⁵¹.

2.5 Summary of Review of Literature

The empirical review on the topic of teachers' professional development and workload as determinants of teachers' work behaviour provides valuable insights into the dynamics of educators' performance and well-being. Studies consistently demonstrate that participation in ongoing learning opportunities enhances teachers' enthusiasm, commitment, and effectiveness in their roles. By engaging in professional development activities, educators are better equipped to meet the evolving needs of their students and adapt to changes in educational practices.

Conversely, the review also highlights the detrimental effects of high workload on teachers' work behaviour. Excessive work demands, including heavy administrative tasks, large class sizes, and inadequate resources, contribute to increased stress, burnout, and diminished job satisfaction among teachers. Consequently, these challenges can hinder their motivation and effectiveness in the classroom, ultimately impacting student outcomes²⁵².

A crucial consideration arising from the empirical evidence is the delicate balance between professional development and workload management. Teachers who receive adequate support in managing their workload, such as effective administrative assistance and reasonable class sizes, professional development opportunities are more likely to exhibit positive work behaviour²⁵³. Moreover, the review underscores the significance of contextual factors such as school culture, leadership practices, and educational policies in shaping the impact of professional development and workload on teachers' work behaviour. Schools that prioritize

teacher well-being and foster a supportive environment tend to see more positive outcomes in terms of work behaviour despite workload challenges. By addressing workload issues and providing meaningful professional development opportunities within supportive contexts, schools can promote positive work behaviour among educators, ultimately benefiting student learning outcome²⁵⁴.

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Chapter Three

Methodology

This chapter focused on the methodology of the research work. The chapter was organized under the following sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

This present study employed a descriptive research design survey type as it sought to find out teachers' development programmes and workload as determinants of teachers' work behaviour among private secondary schools in Oyo State, Nigeria without manipulations of the "dependent" and "independent variable". Descriptive research design was also considered necessary for this study because it simply describes the desired characteristics of the sample that is being studied without the variables of study influenced in any way¹. A descriptive study also tries to generalize the findings from a representative sample to a larger target population².

3.2 Population of the Study

The population of this study comprised of all the principals, six hundred and twenty-five (625) and one thousand, two hundred and fifty teachers (1250) in all the private secondary schools in Oyo State, Nigeria. As at the time of the study, there were a total of six hundred and twenty-five (625) private secondary schools in Oyo State³. The schools are distributed over the three (3) senatorial districts and their local government areas. The three existing senatorial districts are:

Oyo central, Oyo North and Oyo South. Oyo central comprises of eleven (11) local government areas with a total number of two hundred and forty-four (244) schools. Oyo north comprises of thirteen (13) local government areas with a total of number of one hundred and seventy-one schools (171). Oyo south comprises of nine (9) local government areas with a total number of two hundred and ten (210) schools. The distribution of schools by senatorial districts and local government areas is presented in the table 3.1

Table 3.1: Population of the Study (N= 1250 Teachers and 625 Principals)

S/N	Senatorial District	Local Government Areas	Number of Schools	Number of Teachers	Number of Principals
1.	Oyo Central	Afijio	17	34	17
		Akinyele	36	72	36
		Egbeda	30	60	30
		Ogo Oluwa	13	26	13
		Surulere	23	46	23
		Lagelu	26	52	26
		Oluyole	29	58	29
		Ona Ara	33	66	33
		Oyo East	11	22	11
		Oyo West	11	22	11
		Atiba	15	30	15
		Sub-total	244	488	244
		2.	Oyo North	Saki West	22
Saki East	11			22	11
Atisbo	12			24	12
Irepo	6			12	6
Olorunsogo	4			8	4
Kajola	16			32	16
Iwajowa	9			18	9
Ogbomoso North	15			30	15
Ogbomoso South	16			32	16
Iseyin	23			46	23
Oorelope	8			16	8
Itesiwaju	11			22	11
Orire	18			36	18
Sub total	171	342	171		
3.	Oyo South	Ibadan North	42	84	42
		Ibadan North West	13	26	13
		Ibadan South West	30	60	30
		Ibadan North East	34	68	34

Ibadan South East	36	72	36
Ibarapa East	11	22	11
Ibarapa North	8	16	8
Ibarapa Central	10	20	10
Ido	26	52	26
Sub total	210	420	210
Grand Total	625	1250	625

Source³

3.3 Sample and Sampling Technique

"Multistage sampling procedure" involving several sampling methods was used to select the sample size for the study. The first type of sampling method that was used is the "systematic sampling technique". Systematic sampling (also known as interval sampling) relies on arranging the study population according to some ordering scheme (in this case based on senatorial districts and local government areas as shown in table 3.1 above) and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every kth element from then onwards. In this case,

$$k = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

To find an appropriate interval suppose population contains N number of elements and one needs a sample of n size. Then the researcher would divide N by n. The number obtained through this division, say k, is an appropriate interval size to produce a representative sample⁴. For instance, if a population consists of 250 elements and one needs a sample of 50 participants, then interval size will be 5, so he or she needs to select every fifth element starting from a random number. In this study, from the list of the thirty-three (33) local government areas (N), the researcher chose a sample size of sixteen (16) local government areas. Therefore, the interval (k) was calculated as

$$k = \frac{33}{2} = 16.5$$

So, the researcher systematically chose a sample number of sixteen (16) local government areas on the list (table 3.1) on the interval (k) of every two (2) local government areas starting from a random number of two (2) i.e., the second local government area on the list. The selected number of local government areas (with their number of private schools) based on the systematic random sampling method is shown in table 3.2.

Table 3.2: Sampled Local Government Areas for the Study (n = 16)

S/N	Senatorial District	Local Government Areas	Number of Schools	Number of Teachers	Number of Principals
1.	Oyo Central	Akinyele	36	72	36
		Ogo Oluwa	13	26	13
		Lagelu	26	52	26
		Ona Ara	33	66	33
		Oyo West	11	22	11
		Sub-total	119	238	119
2.	Oyo North	Saki West	22	44	22
		Atisbo	12	24	12
		Olorunsogo	4	8	4
		Iwajowa	9	18	9
		Ogbomoso South	16	32	16
		Oorelope	8	16	8
		Orire	18	36	18
		89	178	89	
3.	Oyo South	Ibadan North West	13	26	13
		Ibadan North East	34	68	34
		Ibarapa East	11	22	11
		Ibarapa Central	10	20	10
		Sub total	68	136	68
Grand Total			276	552	276

Source: Systematic Random Sampling Technique, 2025

Table 3.2 shows a selected number of sixteen (16) local government areas from a total number of thirty-three (33) local government areas by "systematic random sampling technique". The number of private secondary schools, teachers and principals are 276, 552 and 276 respectively.

The second type of sampling technique that was used is the "total enumeration technique". This sampling technique is a type where all the population is used as sample for research. In this case, all the two hundred and seventy-six (276) private secondary schools and five hundred and fifty-two (552) teachers were used as sampled number of schools and teachers.

Lastly, the "total enumeration technique" was also used to select all the principals in the selected private secondary schools in the chosen local government areas as sample for the study. This sampling technique type is chosen because the number of principals is an acceptable fraction for the population of the study. The sample number of principals for the study was therefore two hundred and seventy-six as shown in table 3.3:

Table 3.3: Sampled Number of Principals for the Study using Total Enumeration Technique (n = 276)

S/N	Senatorial District	Local Government Areas	Number of schools	Number of Principals
1.	Oyo Central	Akinyele	36	36
		Ogo Oluwa	13	13
		Lagelu	26	26
		Ona Ara	33	33
		Oyo West	11	11
		Sub-total	119	119
2.	Oyo North	Saki West	22	22
		Atisbo	12	12
		Olorunsogo	4	4
		Iwajowa	9	9
		Ogbomoso South	16	16
		Oorelope	8	8
		Orire	18	18
	Sub total	89	89	
3.	Oyo South	Ibadan North West	13	13
		Ibadan North East	34	34
		Ibarapa East	11	11
		Ibarapa Central	10	10
		Sub total	68	68
Grand Total			276	276

Source³

3.4 Research Instruments

This study made use of adapted questionnaire to obtain information from teachers and principals in Oyo State private secondary schools. The questionnaires are titled: Teachers' Development Programmes and Workload Questionnaire (TDPWQ) and Teachers' work behaviour indices Questionnaire (TWBIQ).

3.4.1 Teachers' Development Programmes and Workload Questionnaire (TDPWQ)

This questionnaire is divided into three sections.

Section A is designed to contain demographic information such as gender, age, teaching experience and qualifications of teachers.

Section B is designed to find out the extent to which teacher's development programmes has been undertaken. It consists of thirty- two structured items. The rating technique is based on the following: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

Section C is designed to examine the level of teacher's workload in two areas: Academic workload and administrative workload. It consists of sixteen structured items. Eight items each for Academic workload and another eight items for the administrative workload. The rating technique is based on the following:

SD = Strongly Disagree (1),

D = Disagree (2),

A = Agree (3)

SA = Strongly Agree (4).

3.4.2 Teachers' Work Behaviour Indices Questionnaire (TWBIQ)

This questionnaire is divided into two sections:

Section A: is designed to contain demographic information such as gender, age and class of the students.

Section B: is designed to examine work behavioural indices which are: based on Innovative behaviour, Proactive behaviour and Counter productive behaviour, playful behaviour and introverted behaviour. It consists of ten structured items.

The items were responded to by the secondary school principals for this section. The rating technique was based on the four Likert scale type as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

3.5 Validity of the Instruments

The instruments was subject to content and face validity. The type of validity was engaged to ensure that items evaluated on the instrument were representative of others and adequate measure of a particular constructs³. The copies of the instruments were shown to experts in the field of test and measurement, educational management and lecturers present in the Faculty of education at Lead City University, Ibadan, Oyo State. The instruments were also shown to researchers supervisor to scrutinize and/or correct. Corrections and modification made on the instruments were properly done and effected before making the final copy for field work. The instruments were also shown to the researcher's supervisor to scrutinize and/or correct. Corrections and modifications made on the instruments were properly done or effected before making the final copy for field work.

3.6 Reliability of the Instruments

The reliability of the instruments was determined using test–retest method. The instruments were distributed to twenty-five (25) teachers and principals in private secondary schools which were excluded from the main study. The questionnaires were collected and another set of same questionnaires were given out to the same respondents after two weeks. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation to determine the

level of reliability. The Pearson Product Moment Correlation (r) formula that was used is shown below:

$$r = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{n \sqrt{[\Sigma X^2 - (\Sigma X)^2][\Sigma Y^2 - (\Sigma Y)^2]}} \dots\dots\dots \text{(formula 2)}$$

Test–retest results of 0.87 and 0.83 (rounded) were obtained for "Teachers’ Development Programmes Questionnaire (TDPQ)" and "Teachers’ Workload Questionnaire (TWQ)" respectively. The coefficients (r) of the relationship were interpreted using the psychometric test for evaluating the magnitude of a correlation. According to the psychometric test, the correlation coefficient values of 0.874 and 0.833 (rounded) for both the " Teachers’ Development Programmes Questionnaire (TDPQ)" and "Teachers’ Workload Questionnaire (TWQ)" respectively respectively were considered high which made them good for usage in the final study.

3.7 Administration and Methods of Collection of the Research Instrument

The researcher individually administered the devices with the assistance of four qualified research assistants. This made it easier to retrieve the questionnaires, which helped. The respondents at the chosen private secondary schools were personally interacted with by the researcher and trained research assistants, which improved their comprehension of the instrument's items. After completion, copies of the questionnaires were obtained from the respondents.

3.8 Method of Data Analysis

Data collected from the field work survey were analysed using descriptive and inferential statistical techniques via Statistical Package for Social Science (SPSS) version 29. Descriptive statistics like frequencies and percentage were used for the bio-data of the respondents. Descriptive statistics like frequencies and percentage, mean and standard deviation (SD) were used to answer the research questions while inferential statistic such as multiple regression analysis was used to test Hypothesis one (H01) and two (H02) at 0.05 level of significance.

3.9 Ethnical Approved

Endnotes

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Chapter Four

Results and Discussion of Findings

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

4.1 Questionnaire Return and Response Rate

Table 4.1: Questionnaire Return and Response Rate

Title of Questionnaire	Number Distributed	Number Returned	Number Found Valid	Response Rate	Attrition Rate
“Teachers’ Work Behaviour Questionnaire (TWQ)	276	274	274	99.3%	0.7%
“Teachers’ Development Programmes and Teachers’ Workload Questionnaire	552	548	548	98.4%	2.6%

(TDPTWQ)

Source: Fieldwork, 2025

According to table 4.1, two self-made and validated instruments (questionnaires) titled: Two instruments named - Teachers' Work Behaviour Questionnaire (TWBQ), and Teachers' Development Programmes and Teachers' Workload Questionnaire (TDPTWQ) were administered in order to collect data for the study. "Teachers' Development Programmes Questionnaire (TDPQ) and Teachers' Workload Questionnaire (TWQ) which was administered to private secondary school teachers were produced into 552 copies and distributed to the sampled respondents in the sampled schools. About 548 were retrieved of which all of them were rendered valid and useful for analysis. This gave a huge response rate of 99.28%. However, Teachers' Work Behaviour Questionnaire (TWBQ) which was administered to school principals were produced into 276 copies and distributed to the sampled respondents in the sampled schools. All the instruments were retrieved of which 274 were rendered valid and useful for analysis. This gave a response rate of 99.28%. These valid questionnaires were used for data analysis. This gave a high response rate of 98.4%. The attrition rate for both questionnaires were very low.

4.1.2. Demographic Data of Results

Table 4.2: Frequency Distribution of Principals' Demography (n =274)

Demographic Variables		Frequency (n)	Percentage (%)
Gender	Male	106	38.7
	Female	168	61.3
	Total	274	100
Age	18-28 years	-	-
	29-59 years	223	81.4
	60 years and above	51	18.6
	Total	274	100
Marital Status	Single	-	-
	Married	271	98.9
	Divorced	1	0.4
	Separated	2	0.7
	Total	274	100
Highest Educational Qualifications	Bachelor's degree	209	76.3

	Master's degree	63	23.0
	MPhil or PhD degree	2	0.7
	Others	-	-
	Total	274	100
Years of Teaching Experience	6-10 years	-	-
	11-15 years	-	-
	16 years and above	274	100.0
	Total	274	100

Source: Fieldwork, 2025

Table 4.2 presents a comprehensive frequency distribution of the demographic characteristics of principals in private secondary schools in Oyo State, which consists of 274 individuals. The first demographic variable examined is gender, revealing that the majority of principals are female, constituting 61.3% of the total sample, while males account for 38.7%. This suggests a notable gender disparity, with female principals being more prevalent in the dataset. The second demographic variable, age, indicates that a significant proportion of principals fall into the 60 years and above category, comprising 81.4% of the total sample. Only 18.6% of principals are in the 39-59 years age group, and there is no representation for individuals aged 18-38 years. This distribution suggests a predominantly mature age profile among the sampled principals, with a majority being in the senior age bracket. Marital status is the third demographic variable, revealing that the overwhelming majority of principals are married, constituting 98.9% of the sample. The small percentage of divorced and separated individuals (0.4% and 0.7%, respectively) indicates a relatively stable marital status among the principals in the dataset. The fourth variable, highest educational qualifications, demonstrates that a significant proportion of principals hold a Bachelor's degree (76.3%), while 23.0% possess a Master's degree. The representation of individuals with an MPhil or PhD degree is minimal, accounting for only 0.7% of the sample. This suggests that the majority of principals in the dataset have attained at least a Bachelor's or Master's degree. Finally, the fifth demographic variable is years of teaching experience. The table indicates that an overwhelming majority of principals have 16 years of

teaching experience and above, constituting 100% of the sample in this category. There is no representation for principals with 6-10 or 11-15 years of teaching experience. This distribution suggests that the majority of principals in the sample are seasoned principals with extensive teaching backgrounds.

Table 4.3: Frequency Distribution of Teachers' Demography (n =548)

Demographic Variables		Frequency (n)	Percentage (%)
Gender	Male	296	54.0
	Female	252	46.0
	Total	548	100
Age	18-39 years	212	38.7
	40-59 years	316	57.7
	60 years and above	20	3.6
	Total	548	100
Marital Status	Single	21	3.8
	Married	526	96.0
	Divorced	0	0
	Separated	1	.2
	Total	548	100
Highest Educational Qualifications	Bachelor's degree	423	77.2
	Master's degree	27	4.9
	Mphil or PhD Degree	3	.5
	Others	95	17.3
	Total	548	100
Position	Class Teacher	548	100
	Total	548	100
Department or Field	Science	0	0
	Social Science	235	42.9
	Arts	313	57.1

	Total	548	100
Years of Teaching Experience	1-5 years	178	32.5
	6-10 years	174	31.8
	11-15 years	101	18.4
	16 years and above	95	17.3
	Total	548	100

Source: Fieldwork, 2025

Table 4.3 presents a detailed frequency distribution of the demographic characteristics of teachers in the provided sample, comprising 548 individuals. The first demographic variable, gender, indicates a relatively balanced distribution, with 54.0% of teachers being male and 46.0% female. This suggests a relatively equitable representation of both genders in the dataset. The second demographic variable, age, reveals a diverse age profile among teachers. The majority fall within the 39-59 years age group, constituting 57.7% of the total sample. Additionally, 38.7% of teachers are aged 18-38 years, while a smaller percentage, 3.6%, are 60 years and above. This distribution suggests a mix of both younger and more experienced individuals within the teaching profession. Marital status, indicates that the overwhelming majority of teachers are married, comprising 96.0% of the sample. Only a small percentage, 3.8%, are single, and there is minimal representation for separated and divorced individuals. This suggests a predominantly married status among teachers in the dataset. Highest educational qualifications, demonstrates that a significant proportion of teachers hold a Bachelor's degree (77.2%), while 4.9% possess a Master's degree and 0.5% have an MPhil or PhD degree. A notable 17.3% fall under the category of "Others," which may include individuals with diverse educational backgrounds. This diversity suggests a range of educational qualifications among teachers. Also, position, indicates that the majority of teachers serve as Class Teachers, constituting 100% of the sample. A smaller percentage, 7.8%, holds the position of Head teacher. This distribution suggests a predominant concentration of teachers in regular classroom roles.

The department or field of specialization, reveals that teachers predominantly belong to the Arts department, constituting 57.1% of the total sample. Social Science follows closely, with 42.9%, while there is no representation from the Science department. This distribution highlights the concentration of teachers in the Arts and Social Science fields. Finally, years of teaching experience, indicates a relatively balanced distribution across different experience levels. Teachers with 1-5 years of experience constitute 32.5%, those with 6-10 years represent 31.8%, individuals with 11-15 years account for 18.4%, and teachers with 16 years and above make up 17.3% of the sample. This suggests a mix of early-career and more experienced teachers within the teaching profession.

Presentation of Data

4.2 Answer to Research Questions

Research Question One: What is the Level of Teachers' Work Behaviour in Oyo State Private Secondary Schools?

Table 4.4: Level of Teachers' Work Behaviour in Oyo State Private Secondary Schools (N = 274)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Teachers' Work Behaviour								
1.	My teacher has capacity and ability to develop solution to seemingly impossible problem.	274	143 53.0%	98 35.8%	28 06.4%	05 01.8%	2.94	0.69
2.	My teacher engaged in acts of unplanned anger and intimidation to meet his/her own needs	274	55 20.1%	88 32.1%	106 38.7%	25 09.1%	2.63	0.86
3.	My teachers is flexible and prone to corrections by others including correction from student	274	68 24.8%	35 12.8%	126 46.0%	45 16.4%	2.45	1.01
4.	My teacher assumes leadership responsibilities and volunteers to help student in any situation	274	30 11.0%	14 05.1%	100 36.5%	130 47.4%	1.79	0.68
5.	My teacher enjoy routine and innovative tasks	274	42 15.2%	31 11.3%	100 36.5%	137 50.0%	2.18	1.22
6.	My teacher lacks understanding and patient	274	31	20	121	102	1.92	0.92

	when discharging his/her task		11.3%	07.4%	44.1%	37.2%		
7.	My teacher is skilled at problem solving issues that arise on the job	274	21 07.7%	28 10.2%	115 41.9%	110 40.1%	1.85	0.64
8.	My teacher is innovative whenever he/she teaches us	274	64 21.9%	63 21.9%	104 12.9%	43 12.7%	2.54	0.62
9.	My teacher thinks out of the box to create and provide solution to any problem	274	23 08.4%	54 19.7%	103 37.6%	94 34.3%	2.24	0.97
10.	My teacher focuses on accomplishment and always refuse to be distracted at any time	274	61 22.3%	72 26.3%	102 37.2%	39 14.2%	2.57	1.23

Weighted Mean Score (\bar{x}) = 2.31 (0.88); General Decision = Very Low Level

Source: Fieldwork, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.4 shows the level of teachers' work behaviour in Oyo State Private Secondary Schools., Nigeria. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Ten (10) items were set to measure the level of teachers' work behaviour in Oyo State Private Secondary Schools, Nigeria. Among the items, one (1) are remarked "very low". It implies majority of the senior secondary school principals opined that the teachers has capacity and ability to develop solution to seemingly impossible, teacher engaged in acts of unplanned anger and intimidation to meet his/her own needs problem, the teachers is flexible and prone to corrections by others including correction from student, the teacher assumes leadership responsibilities and volunteers to help student in any situation, the teacher enjoy routine and innovative tasks, the teacher lacks understanding and patient when discharging his/her task, the teacher is skilled at problem solving issues that arise on the job, the teacher is innovative whenever he/she teaches us, the teacher think out of the box to create and provide solution to any problem and the teacher focuses on accomplishment and always refuse to

be distracted at any time. It was therefore regarded that, the table reveals that there was a very low level of teachers work behaviour in Oyo State Secondary Schools (\bar{x} = 2.31, SD = 0.88) according to the study threshold.

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Research Question Two: What is the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria?

Table 4.5: Status of Teachers' Workload in Oyo State Private Secondary Schools, Nigeria (N = 274)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Academics Teachers' Workload								
1.	The academic task assigned to me as a teacher are too many	548	368 67.1%	106 19.4%	50 09.1%	24 04.4 %	3.98	0.15
2.	I engaged in counselling of students most of the time	548	325 59.3%	112 20.4%	48 08.8%	39 07.1%	3.40	1.00
3.	My working hours as a teacher is overstretched	548	313 57.1%	134 24.4%	70 12.7%	31 05.7%	3.07	0.94
4.	The classes I teach are large in term of students' capacity	548	191 34.9%	256 46.7%	61 11.1%	40 07.3%	3.53	0.86
5.	I am made to teach extra classes and extra-moral lessons	548	262 47.8%	187 34.1%	90 16.4%	09 01.6%	3.65	0.74
6.	I teach more students than am supposed to teach	548	278 50.7%	151 27.6%	81 14.8%	38 06.9%	3.42	0.92
7.	I often carry undone tasks to the next working day	548	268 48.9%	150 27.4%	84 15.3%	46 08.4%	3.69	0.76
8.	I teach more subjects than I should	548	218 39.7%	232 42.3%	66 12.0%	32 05.8%	3.68	0.72
Weighted Mean Score (\bar{x}) = 3.62 (0.77) ; General Decision = High Level								

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Low; 2.500-3.499 = Moderate; 3.500 to 4.499 = High and 4.500-5.000 = Very High

Table 4.5 shows the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria in term of academic workload. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria. All

the available items were at a ‘moderate level’. It implies majority of the private secondary school teachers opined that the academic task assigned to him/her as a teacher, he/she engaged in counselling of students most of the time, his/her working hours as a teacher is overstretched, the classes I teach are large in term of student’ s capacity, I am made to teach extra classes and extra-moral lessons, I teach more students than am supposed to teach, I often carry undone tasks to the next working day, I teach more subjects than I should. It was therefore regarded that, the table reveals that there was a high level of teachers’ workload in Oyo State Private Secondary Schools, Nigeria in term of academic workload (\bar{x} =3.62, SD = 0.77) according to the study threshold

Table 4.6 Status of Teachers’ Workload in Oyo State Private Secondary Schools, Nigeria (N = 274)

S/N	Items	N	SA	A	D	SD	\bar{x}	SD
Administrative Teachers’ Workload								
1.	I do some of my administrative official work at home	548	252 46.0%	218 39.8%	58 10.6%	20 03.6%	3.49	0.36
2.	I often carry undone administrative tasks to the next working day	548	262 47.8%	179 32.7%	73 13.3%	34 06.2%	3.22	1.19
3.	The administrative task assigned to me are too many	548	211 38.5%	132 24.1%	128 23.4%	73 13.3%	2.86	1.01
4.	Participate in giving reports concerning students to their parents	548	184 33.5 %	170 31.0%	96 17.5%	94 17.2%	2.79	1.24
5.	Participate in students’ welfare services in the school	548	279 50.9%	183 33.4%	67 12.2%	19 03.5%	3.33	0.88
6.	Inculcate effective discipline strategies in the class	548	289 52.7%	194 45.0%	58 10.6%	07 01.3%	3.39	0.60
7.	Actively involved in curricular and extra – curricular activities	548	213 38.8%	218 39.8%	63 11.5%	54 09.9%	3.08	1.17
8.	Adequately keep records in the school	548	268 48.9%	232 42.3%	40 07.2%	08 01.5%	4.66	0.72
			Weighted Mean Score (\bar{x}) = 3.35 (0.89) ; General Decision = Moderate Level					

Source: Fieldwork, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.6 shows the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria in term of academic workload. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria. All the available items were at a 'moderate level'. It implies majority of the private secondary school teachers opined that the teacher do some of their administrative official work at home, they often carry undone administrative tasks to the next working day, the administrative task assigned to me are too many, participate in giving reports concerning students to their parents, participate in students' welfare services in the school, inculcate effective discipline strategies in the class, actively involved in curricular and extra – curricular activities and adequately keep records in the school. It was therefore regarded that, the table reveals a moderate level in term of administrative teachers' workload in Oyo State private secondary schools ($\bar{x}=3.35$, $SD = 0.89$) according to the study threshold.

Research Question Three: What is the Most Adopted Teachers' Development Programmes by Principals in Private Secondary Schools in Oyo state, Nigeria?

Table 4.7: Most Adopted Teachers' Development Programmes by Principals in Private Secondary Schools in Oyo State (N = 548)

S/N	Items (My Principal)	N	SA	A	D	SD	\bar{x}	SD
In-service training								
1.	creates a dynamic training that caters to diverse learning styles and paces	548	232 42.3%	194 35.4%	62 11.3%	60 10.9%	3.09	1.11
2.	emphasizes as teachers and staff are directly responsible for the success of their initiatives during in-service training	548	313 57.1%	171 31.2%	37 06.8%	27 04.9%	3.40	1.19
3.	identifies the specific areas requiring retraining for teachers.	548	78 14.2%	31 05.2%	466 75.9%	23 04.2%	2.48	0.80
4.	organizes in-service courses for teachers to attend.	548	22 04.0 %	04 09.7%	321 58.1%	152 27.7%	3.10	0.86
5.	allows teachers to attend conferences in their area of profession	548	41 07.5%	97 17.7%	278 50.7%	132 24.1%		
6.	is responsive to suggestions or requests for specific types of professional development support	548	114 20.8%	62 11.3%	337 61.5%	35 06.4%	2.60	0.88
7.	mentors teachers to improve in their profession	548	106 19.3%	11 20.0%	- 0.00%	431 78.6%	2.46	0.60
8.	creates meetings and study groups for teachers to help them improve in their knowledge and skills	548	171 31.2%	37 06.8%	313 57.1%	27 04.9%	1.62	1.17
						2.45	0.72	
Weighted Mean Score (\bar{x}) = 2.62 (0.89); General Decision = Low Level								

Source: Fieldwork, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.7 shows the most adopted teachers' development programmes by Principals in Private Secondary Schools in Oyo state, Nigeria in term of in-service training. The rating scale of ' Strongly Disagree" (1)' to ' Strongly Agree" (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of most adopted teachers' development Programmes by Principals in Private Secondary Schools in Oyo state, Nigeria. All the available items were at a 'low level'. It implies majority of the private secondary school teachers opined that the principal "creates a dynamic training that caters to diverse learning styles and paces, emphasizes as teachers and staff are directly responsible for the success of their initiatives during in-service training, identifies the specific areas requiring retraining for teachers, . organizes in-service courses for teachers to attend, allows teachers to attend conferences in their area of profession, is responsive to suggestions or requests for specific types of professional development support, mentor teachers to improve in their profession and creates meetings and study groups for teachers to help them improve in their knowledge and skills. It was therefore regarded that, the table reveals a low level of in-service training as one of the most adopted teachers' development programmes by principals in private Secondary Schools in Oyo state, Nigeria (\bar{x} =2.62, SD = 0.89) according to the study threshold

Table 4.8: Most Adopted Teachers' Development Programmes by Principals in Private Secondary Schools in Oyo State (N = 548)

S/N	Items (My Principal)	N	SA	A	D	SD	\bar{x}	SD
Peer Monitoring								
1.	empowers teachers and staff to explore creative teaching methods and innovative approaches.	584	101 18.4%	58 10.6%	53 09.7%	336 61.3%	1.86	0.76
2.	allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods	548	62 11.3%	100 18.6%	197 35.9%	189 34.3%	2.06	1.19
3.	promotes a positive school culture based on trust, respect, and cooperation	548	35 06.4%	102 18.6%	138 25.2%	273 49.8%	1.81	1.01
4.	enables teachers to adapt their teaching methods to suit individual student needs	548	184 33.6 %	130 23.7%	166 30.3%	35 06.4%	2.72	0.64
5.	Foster a sense of purpose and belonging in the teaching staff and students.	548	73 13.3%	43 07.8%	227 41.4%	205 37.4%	2.51	0.88
6.	Professional development programmess make employees become more effective and experience in their teaching skills	548	67 12.2%	60 11.0%	218 39.7%	203 37.0%	1.98	0.60
7.	Mentoring is part of development programmes I have enjoyed as a teacher.	548	83 15.7%	58 10.6%	163 29.7%	280 51.0%	2.03	0.87
8.	Create new insights and knowledge from the collaboration of peer monitoring	548	10 01.8%	20 03.6%	218 39.9%	300 54.7%	1.52	0.72
Weighted Mean Score (\bar{x}) = 2.06 (0.83) General Decision = Very Low Level								

Source: Fieldwork, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.8 shows the most adopted teachers' development Programmes by Principals in Private Secondary Schools in Oyo state, Nigeria in term of peer monitoring. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of most adopted teachers' development Programmes by Principals in Private Secondary Schools in Oyo state, Nigeria. All the available items were at a 'moderate level'. It implies majority of the private secondary school teachers opined that the empowers teachers and staff to explore creative teaching methods and innovative approaches, allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods, promotes a positive school culture based on trust, respect, and cooperation, enables teachers to adapt their teaching methods to suit individual student needs, foster a sense of purpose and belonging in the teaching staff and students, professional development programmess make employees become more effective and loyal in their teaching skills, mentoring is part of development programmes he/she have enjoyed as a teacher, create new insights and knowledge from the collaboration of peer monitoring. It was therefore regarded that, the table reveals that there was a very low level of peer monitoring as one of the most adopted teachers' development programmes by principals in private Secondary Schools in Oyo state, Nigeria (\bar{x} =2.06, SD = 0.83) according to the study threshold

Table 4.9: Most Adopted Teachers' Development Programmes by Principals in Private Secondary Schools in Oyo State (N = 548)

S/N	Items (My Principal)	N	SA	A	D	SD	\bar{x}	SD
Attendance of Conference								
1.	facilitates opportunities for you to attend conferences related to your field	548	40 07.3%	84 15.3%	223 40.7%	201 36.7%	1.93	0.36
2.	seeks feedback from me regarding my professional development needs and interests.	548	62 11.3%	79 14.4%	233 42.5%	174 31.8%	2.05	1.19
3.	engage in discussions with me about my professional growth and goals	548	61 11.1%	136 24.8%	178 32.5%	173 31.6%	2.15	1.01
4.	provide resources or funding to support teachers' participation in attending educational conferences.	548	58 10.6 %	30 05.5%	266 48.5%	194 35.4%	1.91	1.24
5.	recognize and celebrate my achievements and milestones in my professional development	548	79 14.4%	73 13.3%	161 29.4%	235 42.9%	1.99	0.88
6.	facilitates collaborative professional development initiatives for teachers	548	73 13.3%	54 09.9%	218 39.7%	203 37.0%	1.99	0.60
7.	ensures workshops involving experts/keynote speakers are regularly organized for the teachers	548	73 13.3%	158 28.8%	217 39.7%	100 18.2%	2.37	1.17
8.	leverage technology to enhance access to professional development resources for teachers	548	62 11.3%	52 09.5%	216 39.4%	218 39.8%	1.92	0.72
Weighted Mean Score (\bar{x}) = 2.04 (0.89); General Decision = Very Low Level								

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.9 shows the most adopted teachers' development programmes by principals in private secondary schools in Oyo State in term attendance of conference. The rating scale of ' Strongly Disagree'' (1)' to ' Strongly Agree'' (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the status of teachers' workload in Oyo State Private Secondary Schools, Nigeria. All the available items were at a 'Very Low level'. It implies majority of the private secondary school teachers opined that the principal "facilitates opportunities for you to attend conferences related to your field, seeks feedback from me regarding my professional development needs and interests, engage in discussions with me about my professional growth and goals, provide resources or funding to support teachers' participation in attending educational conferences, recognize and celebrate my achievements and milestones in my professional development, facilitates collaborative professional development initiatives for teachers, ensures workshops involving experts/keynote speakers are regularly organized for the teachers and leverage technology to enhance access to professional development resources for teachers. It was therefore regarded that, the table reveals a very low level of attendance of conferences by the private secondary school teachers in Oyo State (\bar{x} =2.04, SD = 0.89) according to the study threshold.

Table 4.10: Most Adopted Teachers' Development Programmes by Principals in Private Secondary Schools in Oyo State (N = 548)

S/N	Items (My Principal)	N	SA	A	D	SD	\bar{x}	SD
Attendance of Seminar								
1.	Allows the teachers the chance to participate professional development programmess such as seminar.	548	52 09.5%	108 20.0%	183 33.4%	205 37.4%	2.01	0.86
2.	allows the teachers the opportunity to use their initiative and make contribution while attending seminars.	548	80 14.6%	85 15.5%	183 33.4%	200 36.5%	2.09	0.99
3.	makes adequate consultations with the teachers before making key decisions in the school for attending seminar	548	61 11.1%	102 18.6%	115 21.0%	270 49.3%	1.91	0.81
4.	allows teachers to attend conferences in their area of profession	548	158 28.8 %	190 34.7%	96 17.5%	104 19.0%	2.73	1.44
5.	leverage technology to enhance access to professional development resources for teachers such as seminar	548	79 14.4%	103 18.8%	157 28.7%	209 38.1%	2.09	0.88
6.	My school made it mandatory for the teachers to attend seminar at least once in a year	548	63 11.5%	74 13.5%	108 19.7%	303 55.3%	1.86	0.90
7.	Teachers are made to participate in stakeholder seminars that enhances their knowledge on the job	548	50 09.1%	55 10.0%	163 29.8%	280 51.1%	1.87	0.97
8.	ensures seminars involving experts/keynote speakers in the school	548	64 11.7%	100 18.2%	216 39.4%	168 30.7%	2.17	0.72

Weighted Mean Score (\bar{x}) = 2.09 (0.94); General Decision = Very Low Level

Source: Fieldwork Survey, 2025

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

Threshold: 0.000-2.499 = Very Low; 2.500-3.499 = Low; 3.500 to 4.499 = Moderate and 4.500-5.000 = High

Table 4.10 shows the shows the most adopted teachers’ development programmes by principals in private secondary schools in Oyo State in terms of attendance of seminars. The rating scale of ' Strongly Disagree’ (1)' to ' Strongly Agree’ (4)' was used with a criterion of 3.50 set for the study. Eight (8) items were set to measure the most adopted teachers’ development programmes by principals in private secondary schools in Oyo State in terms of attendance of seminars status All the available items were at a ‘Very Low Level’. It implies that majority of the private secondary school teachers opined that if the principal “allows the teachers the chance to participate professional development programmess such as seminar, allows the teachers the opportunity to use their initiative and make contribution while attending seminars, makes adequate consultations with the teachers before making key decisions in the school for attending seminar, allows teachers to attend conferences in their area of profession, leverage technology to enhance access to professional development resources for teachers such as seminar, my school made it mandatory for the teachers to attend seminar at least once in a year, teachers are made to participate in stakeholder seminars that enhances their knowledge on the job and ensures seminars involving experts/keynote speakers in the school. It was therefore regarded that, the table reveals that there was a moderate available in term of instructional materials in Oyo State Secondary Schools (\bar{x} =2.09, SD = 0.94) according to the study threshold.

Table 4.11: Most Adopted Teachers’ Development Programmes by Principals in Private Secondary Schools in Oyo State

S/N	Teachers’ Development Programmes by Principals		Decision
1	In-service training	2.62	Low
2	Peer Monitoring	2.06	Very Low
3	Attending Conferences	2.04	Very Low
4	Attending Seminars	2.09	Very Low
Weighted Mean Score		2.20	

According to the Decision, 2.20 is very low. The most adopted teachers' development programmes is in – service training development on the teachers.

4.1.4: Presentation of Hypotheses

H01: There will be no significant combined influence of Teachers' Development Programmes indices (In-service training, Peer mentoring, Attendance of Seminar and Attendance of Conference) and Workload Indices (Academic and Administrative workload) on Teachers' Work Behaviour in private Secondary Schools in Oyo State, Nigeria.

Model Summary of Combined Significant Influence of Teachers' Development Programmes Indices (In-service training, Peer mentoring, Attendance of Seminar and Attendance of Conference) and Workload Indices (academics and administrative workload) on Teachers' Work Behaviour in private Secondary Schools in Oyo State, Nigeria.

		ANOVA				Decision	
		Sum of Squares	Df	Mean Square	F	P-Value	
1	Regression	24.593	6	4.099	69.953	.000b	Significant
	Residual	15.645	268	.059			
	Total	40.237	274				

Model Summary

R = .782

R Square = .611

Adjusted R Square = .602

Standard Error of the Estimate = 0.64206

Dependent Variable: Teachers' Work Behaviour
Predictors: (Constant), In-service training, Peer mentoring, Attendance of Seminar, Attendance of Conference, Academics and Administrative Workload

Source: Fieldwork, 2025

F-value is significant at 0.05*

Table 4.6 shows the results of a multiple regression analysis examining the joint contribution of training development programmes indices (In-service training, peer mentoring, attendance of seminar and attendance of conference) and workload indices (academic and administrative workload) on teachers' work behaviour in private secondary schools in Oyo State, Nigeria. The

ANOVA table indicates that the regression model is significant ($F = 69.953, p < 0.001$), suggesting that at least one of the determinant variables significantly contributes to determining teachers' work behaviour in private secondary schools in Oyo State, Nigeria. The decision to reject the null hypothesis of no effect is supported by the low p-value, indicating that the joint contribution of the included variables is statistically significant. The model summary provides additional insights into the overall performance of the regression model. The multiple R (correlation coefficient) is 0.782, indicating a strong positive correlation between the predictors and the dependent variable. The R Square (coefficient of determination) is 0.611, suggesting that approximately 61.1% of the variance in teachers' work behaviour in private secondary schools can be explained by the combined influence of the predictor variables. The Adjusted R Square, which takes into account the number of predictors in the model, is 0.602, indicating a good fit. The standard error of the estimate is 0.64206, providing an indication of the average difference between the observed and predicted values. The predictors included in the model are the constant term, in-service training, peer mentoring, seminar, workshop and conference, academics and administrative workload. Summarily, the multiple regression analysis suggests that the joint contribution of training development programmes indices and workload indices significantly influences teachers' work behaviour in private secondary schools. The predictors collectively explain a substantial portion of the variance in teachers' work behaviour supporting the notion that both training development programmes indices and workload indices play crucial roles in shaping the behaviour of secondary school teachers in Oyo State, Nigeria.

H02: There will be no significant relative influence of Teachers’ Development Programmes indices (In-service training, peer mentoring, attendance of seminar, and attendance Conference) and Workload Indices (Academic and Administrative workload) on Teachers’ Work Behaviour in private secondary schools in Oyo State, Nigeria.

Table 4.9: Coefficients of Multiple Regression Analysis for the Relative Influence of Teachers’ Development Programmes indices (In-service training, Peer mentoring, attendance of Seminar, and attendance of Conference) and Workload Indices (academic and administrative workload) on Teachers’ Work Behaviour in private secondary schools in Oyo State, Nigeria

Coefficients a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.443	.126		11.447	.000
	In-service training	.213	.014	1.667	7.525	.000
	Peer mentoring	.152	.023	2.563	6.667	.000
	Attendance of Seminar	.056	.018	1.045	3.036	.003
	Attendance of Conference	.094	.023	-1.218	4.095	.000
	Academic Workload	.156	.022	-.913	2.497	.013
	Administrative Workload	.040	.009	.614	4.178	.000

a. Dependent Variable: Teachers’ Work Behaviour

Source: Fieldwork, 2025

Table 4.8 shows the coefficients of the multiple regression analysis for the relative influence of Teachers’ Development Programmes indices (In-service training, Peer mentoring, attendance of seminar and attendance of conference) and Workload Indices (academic and administrative workload) on Teachers’ Work Behaviour in private secondary schools in Oyo State, Nigeria. The constant term, representing the intercept, is 1.443. This value indicates the expected value of the dependent variable (Teachers’ Work Behaviour) when all predictor variables are zero. The t-value of 11.447 is highly significant ($p < 0.001$), suggesting that the intercept is significantly

different from zero. This intercept provides a baseline teachers' work behaviour level in Oyo state private secondary schools, Nigeria in the absence of any influence from the predictor variables. The coefficients for Independent Variables (Teachers' Development Programmes indices and Workload Indices) represent the change in the dependent variable (teachers' work behaviour) in Oyo state private secondary schools, Nigeria associated with a one-unit change in each predictor variable while holding the other variable constant. It also shows the coefficients of multiple regression analysis for the relative influence of Training Development Programmes indices (In-service training, Peer mentoring, attendance of Seminar, and attendance of Conference) and Workload Indices (academic and administrative workload) on Teachers' Work Behaviour in private secondary schools in Oyo State, Nigeria. The table shows that the beta coefficient (β) and t-values for In-service training ($\beta = .213$; $t = 7.525$; $p < .005$), Peer mentoring ($\beta = .152$; $t = 6.667$; $p < .000$), attendance of Seminar ($\beta = .056$; $t = 3.036$; $p < .005$), attendance of Conference ($\beta = .094$; $t = 4.095$; $p < .005$), administrative workload ($\beta = .040$; $t = 4.178$; $p < .005$), and academic workload ($\beta = .156$; $t = 2.497$; $p < .005$), are significant at $P > 0.05$. Therefore, the results show that the differences on Teachers' Work Behaviour in Oyo state private secondary schools, Nigeria can be explained by Training Development Programmes and Workload Indices, which means they are needed in the model. It means that Training Development Programmes and Workload Indices had a positive influence on Teachers' Work Behaviour in Oyo state private secondary schools, Nigeria. The empirical value of the F-value, which was calculated, is 4.080, which is significant at $p < 0.001$, and then we can say that the F-value is statistically significant. The independent variables (Training Development Programmes and Workload Indices) are statistically and significantly influence the dependent variable (Teachers' Work Behaviour in Oyo state private secondary schools, Nigeria). Therefore,

Training Development Programmes and Workload Indices on Teachers' Work Behaviour in Oyo State private Secondary Schools, Nigeria are statistically significant. In summary, both Training Development Programmes and Workload Indices play important roles in influencing Teachers' Work Behaviour in Oyo state private secondary schools, Nigeria, with having a relatively greater influence. These findings emphasize the significance of addressing both Principals' Motivational Techniques and Physical Learning Environment considerations to foster a supportive and committed teaching environment.

The unstandardized coefficients for each predictor variable provide information about the magnitude and direction of their influence on the dependent variable. In-service training has a negative unstandardized coefficient of -0.103, suggesting that an increase in in-service training is associated with a decrease in teachers' work behaviour. This relationship is supported by a significant t-value of -7.525 ($p < 0.001$). Conversely, peer monitoring has a positive unstandardized coefficient of 0.152, indicating that an increase in peer monitoring is associated with an increase in teachers' work behaviour. This relationship is supported by a significant t-value of 6.667 ($p < 0.001$). Attendance of Seminar also has a positive unstandardized coefficient of 0.056, indicating a positive association with teachers' work behaviour, supported by a significant t-value of 3.036 ($p = 0.003$). Attendance of conference has a negative unstandardized coefficient of -.094, suggesting that an increase in attendance of conference is associated with a decrease in teachers' work behaviour. This relationship is supported by a significant t-value of -4.095 ($p < 0.001$).

Among the teachers' workload indices, academic workload has a negative unstandardized coefficient of .156, suggesting that an increase in academic workload decrease in teachers' work behavior. This relationship is supported by a significant t-value of --.913 ($p < 0.001$) and lastly

administrative teachers' workload has a positive unstandardized coefficient of 0.009, indicating that an increase in administrative teachers' workload is associated with an decrease in teachers' work behaviour. This relationship is supported by a significant t-value of 4.178 ($p < 0.001$). All the positive variables have significant t-values, indicating that their effects are statistically significant. In summary, the coefficients also provide detailed information about the direction and strength of the relationships between each predictor variable and teachers' work behaviour. The findings suggest that certain training development programmes indices and workload Indices significantly contribute to shaping teachers' work behaviour in Oyo State Secondary schools, Nigeria.

4.2 Discussion of Findings

This research investigated training development programmes indices and workload Indices as determinants of teachers' work behaviour in Oyo State private secondary schools, Nigeria. Discussion of the findings presents the results of the research and relates them with previous studies by other researchers to for differences or similarities. In this study, demographic information of the respondents (teachers and principals) was analyzed, three research questions were answered and two hypotheses were tested.

Results of the demographic data analysis of principals showed insights into the gender, age, marital status, highest educational qualifications, and years of teaching experience of principals in private secondary schools in Oyo State. The data reveal a balanced representation in terms of gender, with a higher percentage of female principals. The majority of principals are in the age category of 40 years and above, indicating a potential generational trend in leadership. Furthermore, a significant proportion of principals are married, hold Bachelor's degrees, and have extensive teaching experience of 10 years and above. These findings shed light on the

demographic landscape of school principals, providing a foundation for understanding their potential impact on school management and educational outcomes.

Results on the demographic characteristics of private secondary school teachers is vital for comprehending the composition of the teaching workforce. It also shows the gender, age, marital status, highest educational qualifications, position, department or field, and years of teaching experience of private secondary school teachers in Oyo State. Notably, the majority of teachers are female. This result was in line with a study on gender differences in teachers' work behaviour and student outcomes in found a higher proportion of female teachers in Nigerian secondary schools¹. They argue that female teachers often adopt more participatory approaches, potentially benefiting teaching work behaviour. The overwhelming majority are married and hold Bachelor's degrees. The prevalence of teachers in the role of class teacher and their distribution across different departments or fields showcases the diverse expertise within the private secondary school teaching staff². The data on years of teaching experience highlight a considerable number of teachers with 10 years and above, underscoring the wealth of teaching experience. A study highlights the importance of subject-specific qualifications and continuous professional development for private secondary school teachers, regardless of their base degree (e.g., Bachelor's)³. The finding of diverse expertise across departments strengthens this point. However, this study contradicts research which found no significant relationship between teacher marital status and their effectiveness, suggesting this factor might not be as relevant as the findings indicate⁴.

Findings from research question one showed that a predominant trend where classroom teachers consistently exhibit low level work behaviors. Principals are reported to make quick decisions, provide clear directions, foster a sense of purpose, maintain consistent rules, and take ultimate

responsibility for the school's performance. The overall weighted mean score of 2.31 and the general decision of "very low, affirm the behaviour of the teachers toward their different tasks. This finding partially aligns with a work on "Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Private Secondary Schools in South-west, Nigeria"⁵ which showed low level of teachers' commitment to the school, students and profession. Although the differences could be that they were carried out in two different years (the former was conducted in year 2022 while the latter in year 2025) and two different schools (the former was carried out in senior secondary schools whereas the latter was conducted in private secondary school). This finding however do corroborate that of a work on "Demographic Indices as Predictor of Science Teachers' behaviour to work in Secondary Schools in Ogun State, Nigeria"⁶ which showed poor behaviour of teachers to the school task⁶. The differences observed in both studies could be that the former was carried out only among science teachers and in Ogun state whereas the latter was carried out on all the teachers and in the entire Oyo State, Nigeria.

This study's finding almost completely disagree with that of a work on "Assessment of Job behaviour of Secondary School Teachers in Osun State, Nigeria"⁷ which revealed that the behaviour of teachers to the teaching profession was generally low in Osun State secondary schools⁷. The differences observed in both studies could be that the former was carried out in the year 2019 and only in Osun State whereas the latter was conducted in the year 2025 and in the entire Oyo State. This study's findings almost completely agree with the work on "Job behaviour as a Correlate of Teachers' Productivity in Private Primary Schools in South West, Nigeria" which revealed high level of teachers' behaviour to work⁸. The little differences could that the former was carried out in the primary school sector whereas the latter was done in the senior private secondary school segment. This finding is almost completely supported by the work on

“Analysis of Secondary Schools Teachers’ work behaviour in Kwara State, Nigeria”⁹ which showed that teachers’ work behaviour to school in areas of class attendance and preparation of lesson were always good (very high) while their commitment to students in areas of extracurricular activities, students discipline and students’ assessment were found to be moderate⁹.

Findings from research question two showed that the status of teachers’ workload is high. It was revealed that the status of teachers’ workload is high. The findings is not supported by the work on “Motivational Strategies and School Factors as Predictors of Teachers' attitude to work in Private Secondary Schools in South-west, Nigeria”¹⁰ which showed poor or low level of principals’ motivational strategies in areas of incentives such as remuneration, bonuses, allowances and various employee benefits¹¹. Although the difference is that the former was carried out in southwest while the latter is out in Oyo State. This study’s finding partially agrees with the work on “School Support Services and Teacher Job Commitment in Private Secondary Schools in Ogun State, Nigeria” which revealed a high level of support services such as library support, health bonuses and insurance, attending seminars, incentives and mentoring services¹². The differences in the results could be that the former study was carried out in only Ogun state whereas the present study was conducted in the entire Oyo State, Nigeria.

Findings from research question three indicated the most adopted teachers’ development programmes by principal in private secondary secondary schools in Oyo State. It was revealed that in-service training was most adopted by the secondary school principals and at a low level. This finding is duly supported by a previous study which reported Teachers’ Instructional Workload Management will increased teachers’ participation, engagement and work behaviour Private Secondary Schools in Oyo State, aligning with the significant contribution of teachers’

development programmes indices¹³. Another previous similar study on "The Importance of In-service training, Peer mentoring, attendance of seminar and attendance of conference" also concluded that attending a variety of engaging in the in-service training significantly improved teachers' work behaviour, consistent with your findings on the importance of teachers' work behaviour¹⁴.

Findings from hypothesis one (Ho1) revealed a significant joint contribution of teachers' development programmes indices and workload Indices on teachers' work behaviour in Oyo State Secondary schools, Nigeria. The model summary statistics reveal a strong positive correlation ($R = 0.782$) between the predictors and the dependent variable. The R Square value of 0.611 indicates that approximately 61.1% of the variance in teachers' work behaviour can be explained by the combined influence of the predictor variables. The Adjusted R Square value of 0.602 suggests a good fit of the model, considering the number of predictors. The standard error of the estimate is 0.64206, providing an average measure of the discrepancy between observed and predicted values. The predictors include In-service training, Peer mentoring, attendance of seminar and attendance of conference, academic and administrative workload¹⁵. The findings highlight the significant role played by both teachers' development programmes indices and workload Indices in shaping teachers' work behaviour in Oyo state private secondary schools¹⁶. This finding is duly supported by a previous study which reported Teachers' Instructional Workload Management will increased teachers' participation, engagement and work behaviour Private Secondary Schools in Oyo State, aligning with the significant contribution of teachers' development programmes indices⁸. Another previous similar study on "The Importance of In-service training, Peer mentoring, attendance of seminar and attendance of conference" also concluded that attending a variety of engaging in the in-service training significantly improved

teachers' work behaviour, consistent with your findings on the importance of teachers' work behaviour¹⁷.

Findings from hypothesis two (Ho2) revealed that the beta coefficient (β) and t- values for In-service training ($\beta = .213$; $t = 7.525$; $p < .005$), Peer mentoring ($\beta = .152$; $t = 6.667$; $p < .000$), attendance of Seminar ($\beta = .056$; $t = 3.036$; $p < .005$), attendance of Conference ($\beta = .094$; $t = 4.095$; $p < .005$), administrative workload ($\beta = .040$; $t = 4.178$; $p < .005$), and academic workload ($\beta = .156$; $t = 2.497$; $p < .005$), are significant at $P > 0.05$. This finding completely agrees with a previous empirical study which reported that peer monitoring and attending seminar can be beneficial when teachers have intrinsic motivation and a clear understanding of learning objectives¹⁸. Furthermore, a study also showed a support for the observation of negative associations with factors like academic workload, attendance of conference and engagement¹⁹.

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Chapter Five

Conclusion

This chapter presented the summary of findings, conclusion and recommendations based on the findings, contributions to knowledge and suggested areas for further research.

5.1 Summary of Findings

The research findings revealed that the level of work behaviour among teachers is very low ($\bar{x} = 2.31$) in private secondary school in Oyo State. Study findings also revealed that the status of the teachers' workload both academic and administrative workload which constitute the overall workload for this study was at high level ($\bar{x} = 3.62$). The finding also showed that the most adopted teachers' development programmes in private secondary schools in Oyo State is in-service training ($\bar{x} = 2.61$) and at a low level by the principal. It shows that there was a significant joint influence of teachers' development programmes and workload indices on work behaviour among teachers in private secondary schools in Oyo State ($F = 69.953, p < 0.001$). It also showed that In-service training ($\beta = .213; t = 7.525; p < .005$), Peer mentoring ($\beta = .152; t = 6.667; p < .000$), attendance of Seminar ($\beta = .056; t = 3.036; p < .005$), attendance of Conference ($\beta = .094; t = 4.095; p < .005$), administrative workload ($\beta = .040; t = 4.178; p < .005$), and academic workload ($\beta = .156; t = 2.497; p < .005$), are significant at $P > 0.05$.

5.2 Conclusion

On the basis of the findings of this study, it can be concluded that very low level of teachers' work behaviour, high level of teachers' academic workload as well as administrative workload and low level of in-service teacher development programmes which was the most adopted programmes by the principal in private secondary schools in Oyo State.

5.3 Recommendations

Based on the findings and conclusion, it was recommended as follows:

1. Teachers' work behavior was found to be at a low level. There is need for them to improve their work behaviour and attitude from low level to a moderate or high level. This means that the school workload should be reduced to ensure a better work behaviour by the teachers.
2. In the area of teachers' development programmes, it was found to be at a low level and the most adopted programmes by the principal is the in – service training. This shows that there is need for principals to create more time in engaging the other training programmes.. The principals should ensure higher teachers' development programmes as it is important for effective administration of the school;
3. Teachers' workload in area of academic and administrative was found to be at a high level. Principals should thus ensure that they make a reduce of tasks they have to do in other to reduce the low work behaviour on the teachers. It will be more easier for the principals to manage their workload and increase their work behaviour.

5.4 Contribution to Knowledge

This research has added to knowledge conceptually, theoretically and empirically as discussed below:

Conceptual Contribution

This study has contributed to knowledge conceptually by providing a better insight and vivid clarification of the concepts (teachers' work behaviour, academic teachers' workload, administrative teachers' workload, in – service training, peer monitoring, attending seminars and attending conference) beyond that used in previous studies and/or literatures. Most of the above

concepts were provided richer and deeper clarity more than the way they were conceptualized and/or defined in previous studies.

Theoretical Contribution

This study was hinged on social cognitive theory which was proposed by psychologist Albert Bandura, emphasizes the importance of observational learning, imitation, and cognitive processes in understanding human behaviour. It posits that people learn not only through direct experience but also by observing others and the outcomes of their actions. In the context of teachers' development programmes and workload as determinants of secondary school teachers' work behaviour, social cognitive theory offers valuable insights into how teachers' behaviours are shaped and influenced. According to social cognitive theory, teachers learn from observing the behaviours of their colleagues, administrators, and students. Teachers' development programmes can leverage this aspect by providing opportunities for teachers to observe effective teaching practices, collaborative planning sessions, and constructive feedback sessions. When teachers observe successful teaching strategies in action, they are more likely to adopt similar practices in their own classrooms. This study has also contributed theoretically by providing useful and relevant application of the theories above to this study on “teachers’ development training programmes and workload Indices as determinants of work behaviour among teachers in private secondary schools in Oyo State” other than the way they were used in previous studies.

Empirical Contribution

Previous empirical studies showed that there are dearth of scholarly works on the status of teachers’ development training programmes and workload Indices as determinants of work behaviour among teachers in private secondary schools in Oyo State. This study has contributed

empirically to knowledge by establishing that there exists significant joint and relative effect of important factors such as teachers' training development programmes (peer mentoring, attending seminar, attending conferences and in-service training) and teachers' workload (academic and administrative) on teachers' work behaviour in private secondary schools in Oyo State thus closing this identified gap in knowledge.

5.5 Suggested Areas of Further Research

In subsequent studies, qualitative research approach which involve the use of in-depth interviews, case studies and focus group discussions can be adopted to provide qualitative information on the research topic (teachers' development training programmes and workload Indices as determinants of work behaviour among teachers in private secondary schools in Oyo State. Mixed study research design can therefore be used in further study. The demographic variables of the principals could be considered as moderating variables in subsequent studies. This will help to see if there exists significant moderating influence of principals' age, gender, years of educational experience, and academic qualifications on the relationship among teachers' development training programmes, workload Indices and work behaviour among teachers in private secondary schools in Oyo State.

Other educational sectors such as primary, technical/vocational and tertiary sectors can be used in subsequent studies while maintaining the topic. The influence of the independent variables (teachers' development training programmes, and workload Indices) on the dependent variable (teachers' work behaviour) public secondary schools can be compared in another study. More or other indices of teachers' development training programmes, and workload Indices and teachers' work behaviour could be used in further studies.

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Appendices

Appendix I

Research Questionnaire I

Teachers' Development Programmes and Workload Indices Questionnaire (TDPAWIQ)

Department of Arts and Social Science Education,

Faculty of Arts and Education,

Lead City University, Ibadan, Oyo State.

25th April, 2025

Dear Sir/Ma,

I am a Doctorate Degree Student in the Department of Educational management and I am carrying out a research study on how teachers' development programmes and workload indices may be affecting teachers' work behaviour in the school. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to.

Yours Faithfully,

The Researcher

Teachers' Development Programmes and Workload Indices Questionnaire (TDPAWIQ)

Section A: Demographic Information (to be answered by Teachers)

1. Gender: Male () Female ()
2. Age: 18 – 39 years () 40 – 60 years () 60 years and above ()
3. Marital Status: Single () Married () Divoried (), Separated ()
4. Years of Teaching Experience: 1 – 15 years () 6 – 10 years () 11 – 15 years () 16 years and above ()
5. Highest Educational Qualification : NCE () Bachelor's degree () Masters Degree () M Phil () Ph.D () and others -----
6. Position: Classteacher () Assistant classteacher ()
7. Department: Science (), Social Science (), Arts ()

Section B: Teachers' Development Programmes Questionnaire [TDPQ]

For each item, please tick (√) the appropriate box that describes your opinion. Rating scale used SA = Strongly Agree (1), A = Agree (2) D = Disagree (3), and SD = Strongly Disagree(4)

S/N	Items (My Principal)	4 SA	3 A	2 D	1 SD
	In-service Training				
1	creates a dynamic training that caters to diverse learning styles and pace s				
2.	emphasizes as teachers and staff are directly responsible for the success of their initiatives during in-service training				
3.	identifies the specific areas requiring retraining for teachers				
4.	organizes in-service courses for teachers to attend.				
5..	allows teachers to attend conferences in their area of profession				
6.	is responsive to suggestions or requests for specific types of professional development support				
7.	mentors teachers to improve in their profession				
8.	creates meetings and study groups for teachers to help us improve in their knowledge and skills				

	Attending of Conference				
9.	facilitates opportunities for you to attend conferences related to your field				
10.	seeks feedback from me regarding my professional development needs and interests.				
11	engage in discussions with me about my professional growth and goals				
12	provide resources or funding to support teachers' participation in attending educational conferences.				
13	recognize and celebrate my achievements and milestones in my professional development				
14.	facilitates collaborative professional development initiatives for teachers				
15	ensures gatherings involving experts/keynote speakers are regularly organized for the teachers				
16.	leverage technology to enhance access to professional development resources for teachers				
	Attending of Seminars				
17	allows the teachers the chance to participate professional development programmes such as seminar.				
18	allows the teachers the opportunity to use their initiative and make contribution while attending seminars				
19	makes adequate consultations with the teachers before making key decisions in the school for attending seminar				
20	allows teachers to attend conferences in their area of profession				
21	leverage technology to enhance access to professional development resources for teachers such as seminar				
22	My school made it mandatory for the teachers to attend seminar at least once in a year				
23	Teachers are made to participate in stakeholder seminars that enhances their knowledge on the job				
24	ensures seminars involving experts/keynote speakers in the school				
	Peer Monitoring				
25	empowers teachers and staff to explore creative teaching methods and innovative approaches				
26	Encourages professional development programmes which make employees become more effective and loyal in their teaching skills				
27	allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of				

	fresh and effective teaching methods				
28	promotes a positive school culture based on trust, respect, and cooperation				
29	Creates new insights and knowledge from the collaboration of peer monitoring				
30	enables teachers to adapt their teaching methods to suit individual student needs				
31	fosters a sense of purpose and belonging in the teaching staff and students				

Section C: Teachers' Workload Questionnaire (ATWQ)

Instruction: Please tick (✓) the appropriate box that describes your opinion.

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

S/N	ITEMS	4 SA	3 A	2 D	1 SD
.	Academics Teachers' Workload				
1	The academic task assigned to me as a teacher are too many				
2.	My working hours as a teacher is overstretched				
3.	I teach more subjects than I should				
4.	I am made to teach extra classes and extra-moral lessons				
5.	The classes I teach are large in term of students' capacity				
6.	I engaged in counselling of students most of the time				
7.	I often carry undone tasks to the next working day				
8.	I teach more students than am supposed to teach				
	Administrative Teachers' Workload				
9.	I do some of my administrative official work at home				
10.	I often carry undone tasks to the next working day				
11	Participate in giving reports concerning students to their parents				
12	Participate in students' welfare services in the school				
13	Inculcate effective discipline strategies in the class				
14	Actively involved in curricular and extra – curricular activities				
15	Adequately keep records in the school				

Appendices

Appendix I1

Teachers' Workload Indices Questionnaire (TWLIQ)

Department of Arts and Social Science Education,

Faculty of Arts and Education,

Lead City University, Ibadan, Oyo State.

25th April, 2025

Dear Sir/Ma,

I am a Doctorate Degree Student in the Department of Educational management and I am carrying out a research study on how teachers' development programmes and workload indices may be affecting teachers' work behaviour in the school. Your responses and cooperation are highly needed. Confidentiality to your responses will strictly be adhered to.

Yours Faithfully,

The Researcher

Section A: Demographic Information (to be answered by Principal)

1. Gender: Male () Female ()
2. Age:

Section B: Teachers' Work Behaviour Questionnaire [TWBQ] By the Principals

For each item, please tick (✓) the appropriate box that describes your opinion
 SD = Strongly Agree (4), D = Agree (3), Disagree (2) Strongly Agree (4)

S/N	Items	4 SA	3 A	2 D	1 SD
1.	My teacher assumes leadership responsibilities and volunteers to help student in any situation				
2.	My teacher focuses on accomplishment and always refuse to be distracted at anytime.				
3.	My teachers is flexible and prone to corrections by others including correction from student				
4.	My teacher is skilled at problem solving issues that arise on the job				
5.	My teacher has capacity and ability to develop solution to seemingly impossible problem.				
6.	My teacher is innovative whenever he/she teaches us				
7.	My teacher enjoy routine and innovative tasks				
8.	My teacher think out of the box to create and provide solution to any problem				
9.	My teacher engaged in acts of unplanned anger and intimidation to meet his/her own needs				
10.	My teacher lacks understanding and patient when discharging his/her task				

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Appendix II
Computation Results from SPSS Analysis

Gender Frequency Distribution of Principals' Demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	106	38.7	38.7	
	Female	168	61.3	61.3	
	Total	274	100	100	

Age Frequency distribution of principals' demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	18 – 28 years	-	-	-	
	29 – 59 years	223	81.4	81.4	
	60 years and above	51	18.6	18.6	
	Total	274	100	100	

Marital Status Frequency distribution of principals' demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Single	-	-	-	
	Married	271	98.9	98.9	
	Divorced	1	0.4	0.4	
	Separated	2	0.7	0.7	
	Total	274	100	100	

Highest Education Qualifications		Frequency	Percent	Valid percent	Cumulative percent
Valid	Bachelor's degree	209	76.3	76.3	
	Master's degree	63	23.0	23.0	
	Mphil or PhD degree	2	0.7	0.7	
	Others	-	-	-	
	Total	274	100	100	

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Years of Teaching Experience					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	6 – 10 years	-	-	-	
	11 – 15 years	-	-	-	
	16 years and above	274	100.0	100.0	
	Total	274	100	100	

Gender Frequency Distribution of Teacher' Demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	296	54.0	54.0	
	Female	252	46.0	46.0	
	Total	548	100	100	

Age Frequency distribution of teacher demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	18 – 39 years	212	38.7	38.7	
	40 – 59 years	316	57.7	57.7	
	60 years and above	20	3.6	3.6	
	Total	548	100	100	

Marital Status Frequency distribution of principals' demography					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Single	21	21	21	
	Married	526	526	526	
	Divorced	0	0	0	
	Separated	1	1	1	
	Total	548	100	100	

Highest Education Qualifications					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Bachelor's degree	423	77.2	77.2	
	Master's degree	27	4.9	4.9	
	Mphil or PhD degree	3	5	5	
	Others	95	17.3	17.3	
	Total	548	100	100	

Position		Frequency	Percent	Valid percent	Cumulative percent
Valid	Class Teacher	548	100	100	
	Total	548	100	100	

Department or Field		Frequency	Percent	Valid percent	Cumulative percent
Valid	Science	0	0	0	
	Social Science	235	42.9	42.9	
	Arts	313	57.1	57.1	
	Total	548	100	100	

Years of Teaching Experience		Frequency	Percent	Valid percent	Cumulative percent
Valid	1 – 5 years	178	32.5	2.5	
	6 – 10 years	174	31.8	31.8	
	11-15years	101	18.4	18.4	
	16 years and above	95	17.3	17.30	
	Total	274	100	100	

Teacher' work Behaviour

My teacher has capacity and ability to develop solution to seemingly impossible problem.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	143	53.0	53.0	
	Agree	98	35.8	35.8	
	Disagree	28	06.4	06.4	
	Strongly Disagree	05	01.8	01.8	
	Total	274	100	100	

My teacher engaged in acts of unplanned anger and intimidation to meet his/her own needs					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	55	20.1	20.1	
	Agree	88	32.1	32.1	
	Disagree	106	38.7	38.7	
	Strongly Disagree	25	09.1	09.1	
	Total	274	100	100	

My teachers is flexible and prone to corrections by others including correction from student					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	68	24.8	24.8	
	Agree	35	12.8	12.8	
	Disagree	126	46.0	46.0	
	Strongly Disagree	45	16.4	16.4	
	Total	274	100	100	

My teacher assumes leadership responsibilities and volunteers to help student in any situation					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	30	11.0	1.0	
	Agree	14	05.1	05.1	
	Disagree	100	36.5	36.5	
	Strongly Disagree	130	47.4	47.4	
	Total	274	100	100	

My teacher enjoy routine and innovative tasks					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	42	15.2	15.2	
	Agree	31	11.3	11.3	
	Disagree	100	36.5	36.5	
	Strongly Disagree	137	50.0	50.0	
	Total	274	100	100	

My teacher lacks understanding and patient when discharging his/her task					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	31	11.3	11.3	
	Agree	20	07.4	07.4	
	Disagree	121	44.1	44.1	
	Strongly Disagree	102	37.2	37.2	
	Total	274	100	100	

My teacher is skilled at problem solving issues that arise on the job		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	21	07.7	07.7	
	Agree	28	10.2	10.2	
	Disagree	115	41.9	41.9	
	Strongly Disagree	110	40.1	40.1	
	Total	274	100	100	

My teacher is innovative whenever he/she teaches us		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	64	21.9	21.9	
	Agree	63	21.9	21.9	
	Disagree	104	12.9	12.9	
	Strongly Disagree	43	12.7	12.7	
	Total	274	100	100	

My teacher think out of the box to create and provide solution to any problem		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	23	08.4	08.4	
	Agree	54	19.7	19.7	
	Disagree	103	37.6	37.6	
	Strongly Disagree	94	34.3	34.3	
	Total	274	100	100	

My teacher focus on accomplishment and always refuse to be distracted at any time		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	61	22.3	22.3	
	Agree	72	26.3	26.3	
	Disagree	102	37.2	37.2	
	Strongly Disagree	39	14.2	14.2	
	Total	274	100	100	

Academics Teachers' Workload

The academic task assigned to me as a teacher are too many					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	368	67.1	67.1	
	Agree	106	19.4	19.4	
	Disagree	50	09.1	09.1	
	Strongly Disagree	24	04.4	04.4	
	Total	548	100	100	

I engaged in counselling of students most of the time					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	325	59.3	59.3	
	Agree	112	20.4	20.4	
	Disagree	48	08.8	08.8	
	Strongly Disagree	39	07.1	07.1	
	Total	548	100	100	

My working hours as a teacher is overstretched					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	313	57.1	57.1	
	Agree	134	24.4	24.4	
	Disagree	70	12.7	12.7	
	Strongly Disagree	31	05.7	05.7	
	Total	548	100	100	

The classes I teach are large in term of students' capacity					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	191	34.9	34.9	
	Agree	256	46.7	46.7	
	Disagree	61	11.1	11.1	
	Strongly Disagree	40	07.3	07.3	
	Total	548	100	100	

I am made to teach extra classes and extra-moral lessons					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	262	47.8	47.8	
	Agree	187	34.1	34.1	
	Disagree	90	16.4	16.4	
	Strongly Disagree	09	01.6	01.6	
	Total	548	100	100	

I teach more students than am supposed to teach					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	278	50.7	50.7	
	Agree	151	27.6	27.6	
	Disagree	81	14.8	14.8	
	Strongly Disagree	38	06.9	06.9	
	Total	548	100	100	

I often carry undone tasks to the next working day					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	268	48.9	48.9	
	Agree	150	27.4	27.4	
	Disagree	84	15.3	15.3	
	Strongly Disagree	46	08.4	08.4	
	Total	548	100	100	

Administrative Teachers' Workload

I do some of my administrative official work at home					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	252	92.0	92.0	
	Agree	18	06.6	06.6	
	Disagree	03	01.1	01.1	
	Strongly Disagree	01	0.04	0.04	
	Total	548	100	100	

I often carry undone administrative tasks to the next working day					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	262	22.6	22.6	
	Agree	179	28.8	28.8	
	Disagree	73	12.0	12.0	
	Strongly Disagree	20	36.5	36.5	
	Total	548	100	100	

The administrative task assigned to me are too many					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	211	22.3	22.3	
	Agree	132	37.2	37.2	
	Disagree	118	13.9	13.9	
	Strongly Disagree	73	26.6	26.6	
	Total	548	100	100	

Participate in giving reports concerning students to their parents					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	184	30.7	30.7	
	Agree	160	10.9	10.9	
	Disagree	96	24.1	24.1	
	Strongly Disagree	84	34.3	34.3	
	Total	548	100	100	

Participate in students' welfare services in the school					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	179	65.3	65.3	
	Agree	53	19.3	19.3	
	Disagree	27	09.9	09.9	
	Strongly Disagree	15	05.5	05.5	
	Total	548	100	100	

Inculcate effective discipline strategies in the class					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	189	69.0	69.0	
	Agree	274	27.0	27.0	
	Disagree	58	02.9	02.9	
	Strongly Disagree	43	01.1	01.1	
	Total	548	100	100	

Actively involved in curricular and extra – curricular activities					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	213	26.6	26.6	
	Agree	218	21.1	21.1	
	Disagree	63	23.0	23.0	
	Strongly Disagree	80	29.2	29.2	
	Total	548	100	100	

Adequately keep records in the school					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	218	79.6	79.6	
	Agree	132	11.7	11.7	
	Disagree	66	05.8	05.8	
	Strongly Disagree	72	02.9	02.9	
	Total	548	100	100	

In-service training

Creates a dynamic training that caters to diverse learning styles and paces					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	232	42.3	42.3	
	Agree	194	35.4	35.4	
	Disagree	62	11.3	11.3	
	Strongly Disagree	60	10.9	10.9	
	Total	548	100	100	

Emphasizes as teachers and staff are directly responsible for the success of their initiatives
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during in-service training		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	313	57.1	57.1	
	Agree	171	31.2	31.2	
	Disagree	37	06.8	06.8	
	Strongly Disagree	27	04.9	04.9	
	Total	548	100	100	

Identifies the specific areas requiring retraining for teachers.		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	78	14.2	14.2	
	Agree	31	05.2	05.2	
	Disagree	466	75.9	75.9	
	Strongly Disagree	23	04.2	04.2	
	Total	548	100	100	

Organizes in-service courses for teachers to attend.		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	22	04.0	04.0	
	Agree	53	09.7	09.7	
	Disagree	321	58.1	58.1	
	Strongly Disagree	152	27.7	27.7	
	Total	548	100	100	

Allows teachers to attend conferences in their area of profession		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	41	07.5	07.5	
	Agree	97	58.1	58.1	
	Disagree	278	58.1	58.1	
	Strongly Disagree	132	27.7	27.7	
	Total	548	100	100	

Is responsive to suggestions or requests for specific types of professional development

support		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	114	20.8	20.8	
	Agree	62	11.3	11.3	
	Disagree	337	61.5	61.5	
	Strongly Disagree	35	06.4	06.4	
	Total	548	100	100	

Mentors teachers to improve in their profession		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	106	19.3	19.3	
	Agree	11	20.0	20.0	
	Disagree	-	0.00	0.00	
	Strongly Disagree	431	78.6	78.6	
	Total	548	100	100	

Creates meetings and study groups for teachers to help them improve in their knowledge and skills		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	171	31.2	31.2	
	Agree	37	06.8	06.8	
	Disagree	313	57.1	57.1	
	Strongly Disagree	27	04.9	04.9	
	Total	548	100	100	

Peer Monitoring

Empowers teachers and staff to explore creative teaching methods and innovative approaches.		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	101	18.4	18.4	
	Agree	58	0.6	0.6	
	Disagree	53	09.7	09.7	
	Strongly Disagree	336	61.3	61.3	
	Total	548	100	100	

Allows teachers and staff to feel more comfortable sharing their ideas, leading to the implementation of fresh and effective teaching methods					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	62	11.3	11.3	
	Agree	100	18.6	18.6	
	Disagree	197	35.9	35.9	
	Strongly Disagree	189	34.3	34.3	
	Total	548	100	100	

Promotes a positive school culture based on trust, respect, and cooperation					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	35	06.4	06.4	
	Agree	102	18.6	18.6	
	Disagree	138	25.2	25.2	
	Strongly Disagree	273	49.8	49.8	
	Total	548	100	100	

Enables teachers to adapt their teaching methods to suit individual student needs					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	184	33.6	33.6	
	Agree	130	23.7	23.7	
	Disagree	166	30.3	30.3	
	Strongly Disagree	35	06.4	06.4	
	Total	548	100	100	

Foster a sense of purpose and belonging in the teaching staff and students.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	43	07.8	07.8	
	Disagree	227	41.4	41.4	
	Strongly Disagree	205	37.4	37.4	
	Total	548	100	100	

Professional development programmes make employees become more effective and
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experience in their teaching skills		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	67	12.2	12.2	
	Agree	60	11.0	11.0	
	Disagree	218	39.7	39.7	
	Strongly Disagree	203	37.0	37.0	
	Total	548	100	100	

Mentoring is part of development programmes I have enjoyed as a teacher		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	83	15.7	15.7	
	Agree	58	10.6	10.6	
	Disagree	163	29.7	29.7	
	Strongly Disagree	280	51.0	51.0	
	Total	548	100	100	

I have enjoyed as a teacher create new insights and knowledge from the collaboration of peer monitoring		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	10	01.8	15.7	
	Agree	20	03.6	10.6	
	Disagree	218	39.9	29.7	
	Strongly Disagree	300	54.7	51.0	
	Total	548	100	100	

Attendance of Conference

Facilitates opportunities for you to attend conferences related to your field		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	40	07.3	07.3	
	Agree	84	15.3	15.3	
	Disagree	223	40.7	40.7	
	Strongly Disagree	201	36.7	36.7	
	Total	548	100	100	

Seeks feedback from me regarding my professional development needs and interests.

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	62	11.3	11.3	
	Agree	79	14.4	14.4	
	Disagree	233	42.5	42.5	
	Strongly Disagree	174	31.8	31.8	
	Total	548	100	100	

Engage in discussions with me about my professional growth and goals					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	61	11.1	11.1	
	Agree	136	24.8	24.8	
	Disagree	178	32.5	32.5	
	Strongly Disagree	173	31.6	31.6	
	Total	548	100	100	

Provide resources or funding to support teachers' participation in attending educational conferences.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	58	10.6	10.6	
	Agree	30	05.5	05.5	
	Disagree	266	48.5	48.5	
	Strongly Disagree	194	35.4	35.4	
	Total	548	100	100	

Recognize and celebrate my achievements and milestones in my professional development					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	79	14.4	14.4	
	Agree	73	13.3	13.3	
	Disagree	161	29.4	29.4	
	Strongly Disagree	235	42.9	42.9	
	Total	548	100	100	

Facilitates collaborative professional development initiatives for teachers

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	54	09.9	09.9	
	Disagree	218	39.7	39.7	
	Strongly Disagree	203	37.0	37.0	
	Total	548	100	100	

Facilitates collaborative professional development initiatives for teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	54	09.9	09.9	
	Disagree	218	39.7	39.7	
	Strongly Disagree	203	37.0	37.0	
	Total	548	100	100	

Ensures workshops involving experts/keynote speakers are regularly organized for the teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	158	28.8	28.8	
	Disagree	217	39.7	39.7	
	Strongly Disagree	100	18.2	18.2	
	Total	548	100	100	

Leverage technology to enhance access to professional development resources for teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	62	13.3	13.3	
	Agree	52	09.5	09.5	
	Disagree	216	39.4	39.4	
	Strongly Disagree	218	39.8	39.8	
	Total	548	100	100	

Attendance of Conference

Facilitates opportunities for you to attend conferences related to your field					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	40	07.3	07.3	
	Agree	84	15.3	15.3	
	Disagree	223	40.7	40.7	
	Strongly Disagree	201	36.7	36.7	
	Total	548	100	100	

Seeks feedback from me regarding my professional development needs and interests.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	62	11.3	11.3	
	Agree	79	14.4	14.4	
	Disagree	233	42.5	42.5	
	Strongly Disagree	174	31.8	31.8	
	Total	548	100	100	

Engage in discussions with me about my professional growth and goals					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	61	11.1	11.1	
	Agree	136	24.8	24.8	
	Disagree	178	32.5	32.5	
	Strongly Disagree	173	31.6	31.6	
	Total	548	100	100	

Provide resources or funding to support teachers' participation in attending educational conferences.					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	58	10.6	10.6	
	Agree	30	05.5	05.5	
	Disagree	266	48.5	48.5	
	Strongly Disagree	194	35.4	35.4	
	Total	548	100	100	

Recognize and celebrate my achievements and milestones in my professional development				
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		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	79	10.6	10.6	
	Agree	73	05.5	05.5	
	Disagree	161	48.5	48.5	
	Strongly Disagree	235	35.4	35.4	
	Total	548	100	100	

Facilitates collaborative professional development initiatives for teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	54	09.9	09.9	
	Disagree	218	39.7	39.7	
	Strongly Disagree	203	37.0	37.0	
	Total	548	100	100	

Ensures workshops involving experts/keynote speakers are regularly organized for the teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	73	13.3	13.3	
	Agree	158	28.8	28.8	
	Disagree	217	39.7	39.7	
	Strongly Disagree	100	18.2	18.2	
	Total	548	100	100	

Leverage technology to enhance access to professional development resources for teachers					
		Frequency	Percent	Valid percent	Cumulative percent
Valid	Strongly Agree	63	11.3	11.3	
	Agree	52	09.5	09.5	
	Disagree	216	39.4	39.4	
	Strongly Disagree	218	39.8	39.8	
	Total	548	100	100	

ANOVA							
		Sum of Squares	Df	Mean Square	F	P-Value	Decision
1	Regression	24.593	6	4.099	69.953	.000b	Significant
	Residual	15.645	268	.059			
	Total	40.237	274				

Model Summary

R = .782

R Square = .611

Adjusted R Square = .602

Standard Error of the Estimate = 0.64206

Dependent Variable: Teachers' Work Behaviour

Predictors: (Constant), In-service training, Peer mentoring, Attendance of Seminar, Attendance of Conference, Academics and Administrative Workload

Source: Fieldwork, 2025

F-value is significant at 0.05*

Coefficients a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	1.443	.126		11.447
	In-service training	-.103	.014	-1.667	-7.525
	Peer mentoring	.152	.023	2.563	6.667
	Attendance of Seminar	.056	.018	1.045	3.036
	Attendance of Conference	of-.094	.023	-1.218	-4.095
	Academic Workload	-.056	.022	-.913	-2.497
	Administrative Workload	.040	.009	.614	4.178

a. Dependent Variable: Teachers' Work Behaviour

Source: Fieldwork, 2025

Appendix III

Pictures of Researcher during administration of the Instruments









Iba



Bio-data

A. Personal data

1. **Full Name:** Emmanuel Adekunle **ADENIJI**
HomeAddress: No 1 Mesiogo Estate, Elebu Area, Moniya Ibadan,
Oyo State
E-mail Address: adenijiadekunle1@gmail.com
Phone number: +234 (0) 8077005385
2. **Date and Place of Birth:** 28th August, Ibadan
3. **Nationality:** Nigerian
4. **Name and Address of Next of Kin:** Mrs Adeniji Funmilayo

B. Educational Background

Institutions Attended	Qualification Obtained	Date
1. The Polytechnic Ibadan.	HND Business Administration.	2004
2. National Teacher's Institute (NOUN)	PGDE Education	2016
3. National Open University of Nigeria	M. ED Educational Management.	2020
4. National Open University of Nigeria.	BSc Peace and Conflict Studies.	2017
5. University of Ibadan, Nigeria.	M.A Peace and Conflict Studies.	2021
6. Lead City University, Oyo State	(PhD in Education Mgt. in view)	2025

C. Working Experience with Dates

Work Place	Date
1. Living Faith Church. Administrative Officer	2014-2021
2. Royal Skye Media Academy. Lecturer	2023 -till date

D. Awards and Fellowships (If any):

E. Membership of Academic Professional Bodies:

- Full Member Society for Peace Studies and Practice University of Ibadan. 2011
- Associate Member Chartered Institute of Administration. (ACIA) 2018
- Associate Member, Chartered Institute of Personnel Management of Nig (CIPM).2010

F. Publications:

Balancing MicroManagement and Sustainable Development in Nigeria Secondary Schools:A Pathway to Educational Excellence. Lead City Multidisciplinary International Academic Conference October 2023.

Promoting Sustainable Development in Nigeria: Exploring the interplay of Social Justice, Religion, Peace and Security. Lead City University Multidisciplinary International Academic Conference October 2023.

4. Notable scholarly or Professional Accomplishments:

Nigeria and South Africa Relations in the Context of Reciprocity Diplomacy (2015-2020). Research work for Award of Master Degree in Peace and Conflict Studies.

Mediation and it's effects on the rate of Divorce among Ibadan Resident (A case study of Ibadan South East LGA) Research work for Award of Bsc in Peace and Conflict Studies.

Influence of Principal's Leadership Style and Motivation on Teacher's Productivity in Private Secondary Schools in Oyo State. Research work for Award of M.Ed in Educational Planning and Management.

Influence of Principal's Leadership Style and Teachers' Motivation on Secondary School Students' Performance in Economics. (A case Study of Ibadan North East LGA, Ibadan Oyo State) Research work for Award of PGDE in Educational Management.

5. Major Conferences/Workshops Attended:

Lead City University Ibadan; Multidisciplinary International Academic Conference, 2023

Lead City University Ibadan: 2nd Annual Stakeholders' Workshop on Best

Practices in Education for Sustainable National Development in Nigeria, July 2023.

University of Ibadan: 2024 Methodology Workshop for Post Graduate Students.

The Educational Dialogue Association (EDUDIA) Ghana 2023 International

Conference

6. Date and Signature: 10/9/2025

The University Compliance Certification

This is to certify that the thesis by Adekunle Emmanuel **ADENIJI** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

Signature

Date

Lead City University Ibadan DO NOT COPY