

**Teachers' Development Programmes and Workload as Determinants of Private Secondary
School Teachers' Work Behaviour in Oyo State**

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Certification

This is to certify that Adekunle Emmanuel **ADENIJI** with the matriculation number LCU/PG/003204 carried out this research work titled: **‘Teachers’ Development Programmes and Workload as Determinants of Private Secondary School Teachers’ Work Behaviour in Oyo State’** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Philosophy in Education Degree (PhD) in Educational Management and that this has not been previously submitted.

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Date

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Head of Department

Date

Dedication

This work is dedicated to Almighty God for His presence, wisdom, inspiration, strength and enablement to do this thesis.

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Abstract

The roles of teachers in achievement of educational objectives of a nation can never be undermined as they are pilot that will actualize and implement any educational objectives set by government, therefore there is need for teachers development programme and workload management.

This study investigated teachers' development programmes and workload as determinants of private secondary school teachers' work behaviour in Oyo State. Search of literature shows scarcity of studies on joint contribution of the above predictors on teachers' work behaviour. Three research questions and two hypotheses were raised. Descriptive research design was employed. Population included 1250 teachers and 625 principals. 548 teachers and 274 principals were sampled using multi-stage procedure. Three theories were used for the study and they are social cognitive theory, broken window theory and consistency theory. Teachers' Work Behaviour Indices Questionnaire (TWBIQ) ($\alpha = .874$), and Teachers' Development Programmes and Workload Questionnaire (TDPWQ) ($\alpha = .833$) were used to collect data. Data were analysed using descriptive (standard deviation) and inferential statistics (multiple regression). Results showed low level of teachers' work behaviour ($\bar{x} = 2.310$). Principals highly adopted in-service training programmes ($\bar{x} = 2.620$), peer mentoring ($\bar{x} = 2.061$), attending of conference ($\bar{x} = 2.041$) and attending of seminar ($\bar{x} = 2.090$) for teachers' administration. Teachers' workload in term of academic workload is high ($\bar{x} = 3.621$) and administrative workload ($\bar{x} = 3.350$) is at a moderate level by the teachers. Teachers' development programmes and workload jointly contribute significantly to teachers' work behaviour ($F_{6, 274} = 69.953$, $P < 0.05$), $R = .782$, $R^2 = .611$, $Adj R^2 = .602$. 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 $P > 0.0$ all have significant relative influence on teachers' work behaviour at $P < 0.05$. In conclusion, teachers' development programmes and workload significantly influence teachers' work behaviour in private secondary schools in Oyo State. It was recommended among others that attention should be given to improving teachers' development programmes by ensuring better work behaviour by the private secondary school teachers and less workload. In-service training was revealed as the most adopted training programme which was also at a very low level

in private secondary schools in Oyo State, it was recommended that other forms of training programmes such as peer mentoring, seminars and conferences should be engaged as means of developmental training for teachers in private secondary schools in Oyo State.

Keywords: Teachers' Development Programmes, Workload, Teachers' Work Behaviour, Oyo State, Private Secondary School

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