

**GOVERNMENT SUPPORT SERVICES, PROFESSIONALISM, JOB
SECURITY AND TEACHER TASK PERFORMANCE IN OYO
STATE PUBLIC SECONDARY SCHOOLS, NIGERIA**

BY

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ABSTRACT

Teacher Task Performance (TTP) entails quality teaching, classroom management, subject mastery, lesson preparation and job commitment, which should be exhibited by school teachers for effective service delivery. However, reports have shown that the task performance of public secondary school teachers in Oyo State is on the decline. Previous studies on TTP largely focused on teacher workload, job satisfaction, leadership style, school factors with little attention paid to Government Support Services (GSS), Teacher Professionalism (TP) and Job Security (JS). This study, therefore, was carried out to investigate GSS (Welfare Services - WS, Career Advancement Programmes - CAP and Motivational Strategies - MS); TP (Compliance With Code of Ethics - CWCoE, Teacher Qualification - TQ and Teacher Job Autonomy - TJA) and JS (Job Technological Change - JTC, Job Characteristics - JC and Economic Conditions - EC) on TTP in Oyo State public secondary schools, Nigeria.

The study was anchored to Campbell's Theory of Performance, while the survey design of correlational type was adopted. The multi-stage sampling procedure was used. The simple random sampling technique was used to select four out of six Education Zones (EZs) in the State. Simple random sampling was employed to select 11 out of 20 Local Government Areas (LGAs) from the EZs, and 78 out of 257 existing secondary schools. The proportional to size technique was used to select 1,189 (20%) teachers from the EZs, while the principals were totally enumerated. The instruments used were TTP ($\alpha = 0.84$); WS ($\alpha = 0.84$); MS ($\alpha = 0.90$); CAP ($\alpha = 0.89$); CWCoE ($\alpha = 0.73$); TJA ($\alpha = 0.84$); JTC ($\alpha = 0.89$); JC ($\alpha = 0.86$) and EC ($\alpha = 0.76$) scales. Data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance.

Participants' age was 45.5 ± 3.20 years, while majority (61.0%) were females. The TTP ($\bar{x} = 1.49$), WS ($\bar{x} = 1.38$), CAP ($\bar{x} = 1.32$), MS ($\bar{x} = 1.08$), CWCoE ($\bar{x} = 1.32$), TJA ($\bar{x} = 1.40$), JTC ($\bar{x} = 1.48$), JC ($\bar{x} = 1.44$) and EC ($\bar{x} = 1.40$) were low against the threshold of 2.0. The TQ profiles of respondents were, NCE (19.6%); B.Sc.(Ed.)/B.A.(Ed.)/B.Ed. (71.6%) and M.Ed (8.8%). The WS ($r = 0.11$), MS ($r = 0.15$), CAP ($r = 0.15$), CWCoE ($r = 0.07$), TJA ($r = 0.26$), JTC ($r = 0.13$) and JC ($r = 0.10$) had significant relationships with TTP, while TQ and EC did not. The independent variables had a significant joint contribution to TTP ($F_{(9;1150)} = 11.40$, $Adj.R^2 = 0.08$), accounting for 8.0% of its variance. The TJA ($\beta = 0.24$), MS ($\beta = 0.091$), JC ($\beta = 0.072$), JTC ($\beta = 0.046$), CAP ($\beta = 0.021$) and CWCoE ($\beta = 0.019$) made significant relative contributions to TTP, while TQ, WS and EC did not.

Government support services, teacher professionalism and job security influenced the task performance of public secondary school teachers in Oyo State, Nigeria. These factors should be given proper attention by education stakeholders for improved teacher task performance.

Keywords: Educational support services, Teacher professionalism, Job security, Teacher task performance

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CERTIFICATION

I certify that this work was carried out by Sunday James FAREMI (Matriculation Number 159658) in the Department of Educational Management, University of Ibadan.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teachers, as vital agents in the teaching-learning process, play a critical role in developing the manpower needed for the advancement of the society. They impart knowledge, information, skills, attitude, beliefs, ideas and values on students, who eventually turn out to be useful to the society through their various professions. In realization of the vital roles of school teachers, the Federal Republic of Nigeria (NPE, 2014) stated that, no nation could rise above the quality of its teachers and also outgrow the quality and status of its education. Teachers are agent through which educational goals could be realized. Opinmi (2014) described teachers as important change agents whom through their actions of teaching and management of classroom activities transform the plan and objectives of education into reality. Teachers, therefore, ensure that school curricular and extra-curricular activities are properly planned and executed to bring about students' holistic development.

It is pertinent to know that teachers, through an effective performance of their tasks, form the wheels that drive government policies to achieve goals and objectives of education for national development. By implication, the attainment of the nation's development goal through education can be largely determined by how effectively teachers perform their tasks at different educational levels. Since no system of education can rise above the quality of its teachers, the level of a nation's development, therefore, could be traced to how teachers effectively perform their tasks. Amin, Shah, Ayaz, and Atta (2013) hence described teacher task performance as the activities carried out by a teacher in a given period within the purview of a school system to achieve set educational goals. In order to achieve these goals, school management often employs the services of competent teaching personnel who carry out various tasks all geared towards achievement of the institution's goal. It is essential to note that the performances of teaching staff largely determine whether an education system will be successful or otherwise. Omolayo and Oluwafemi (2012) asserted that the effectiveness

of employees (secondary school teachers inclusive) determines the level of an organisation's success. Adejumbi and Ojikutu (2013) opined that parameters such as lesson preparation, level of job commitment, supervision, evaluation among others can influence teachers' task performance. The indices of teachers' task performance to be considered, hence in this study include; lesson preparation, subject mastery, job commitment, teaching pedagogy and classroom organisation.

The quality of teaching pedagogy, subject mastery, and lesson preparation are known to be key factors in teachers' task performance. Owolabi and Adebayo (2012) laid credence to this that teachers' ability to teach is not achieved from their academic background only, but by the outstanding teaching pedagogy, lesson preparation, and subject mastery. It appears some teachers do not have good teaching pedagogy; some of them seem to have shallow subject mastery and poor lesson preparation. In recent times, it seems secondary school teachers are faced with several challenges which do affect their performance negatively. Challenges such as lack of motivation, irregular payment of salary, delay in teachers' promotion among others could lead to poor classroom organization and management, shallow mastery of subject matter, lack of commitment to work, poor lesson preparation and poor teaching pedagogy if they are not tackled appropriately. Ekpoh, Edet and Nkama (2013) and Shehnaz and Hadi (2015) affirmed that many teachers are not effective in the area of subject mastery, classroom management, teaching methods, commitment to work, and lesson preparation. If these problems then persist and are not properly taken care among secondary school teachers their task performance may be likely endangered.

Likewise, Abiodun-Oyebanji (2010), affirmed that most teachers are guilty of not being committed to work and poor classroom organisation. She further explained that many teachers are weak in the area of classroom management and control and commitment to work. Teachers, who are capable of managing their classrooms and committed to work, may likely perform better in the various tasks assigned to them. The ability of teachers to organize, coordinate, control and manage the classroom activities, coupled with the ability to manage students' behaviours within and outside the classroom as well as their commitment towards their schools and the attainment of its goal(s) are pre-conditions in determining how effective a teacher has performed his/her task. Due to a large number of students per class in most secondary schools in Oyo State, it seems teachers

lack the impetus, ability and will to embark on proper classroom organisation. As a result of this, students most times do whatever they like in the classrooms and even skip classroom lessons. All these problems which seem to emanate from lack of proper classroom organisation tend to hinder teachers from giving their best to their work, thereby hampering their task performance. Arumugam, Chang, and Khalid (2015) denoted teachers' commitment to work as "a strong belief and acceptance of the aims, values, and readiness to work diligently to represent the organizational clear desire to stay as the member of the organisation". Abiodun-Oyebanji (2010) stated that most of the public secondary schools teaching staff are in the habit of being non-challant towards their job, thereby, jeopardising their performance.

Over the years, stakeholders in education have been lamenting about the seeming spate of low task performance by teachers in Nigerian secondary schools. Sule (2013) and Mduma and Mkulu (2021) revealed that the exhibition of poor attitude to work by secondary school teachers was one of the major factors leading to the decline in the attainment of the nation's educational development. This is because secondary school teachers seem to exhibit some actions such as lack of commitment to work, poor subject mastery, poor classroom organisation, lack of good teaching pedagogy and poor lesson preparation among others, which at times are detrimental to their performance. All these poor attributes as regard teachers' performance seem to have contributed in no small measure to students' poor academic performance in Oyo State. This was evidently shown in the 2016, 2017, 2018 and 2019 West African Examination Council (WAEC) results where Oyo State took 26th, 29th, 26th and 26th position respectively out of 36 states plus the Federal Capital Territory (FCT) as shown in table 1.1. However, in the year 2020 there was a slight improvement in the ranking where Oyo State took 11th position out of 36 states including the FCT. Despite this slight improvement in the performance of the state in WAEC examination, it was still below expectation if compared to 2005 result where Oyo State took 3rd position out of 36 states including the FCT.

Table 1.1: Position and percentage of students who obtained credit pass in five subjects; including English Language and Mathematics in WASSC Examination from Oyo State

Year	Oyo State Position	Percentage of Students that Passed (%)	Percentage of students that Failed (%)
2016	26	22.12	77.88
2017	29	54.19	45.81
2018	26	49.98	50.02
2019	26	64.18	35.82
2020	11	65.24	34.76

Source: *West African Examination Council (WAEC) Yearly publications (2016-2020)*

From the table 1.1, it is very obvious that the students' academic performance in Oyo State. Oyo State is very low compare to other states like Abia, Anambra, Adamawa, Ebonyi, Kano and Katsina states. This statistics reveal that students' academic performance leaves much to be desired. Significantly, this shows that the task performance may be low which then affects students' achievement. Akinloye (2014) further explained that students' failure rate in national examinations such as West African Senior School Certificate Examination (WASSCE) has been in the range of 70 – 75 percent yearly which is so disturbing and has threatened the attainment of the secondary education goals.

Meanwhile, stakeholders such as parents, teachers, principals, private organisation, education policymakers and government in the education industry in the past years have taken several measures such as staff development programme, timely promotion and motivation to tackle some of the challenges associated with teacher's low task performance. Despite all these measures, most secondary school teachers seem to be found wanting in the area of dedication to work, use of initiative, punctuality at work, resourcefulness, intellectual curiosity and hard work among others. Akande (2014) noted that teachers have severally been accused by the government of being negligent, lazy, not dedicated and non-zealous for work. He further argued that teachers' level of effectiveness did not justify their constant request for a salary increase, incentives, and better working conditions. The seemingly low state of teachers' task performance in Oyo State appears to have been aggravated by the recent delay in the payment of their salaries and allowances (as at the time of carrying out this study).

Many of the teachers' seem totally distorted to the extent of not being effective in their jobs, hence, leading to lack of commitment on their parts. The roles of in-loco-parentis which teachers are supposed to play along with their teaching assignment appear to have been totally relegated to the background and hence miscreant behaviours among the students appear to be the order of the day in most secondary schools in Oyo State.

Several studies have been conducted on teachers' task performance, most of these studies focused on job satisfaction, teachers' workload, organizational and demographic factors and leadership style with no focus on the combined influence of government support services, teacher's professionalism and job security on secondary school teachers' task performance. In her study on workload and performance of the employee, Okeke (2015) found that extremely high or low workload correlated with employees' low task performance. She concluded that a balanced workload should be maintained through constant time and attention among employees.

In order to achieve the educational goals of secondary schools which are to prepare the individual for useful living within the society and for higher education (NPE, 2014; 18), there is a need to put in place factors that will facilitate the achievement of these goals. One of these factors is "government support services". It is a very vital strategy which secondary school administrator could adopt to motivate, assist and encourage teaching personnel to work together, and it plays an optimum part in achieving the school goal(s). Government plays a key role by either positively or negatively impacting the working conditions of a teacher (Agu and Okoli (2021). Government services, therefore, capture several factors which the government could put in place in order to encourage teachers to be more productive at work and even be proud of their profession. Oten, Ajowi and Bosire (2015) listed some of the factors that could be employed by government to support its teaching personnel to include, organized welfare services; career development programmes; motivational strategies; good working conditions; fringe benefits; promotion; compensation and rewards among others. In relation to this study, indicators such as career advancement programmes, welfare services, and motivational strategies will be used to measure government support services, this is because these indices appear to contribute more to teachers' task performance.

One of the ways through which government encourages the performance of secondary school teachers is through staff career advancement programmes. Mduma and Mkulu (2021) viewed career advancement as a means through which employees' skills/qualities are developed and an avenue through which teaching personnel who are responsible for attaining and sustaining long-term educational objectives/goals are made. Career advancement programmes consist of higher teacher education programme with some other programmes that are problem-solving, which provide genuine and useful information, and those based on research and development. Agba, Nkpoyen and Ushie (2010) noted that employees (teachers inclusive) will maintain a high level of satisfaction in organisations where they are given the right opportunity to further their career growth. The scholars further explained that where teachers are provided with these opportunities, a proper attitude of loyalty and satisfaction may likely be developed and performance enhanced.

In the same vein, career advancement programmes help teachers to match their career goals with opportunities and challenges available within the school and also to update and grow their cognitive-based knowledge in order to take up higher responsibilities. A government that supports its teachers in the area of career advancement may likely record an increase in teachers' effectiveness and productivity, thereby making it possible to achieve the school goals. Career advancement programmes enable teachers to integrate their career goals with those of the school. However, in so many cases, organisations (secondary schools inclusive) seem to find it difficult to support their employees in the area of career advancement. In support of this view, Burkar, Idris and Burkar (2011) asserted that secondary school teachers are not being given opportunities and support to advance their career through study leave and in-service training and that in most cases, teachers are not allowed/supported to attend academic seminars/workshops and conferences. The argument and complaint of government and school administrators is that, when teachers are given these opportunities, they tend to leave the school system for a better paying job after the completion of the programme.

Similarly, the provision of welfare services is another way through which government provides support services to their personnel for optimum performance. These services, if inadequate, may negatively affect the employee's quality of service delivery to the public (Kemboi, Geoffrey, Tarus and Keter, 2013 and Manafa, 2020). Government at

all levels has increasingly used the provision of welfare services as a strategy for improving and enhancing the performance of secondary school teachers. This is to enable them give total commitment to their works. Abiodun-Oyebanji and Adelabu (2016) explained that welfare services such as housing facilities, medical and health services, office accommodation, pension funds, recreation facilities, good working conditions, stock purchase programmes, reduced work hours, and educational reimbursement programmes among others, are all welfare strategies that must be adequately put in place by the government so as to encourage members of teaching staff who are doing well on their jobs. These seem to be parts of the necessary ingredients for individual teacher's happiness and fulfillment in his/her workplace.

Recently in Nigeria, governments at the federal, state and local levels have adopted welfare services such as the National Health Insurance Scheme (NHIS), Education Trust Fund (ETF), genuine and well-coordinated pension scheme, car, and housing loan, to mention a few others to enhance secondary school teacher's performance. In Oyo State, which is the focus of this study, Fifty billion naira (₦50,000,000,000) Health Insurance Scheme (HIS) was flaged off by the state government for the benefit of the workforce in the state (secondary school teachers inclusive) in the year 2017. In its determination to provide sustainable health care delivery to the people of Oyo State, the Oyo State government launched a Fifty billions naira health endowment fund (The Guardian, 2017 and www.Oyo.state.Gov.ng). However, due to a dearth of comprehensive and sustainable welfare policy, poor budgetary allocation/implementation, corruption, and mismanagement of public funds, the secondary school teachers' welfare has been badly neglected and sometimes, the government pays lip service to it. This discourages teachers many at times from giving their best to the performance of their tasks. Since the performance of teachers is very critical to the attainment of educational goals, then, government can not afford to be indifference to teachers' welfare.

In any educational system, high task performance could be a product of the motivational strategy provided by the government. For an employer to get the best from its employees, effective use of motivational tools must be adopted as part of government strategy to support its workers for better task performance. Ayeni (2015) viewed motivation as the actions and strategies adopted by government to enhance a

conducive and friendly working atmosphere which satisfactorily meet the needs of its employees, so that they may become satisfied, dedicated and effective in performing their tasks. Meanwhile, the motivation of teachers can, therefore, be described as the process of enhancing or stimulating teachers' morale and action towards giving their best to the achievement of the school goal(s) and that of the nation at large. Any government that refuses to motivate its teachers may be doing so at its own peril. This is because the rate at which teachers are motivated may determine the level of their performance and in turn may determine the attainment of the school set goals. Thus, this then implies that employees may only give their best performance at work if their needs are met.

Various motivational strategies such as salary increment, leave bonus, allowances and commendation among others are adopted by various institutions (secondary school inclusive) to encourage workers to be more productive and optimize their performance towards the achievement of the organisation or school goal(s). Despite various efforts made by Oyo State government, for instance, to motivate its teachers, their level of task performance appears to be in the decline. This effort includes: payment of thirteenth months salary, leave bonus, allowances and commendation. Akinwumi (2000) and Ekpoh, Edet, and Nkama (2013) revealed that despite government efforts to improve teachers' performance through such measures as increased and regular salaries, provision of car loans and regular promotions, teachers' task performance seems to be on the decline. Since different motivational strategies influence individual teachers to perform, it may, therefore, be difficult to know what motivational strategy the government should adopt for individual teachers in order to encourage them to perform their task effectively.

In an education system, teachers' role in the teaching-learning process has been identified as a specialised body of a cognitive-based group of people whose actions and inactions affect the attainment of the set educational goals. Teachers' professionalism can be seen to include the technical knowledge which encompasses professional judgment that requires strong cognitive-based knowledge or mental ability. Adesina (2005) referred to teachers' professionalism as building into the teaching career some control devices to ensure that the practitioners are worthy members of the profession. Although several calls had been made from different stakeholders in the education

industry all over the world, especially in Nigeria, that teaching should be professionalised, it is of great concern that teaching in Nigeria has not really assumed full professional status like other professions such as the legal and medical professions (Yusuf, Afolabi and Oyetayo, 2014). In relation to this study, indicators such as the code of ethics, teacher qualification, and teacher autonomy will be used to measure teacher professionalism, this because these factors seem to influence teachers' task performance.

Code of ethics is one of the factors that could likely influence teacher's performance. Teacher's code of ethics, therefore, is the mission statement or the standards of professional conduct and integrity expected of teachers in schools for the purpose of upholding the values and principles guiding the teaching profession in Nigeria (Asoga-Allen, 2016). Its aim is to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, students, and all other stakeholders in the education industry. In recent times, it appears that some behavioural discontent are being exhibited by some teachers, such as lack of dedication to duty, lateness to school, selling of goods and some other items during work hours, absenteeism and indulgence in other anti-social activities that can be referred to as unethical behaviour, which are against the ethics of the teaching profession and which may lead to low task performance among secondary school teachers if not curtailed. Durosaro (2005) established that the code of ethics for teachers in Nigeria include, but not limited to, categorisation of teachers, legal requirement for teaching, privileges of registered teachers, relationship with their colleagues in terms of respect, defamation of colleagues, touting, fair remunerations, sexual misconduct and related abuse of office, examination malpractices, corporal punishment, unionism and tolerance.

Meanwhile, it has been observed by the researcher that many teachers in secondary schools do not comply with code of ethics when performing their tasks. However, many of the teachers seem not to be aware of the existence of any code of ethics within their profession. Adewuyi, Abodunrin, and Ogunwuyi (2000) laid credence to this fact, that, although there exist code of ethics for secondary school teachers in Oyo State, it is unfortunate to note that, most of them are not aware of what it entails because they have no copy of the document. However, there is a likelihood that this scenario has

changed over time. With this situation, one could imagine a lot of unprofessional acts that many of the teachers would have committed ignorantly.

In their study on challenges of implementing code of conduct within the public sector, Sakyi and Bawole (2009) revealed that most administrators show no seriousness about the implementation of code of ethics in their organisation, thereby, making the practice of code of conducts among workers (teachers inclusive) to be ineffective. The scholars concluded that poor implementation of the code of ethics would result in both poor classroom organisation and inadequate lesson preparation. Corroborating this assertion, Mabagala (2013) noted that, the problem of code of ethics is more rampant among secondary school teachers and is caused by institutional related factors such as weak leadership, weak supervision and monitoring, syndrome of leniency, ignorance about the code and personal factor. The scholar then concluded that, the more conflicting schools' code of ethics is, the poorer the implementation of proper classroom organisation, adequate lesson preparation, and commitment, which may lead to low teachers' task performance.

Teachers' professionalism is largely determined by the qualification acquired or recommended as criteria to be a member of a professional body. An individual teacher is, therefore, accepted as a member into a professional body based on the qualification or certification recommended by the body for all its members at a point of entry into the profession. In the teaching profession, members are recognised as professional teachers if and when they acquire the relevant academic certificate(s) that qualifies them as teachers. In Nigeria, such certificates include Nigeria Certificate in Education (NCE), Postgraduate Diploma in Education (PGDE), Bachelor of Education (B.Ed), and Bachelor of Science in Education (B.Sc Ed). Abe (2014) submitted that "a teaching qualification is an academic or professional achievement that qualifies a person as a registered teacher and enables him/her to teach in a school". He remarked further that such qualifications include, but are not limited to, the PGDE, B.Ed, B.Sc (Ed), B. A(Ed) and NCE programmes. As many other professions such as Medicine, law, engineering, and others cannot be practiced without the requisite knowledge and academic qualification/certificates from the field, so should be teaching profession.

Meanwhile, in the teaching profession, it seems qualifications for teachers have not been adhered to. This explains why so many people who are not trained as teachers and have no teaching qualifications are found teaching in most Nigerian secondary schools (Asoga-Allen, 2016). In recent times, it has been observed that many people who do not have the basic requirements are recruited and posted to many secondary schools, thereby, making secondary schools full of unqualified teacher who can hardly impart knowledge to students. It appears that teaching in Nigeria has been seen by most job seekers as a profession that provides them with a temporary job while they seek for their desired employment in other areas of discipline. The incompetence of these unqualified teaching personnel may result in poor subject mastery and ineffective teaching pedagogy and ultimately poor students' academic performance which is a reflection of teacher's low task performance. Onyekuru and Ibegbunam (2013) revealed that trained teachers are more effective at work and are significantly better than untrained ones. They then, concluded that trained teachers are likely to perform better on their jobs than the untrained ones.

Teacher's job autonomy is also another important factor of professionalism that determines how secondary school teachers perform their task. According to Jiang and Ma (2012), teacher's job autonomy can be defined as the ability to take free decision, and the responsibility to take control of teaching and learning in school. Teachers' job autonomy is viewed as the ability of teachers to use their initiatives and discretion in the day-to-day activities that revolves around their duties.

Job autonomy allows teachers' to be totally in charge of their work and make free decisions about the method of teaching. In a school environment where teachers are subjected to several controls and strict supervision, their performance could be low. This is because they may not be able to use their initiative to achieve better results. Since teachers are the key players in the education system, the government should realise that, teacher task performance can only be enhanced if they are allowed to practice some level of professional autonomy as regards their work. In his work on the relationship between professional autonomy and work performance of teachers, Shamina (2016) revealed that the overall professional autonomy and teachers' job performance in secondary schools are positively and significantly related. The study then concluded that educational institutions needed to design strategies and operate a

school culture which would encourage the professional autonomy of teachers so as to achieve better task performance.

However, despite the call by educational stakeholders for substantial teacher's job autonomy in secondary schools, the government seems not to adhere to this call. Secondary school teachers tend to operate based on orders from the above. According to the Weberian theory of state autonomy which states that, where organizational goals are ambiguous, the control system can be expected to make strong and clear demands on individuals, thus, limiting their autonomy. Moreover, this may lead to boredom and stagnation, thereby leading to low employees' performance. Sehrawat (2014) noted that even when there is job autonomy; teachers did not feel confident that they could exercise it without being challenged by the administrator for doing things differently. Therefore, where a teacher's job autonomy is not allowed to operate, the task performance may be low.

Job security is one of the major factors that could determine teachers' task performance. In the teaching profession, job security is the assurance that school teachers have as regards the continuous existence of their institutions and the certainty that they will retain their job as long as they want, without the danger or anxiety of losing their jobs at any time soon. Some scholars even believed that job security does not only mean staying or retaining a job for a long period of time but also, the possibility of getting a job after leaving a given employment. Job security has been ranked among the "very important" characteristics of task performance of an employee, just below or even higher than wage, career chances and working hours (Jahn and Wagner, 2008). It is one of the major factors that encourage a teacher to join or not to join a school, or whether to leave the teaching job for other professions or not. It is determined by some factors which the employees have little or no control over. Adebayo and Lucky (2013) have all reported that job security greatly depends on a general economic condition, business condition, contract of employment, job technological change, job characteristics, worker characteristics, organizational change, etc. However, in this study, the following indices were used to measure job security: job characteristics, job technological change, and general economic condition. The reason was that all these indicators seem to contribute more to teachers' task performance.

Job characteristics are factors within an organisation that influence employees' performance. It is the decisions and factors that surround secondary school teachers' job, which influence the way they perform the duty assigned to them. The teaching profession is characterised by several factors which could influence the certainty that teachers will retain their job as long as they want, hence, their performance. Anwar, Aslam and Yariq (2011) and Eluka and Nwonu (2014) listed some examples of job characteristics as job safety, current working condition, tenure of service, condition of service and job location. It is generally believed that job characteristics are vital to enhancing teachers' task performance. Johanim and Khulida (2009) and Yasmin, Rashmi, and Silky (2016) stressed that job characteristics is one of the best methods, of job enrichment which subsequently leads to a higher job performance among employees. This is because the characteristics of an employee's job increase their sense of attachment to the organisation. It has been observed that teachers may exercise higher performance at work if they are satisfied with the level of job characteristics available in their workplace. The characteristics of the job performed by a teacher may determine the feeling of satisfaction derived from such a job and the more likely such a teacher would give better performance.

Favourable job characteristics may encourage teachers to increase their performance in the school system, but this may not apply to all teachers within the school settings. This is because what is counted as favourable to some teachers might not be favourable to others within the same school setting. Ayandele and Nnamseh (2014) noted that individual employees may respond differently to the same job. It may be, therefore, difficult to identify the overall job characteristics that will be favourable to all employees to enable them perform, since the overall performance of the organisation will be determined by the collective performance of all the employees within the organisation.

Job technological change could also be one of the major factors that may influence teachers' task performance. The rapid innovative technology that has been emerging and transforming every sphere of life has made the introduction of technology in teaching and learning process inevitable. Job technological change in teaching can be in form of adoption and transformation of advanced technology such as Information and Communication Technology (ICT), educational application software, computer,

projector and internet facilities in teaching and learning process in schools and these could enhance teachers' task performance (Atanda and Jaiyeoba, 2010). Since not all teachers can adapt to job technological change, it appears that those who can adapt are guaranteed job security while those who cannot are faced with the problem of performance which could eventually lead to job uncertainty. Hazlin and Feridah (2010) argued that not all employees' could cope with the rapid change of new technology in an organisation and this can negatively influence an employee's job performance. For this reason, the government is now making it compulsory for teachers to be ICT/computer compliant before they are employed. However, employers' are restructuring, re-engineering and repositioning their organisation to maintain a system that will enable them to cope with rapid and radical technological change, but with little or no regard for workers' inputs and interest (Dauda and Akingbade, 2011).

In addition, Olokoba, Abdullahi and Omosidi (2014) believed that technological change has improved and increased the performance of secondary school teachers. These scholars submitted that technology, most especially information technology, has only expanded man's minds and intellect but has not replaced him. While on the other hand, Gallivan (2008) is of the view that technology reduces teachers' task performance. Olokoba, et. al. (2014) remarked that there is still a long way to go before secondary school teachers in developing countries like Nigeria will be able to take advantage of the opportunity provided by the 21st century technology. This realization has led to huge investments in education at all levels of governance in Nigeria. In the past, the Oyo State government used to send many of its workers including teachers on ICT training, but the training appears not to have imparted their use of these technologies. It is, however, disheartening that despite such efforts by the government, it seems the performance of secondary school teachers has not been met with the desired expectations. This might be as a result of the introduction of new technology which teachers may not be able to accommodate at the first point of contact, thereby, reducing their performance and productivity. Hence, there is need to know the impact the job technological change has on teachers' task performance.

Another factor that could influence task performance of secondary school teachers is the general economic condition. That is, how a state is faring generally in the area of production, business, trade, and supply of money. In every economy, organisations and

institutions (profit and non-profit-making) are faced with either friendly or harsh situations. Such situations could be an increase in profits or financial challenges, increase in sales or otherwise, bankruptcy, need for expansion, legal challenges, competition and policy challenges among others. All these challenges propel organisations to take decisions which may affect their personnel, clients, and investors either positively or negatively. The state of a country's economic condition could dictate how strong, viable and buoyant the institutions and organisations within it will be. In order to overcome these challenges, institutions (secondary schools inclusive) tend to take some decisions which may affect their employees either positively or negatively.

Meanwhile, secondary school teachers, being one of the most important factors in the development of an educational institution, are affected by some decisions which seem to influence or threaten their job security and which in the long-run may have an impact on their task performance. In almost all the decisions taken by the government, teachers seem to be on the front line of the sacrificial bloc. This puts the teachers in a difficult position as they are faced with constant threats of salary reduction, non-payment of salary, demotions, and even job termination. Usman, Shahzad, Roberts, and Zafar (2015) and Hanke (2019) opined that when employees feel such increasing insecurity about their jobs, there are likely to be detrimental outcomes. If there are friendly economic conditions, government tends to take decisions which would guarantee employees' job security and if otherwise, harsh decisions are taken which could expose workers (secondary school teachers' inclusive) to the danger of job insecurity that may eventually reduce their task performance.

In recent times, the unfavourable economic condition in Nigeria has affected so many government workers (secondary school teachers inclusive) and their performance at work. For instance, the delay in the payment of salaries and government owing salaries for several months have made some teachers venture into other economic activities for survival, making them to either neglect their main job or share their commitment between their job and other activities. Whenever this happens in any educational institution, the teachers' morale tends to be low and their level of commitment will be very minimal. According to Nadeem, Rana, Lone, Maqbool, Naz, and Ali (2011) and Mabhoyi (2020), poor economic condition of teachers in form of

poor salary, lack of facilities, status of teachers in the society, teachers mental health and morale, stress of work, relationship with staff and head teachers, and working environment among others are some of the factors that may have a strong impact on teachers' performance.

Similarly, Akande (2014) stated that the Federal and State Governments have argued that the present economic realities in the country cannot sustain the agitation for an increase in salaries, benefits, and improvements in working conditions. Specifically, the scholar argued that teachers' demands are beyond the available government resources. Consequently, this seems to have resulted in the reduction of task performance by teachers. The unfavourable economic condition has led to a series of unpalatable events such as non-payment of salaries, reduction in salaries, delay in salary payment, job loss, systematic demotion, etc among secondary school teachers. As a result of all these, teachers embark on series of strike actions and engage in some other activities which have made their attentions and energies diverted to other means of survival, thereby making them neglect their main responsibilities in schools. Therefore, distraction by unfavourable economic condition could lead to low teachers' task performance in many public secondary schools, Oyo State secondary schools inclusive.

Consequently, variables such as government support services, teachers' professionalism, and job security appear to be the engine that could drive teachers to perform their task more effectively in order to achieve the school goals and the nation's educational goals. If these variables are positively driven in any school settings, teachers may perform their task excellently towards the achievement of the school goals, if otherwise, their performance may be low and hence, the achievement of the school goal(s) may be jeopardised. To ensure effective performance in schools, there is need to create a friendly environment by focusing on factors that would improve teachers' task performance, since teachers might perform better when they are assured of their jobs. Providing strong government support services and allowing employees (secondary school teachers inclusive) to grow professionally may reflect in the overall performance of the organisation (secondary school inclusive) (Lucky, Minai and Hamzah, 2013).

Shah, Jaffari, Aziz, Ejaz, Ul-Haq, and Raza (2011); Sule (2013); Akande (2014) and Okeke (2015) have all investigated teachers' task performance. However, most of their

studies focused on job satisfaction, teacher workload, organizational and demographic factors, and leadership style, with no deliberate attention given to the combined influence of government support services (welfare services, motivational strategies, and career advancement programmes), teachers' professionalism (compliance with code of ethics, teacher's qualification and teacher's job autonomy) and job security (job technological change, job characteristics and economic condition) on teachers' task performance in Oyo State public secondary schools. Hence, this study investigated the influence of government support services, teachers' professionalism, and job security on teachers' task performance in Oyo State public secondary schools.

1.2 Statement of the problem

Over the years, teachers' low task performance in Oyo State secondary schools has become an issue of serious concern to stakeholders in the education industry. Teachers' task performance, which is expressed in form of quality teaching pedagogy, classroom management, subject mastery, lesson preparation and job commitment, appear to be facing some challenges in many public secondary schools especially in Oyo State, Nigeria. The quality of teaching expected from teachers while discharging their duties in the classroom includes hard work, resourcefulness, punctuality, intellectual curiosity, initiative and dedication to work.

However, it appears the quality of teaching expected from secondary school teachers is lacking in many secondary schools in Oyo State. This is attested to in the background to this study, that low teachers' task performance could have culminated in students' poor performance in public examinations such as the West African Secondary Schools Certificate Examination (WASSCE) conducted by West African Examination Council (WAEC) and the National Examination Council (NECO). This perceived problem of low teachers' task performance portend a great danger towards the achievement of the goals (to prepare students' for useful living the society, and higher education) of secondary school education.

Previous studies on teachers' task performance had focused on job satisfaction, teacher workload, organisational and demographic factors, and leadership style but failed to delve into combined influence of government support services (welfare services, motivational strategies, and career advancement programmes), teachers'

professionalism (compliance with code of ethics, teacher's qualification and teacher's job autonomy) and job security (job technological change, job characteristics and economic condition) on teachers' task performance in Oyo State public secondary schools. These necessitated the needs to carry out research on the influence of government support services, teachers' professionalism, job security and teachers' task performance in Oyo State public secondary schools.

1.3 Purpose of the study

This study investigated teachers' task performance as determined by government support services, teachers' professionalism and job security in public secondary schools in Oyo State, Nigeria. Specifically, this study:

- i. found out the level of task performance among secondary school teachers in Oyo State.
- ii. investigated the extent of government support services to teachers' task performance in Oyo State secondary schools.
- iii. determined the extent to which teachers' professionalism affects teachers' task performance in Oyo State secondary schools.
- iv. examined the influence of job security on teachers' task performance in Oyo State secondary schools.

1.4 Research Questions

The following research questions were answered in the study.

- i. What is the level of teachers' task performance in Oyo State secondary schools?
- ii. How adequate is government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools?
- iii. What is the level of professionalism (teachers' compliance with code of ethics, teacher qualification and teacher's job autonomy) among teachers in Oyo State secondary schools?
- iv. What is the level of job security (job technological change, job characteristics and economic conditions) among teachers in Oyo State secondary schools?

1.5 Hypotheses

The following null hypotheses were tested in the study.

Ho₁: There is no significant relationship among the variables of government support services, teachers' professionalism and job security to teachers' task performance in Oyo State public secondary schools.

Ho₂: There is no joint contribution of government support services, teachers' professionalism and job security to teachers' task performance in Oyo State public secondary schools.

Ho₃: There is no significant relative contributions of government support services, teachers' professionalism and job security to teachers' task performance in Oyo State public secondary schools.

1.6 Significance of the study

This study could be beneficial to teachers, government, educational planners, researchers, school administrators, students and the society at large. This study would assist both Federal and State governments through their ministries of Education in setting up standards for proper, adequate and better programmes for all practising teachers in general and secondary school teachers in particular, who are prime movers and upon whom the standard of education depends.

This study would be useful for educational planners because they would be provided with adequate and relevant information on government support services, teachers' professionalism and job security issues in Oyo State public secondary schools and their influence on teachers' task performance.

Likewise, school principals stand to benefit maximally from this study as it aims at coming up with findings which would enhance teachers' task performance in Nigeria. The results from this study would provide information to ministry of education officials, especially the quality assurance officers and help them to be more conscious of what is expected of them in schools.

The result of this study would help educational policy makers and governments to see the need to employ professional teachers' with adequate support to secure their jobs.

Also, the government, through the Nigerian Union of Teachers (NUT), Teachers Registration Council of Nigeria (TRCN) and Teaching Service Commission (TESCOM) in Oyo State that is keen on enhancing teachers' productivity, would find the expected findings in this study significant for policy formulation.

While improving the performance of teachers, students would be better assisted to attain higher educational goals and objectives. This would give better opportunities to students as one of the beneficiaries, to advance in their academics.

This study would assist researchers with more literature on government support services, teaching professionalism and job security, thereby, providing them with more resources to work with. This would help them to learn more about teaching professionalism, job security and government support and it would act as a platform upon which further studies could be based.

Lastly, the society would benefit from this research through the building of individuals with sharp cognitive based knowledge and sound minds that can help to achieve the nation's development goal(s) and peacefully coexist to make the society a better place to live in.

1.7 Scope of the study

This study investigated teachers' task performance as determined by government support services, teachers' professionalism and job security in public secondary schools in Oyo State, Nigeria. The geographical coverage of this study is public secondary schools in Oyo State. The contextual scope was limited to government support services (welfare services, motivational strategies and career advancement programme), teachers' professionalism (compliance with code of ethics, teacher's qualification and teacher's job autonomy) and job security (job technological change, job characteristics and economic condition) as they determine teachers' task performance in Oyo State secondary schools. The respondents were teachers and school principals.

The study focused on public and not private secondary school teachers in Oyo State. This is because, in private secondary schools, proprietors and administrators are always on ground to enforce and ensure that teachers perform their task optimally under any circumstances. While on the other hand, government who is the employers of teachers

in public secondary schools are not always on ground to enforce, ensure and to monitor teachers for optimal task performance among public secondary school teachers. This affects the performance of public secondary school teachers in Oyo State and therefore, shapes the researcher's decision on focusing on public secondary school teachers rather than private secondary school teachers.

1.8 Operational definition of terms

For proper understanding of this work, the following terms have been operationally defined.

Teacher Task Performance: This is generally described as a piece of work or an action given to a teacher to execute. In this study, it is the task given to secondary school teachers to carry out during and within a certain period of time. This includes: lesson preparation, subject mastery, commitment to job, teaching pedagogy and classroom management.

Government support services: These are generally seen as the government effort that support teachers work and create an environment that treats them as professionals. In this study, it is referred to as a practice by the government that supports teachers' work and creates an environment that treats secondary school teachers as professionals. It will be measured by motivational strategies, welfare services and career advancement programmes.

Motivational Strategies: These refer to the technique or method of enhancing an employees' morale towards performing a given task assigned to him/her. In this study, it is the process of enhancing teachers' morale and stimulating action towards giving their best to the achievement of the school goals and that of the nation at large. It will be measured by: salary, promotion, reward, recognition and compensation.

Welfare Services: These refer to the various benefits and policies offered by the employer to employees with a purpose of enriching their lives. These services are meant to make them contented/satisfied and also to keep them happy on their job. In this study, it refers to the various benefits and policies by the government to secondary school teachers with a purpose of enriching their life, making them contented/satisfied

and also to keeping them happy on their job. It is measured by: medical/health services, retirement/pension scheme and housing scheme.

Career Advancement Programmes: These are referred to attempts by employees to develop and increase their cognitive based knowledge by achieving higher professional qualification either through capacity building programmes. In this study, it refers to attempt by school teachers to develop and increase their cognitive based knowledge by achieving higher professional qualifications either through capacity building programme, in-service training programme, workshops, foral and on-the-job and off-the-job profession related educational programmes.

Teacher Professionalism: This generally refers to high standard that someone expects from a well trained teacher. In this study, it is the standard expected from a well trained secondary school teacher in the teaching job. This will be measured by: teachers' compliance with code of ethics, professional qualification and teacher autonomy.

Compliance with code of ethics: These referred to as moral beliefs and rules about rights and wrongs that influence behaviour, attitude and ideas of workers within an organisation. In this study, teachers' compliance with code of ethics is the secondary school teacher adherence to professional code of ethics. It is measured by using code of ethics compliant scale.

Teacher Qualification: Teaching qualification or teacher qualification refer to the academic and professional degree which an individual must possess/acquire which will qualify him/her as a registered teacher in primary or secondary schools. These qualifications can be M.Ed, NCE, B.Ed, B.Sc(Ed), B.A(Ed) and PGDE.

Teacher Job Autonomy: This is generally referred to as the ability of teachers to use their initiatives and discretion into day-to-day activities that revolves around their duties. In this study, it is referred to as the ability of secondary school teachers to use their initiatives and discretion in day-to-day activities that revolves around their duties.

Job Security: This is generally referred to as the chance of an employee to keep his/her job for a given period of time without any threat of losing the job. In this study, it is referred to as the chances of secondary school teachers to retain their job for a given period of time without any threat of losing it. It is measured by job technological change, job characteristics and economic condition.

Job Characteristics: These are generally referred to as decisions and factors that surround employees' job, which influence the way they perform the duty assigned to them. In this study, these are referred to as decisions and factors that surround secondary school teachers' job, such as job safety, current working condition, tenure of service and condition of service which influence the way they perform the duty assigned to them.

Job Technological Change: It is the evolutionary, innovative and dynamic transformation which the adoption of technology in teaching and learning process has brought to the way which education is delivered in our various schools. For instance, the changes which the use of ICT devices such as computer, internet, projector, audio and video device, etc have brought to teaching and learning process and in school system.

Economic condition: This is generally referred to as the condition which can be considered as the economic characteristics that describe the state of an economy. A nation's economy which can be in a favourable or unfavourable state can determine a teacher's job security or insecurity.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviewed the extent to which government support services, teachers' professionalism and job security determine teachers' task performance. Existing related literature were reviewed under the following sub-headings:

2.1 Conceptual Reviews:

- 2.1.1 Teacher Task Performance
- 2.1.2 Government Support Services
- 2.1.3 Teacher Professionalism
- 2.1.4 Job Security

2.2 Empirical Review

- 2.2.1 Welfare services and Teacher task performance
- 2.2.2 Motivational strategies and Teacher task performance
- 2.2.3 Career advancement programmes and Teacher task performance
- 2.2.4 Code of ethics and Teacher task performance
- 2.2.5 Teacher Qualification and Task performance
- 2.2.6 Teacher job autonomy and Task performance
- 2.2.7 Job technological change and Teacher task performance
- 2.2.8 Job characteristics and Teacher task performance
- 2.2.9 Economic condition and Teacher task performance

2.3 Appraisal of Literature

2.4 Conceptual Model

- 2.4.1 Model Specification
- 2.4.2 Proposed Thesis

2.5 Theoretical Framework

2.1 Conceptual Reviews

2.1.1 Teacher Task Performance

Teachers are dynamic force, which through their task performance helps in achieving the educational goals of schools and that of the nation at large. Task performance and job performance has been interchangeably used by many authors. A teacher is the person who teaches or instructs as part of their professional responsibilities. The concept of performance, on the other hand, is an activity in which an individual is able to accomplish successfully the task assigned to him or her (Naluwemba, Sekiwu and Okwenje, 2016). Different researchers have used different terms to describe task performance of individual employee. The term 'task performance' has a plethora of definitions.

Amin, Shah, Ayaz and Atta (2013) described task performance as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Task performance, according to Khuntia and Adhikary (2015), could be seen as how the job is important to the employee, and how the employee mastered skills required for the job if the employees have the authority to determine the way of his or her work. Task performance as work behaviour which has to do with the technical core either by operating its technical process, or by providing and maintaining services that meet organisation technical need. Griffin (2012) also defined task performance as a behaviour directed towards goal accomplishment, deals with workplace productivity and relates to organisational success.

For task performance to be effective and efficient, secondary school teachers need to adjust their behaviours and actions to enable improved performance provided their needs are met. Teaching performance is one of the task that teacher are exhibiting while performing their duties. Teaching, as a profession, can be seen to include the technical knowledge which encompasses professional judgment that requires strong knowledge base or cognitive ability. Task performance could be seen as fulfilling specific job requirement job performance standards and expectations, one's effectiveness in the job and the ability to produce quality work. Campbell (1990) identified the two categories of job performance which are role/task and discretionary/extra role performance. The role/task performance is the performance that is prescribed by the business which the employees are obligated to perform. In other words, task performance is the observable

behaviours that people are doing in their jobs that are relevant to the goals of the organization.

The 'term teaching performance' refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom. Teacher task performance is the ability of a teacher to combine relevant inputs for the enhancement of the teaching and learning process (Okeke, 2015). Salamat, Samsu and Kamalu, (2013) saw teacher task performance as a duties that teacher are exhibiting at a particular period in the school system in order to achieve organisational goals and objectives. For a teacher to perform his/her given task excellently, he/she must be knowledgeable and informed – ambassadors for his schools and his subjects). Effective teachers are best identified by their performance not by their background or experiences (Yusuf and Dada, 2016). The best way to asses' teachers' task performance is through their effectiveness in the classroom and how much progress their students make on achievement tests.

The success of any school programme rested assured on teachers who constituted the most important foundation upon which success can be built. Teaching performance has different dimensions such as mastery of subject matter, enhancement of motivation of students, planning, presentation and evaluation skills and classroom managerial skills. Teacher possessing all these skills to reasonable extent can be a competent teacher. In their own contribution, Kaur and Talwar (2014) opined that teachers' task performance appears to be a significant contributor to school effectiveness. This shows that effective teachers are those with high competency in knowledge and skills.

Teachers' competency such as behaviour, skills and knowledge related to school performance. Odeku and Odeku (2014) opined that the skills, abilities and competencies coupled with the level of motivation, commitment and engagement act as drivers in terms of the employees' actions. This indicated that task performance is associated with knowledge and skills for implementing certain assignments or projects effectively by teachers. On the other hand the extra role/task performance is the employee citizenship behaviour which deals with extra role that is performed by the employee to support the role and this depends on the employee's discretion. Kaur and Talwar (2014) contended that the examples of the extra role performance are altruism (willingness to help colleagues), conscientiousness (willing to work extra hours),

sportsmanship (not complaining about trivial issues), courtesy (involving others before taking action), and civic virtue (knowing things that affect the business). For a teacher to be very effective and efficient in a particular task, one must be able to accomplish the desired results of a job with specific qualifications and personal attributes.

Teachers' performance has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Youze, Fanta, Balyage and Makewa 2014.). Measuring teacher task performance is one of the foundations of strategic management of human capital in education. In this regard, teacher task performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricula activities, supervision, effective leadership, motivation and morale, classroom management, student-teacher relationship among others (Ajetumobi and Ojikutu, 2013). These indicators could also be used to assess student academic performance. This is because; end result of teacher task performance is the student performance. Some of the teacher characteristic will exhibiting towards improving their task performance includes, student-teacher relationship, job commitment, teacher' communication skills, emotional stability etc.

Teachers' task performance is very important because it sets the pace for the accomplishment of educational goals and objectives. It is an essential requirement provided a school maintains its efforts towards the realization of the school goals. The teachers' role is to increase and maximize return for the school through achieving the objectives, goals and mission of the school. Odunsi (2014) asserted that teachers show the greatest productivity gains during their first few years on the job, after performance tends to level off. Besides an enhanced knowledge of the fundamentals of teaching emanating from, amongst other things, continuing professional development and the adoption of innovative teaching practices, teachers must have the ability to reflect on and adapt to local learning environments both individually and collectively as part of the school's teaching team.

The success and failure of school activities highly depends on teachers' task performance. Teachers play a pivotal role as front liners in every education system, Ministry of Education and Employment, Malta (2012), especially in the classroom

system. They possess the classroom managerial skills, such as mingled all the students together in respect their academic capacity, arranging students according to their heights, create enough passage for free movement (for both teacher and students) etc. The classroom management skills of teachers will determine how effective teachers are on their duty. Malta (2012) further explained that, the role of teachers is not simply that of disseminating knowledge or imparting information, it also entails lesson preparation, which is one of the indices to measured teacher's performance. The level of teacher's lesson preparation should be highly commendable because it will show how effective teacher is.

It is globally perceived among researchers that teachers' attitude towards work is one of the major factors in the decline in educational achievement. The question of poor performance of students in public examinations had been attributed to the poor performance of teachers (Sule, 2013). She further listed some of the factors that contribute to the decline in educational achievement among secondary school teachers, as communication problems, lack of motivation and encouragement of teachers, absence and lack of commitment on the part of teachers, insufficient number of teaching personnel, large class size, poor status accorded teaching, poor learning environment, poor student study habits, and poor attitude to schooling, changing value of the society, inadequate and ineffective supervision by both principals and officers from the Ministry of Education to mention a few (Sule, 2013). All these are contributing to the poor performance of secondary school teacher.

The quality of teachers' job performance in most of public secondary schools nowadays has been put in doubts due to the poor attitudes manifested by several secondary school teachers who appear to be non-committed to their jobs. Some public secondary school teachers do not go to school on time, some rarely teach students, writing notes of the lesson appears a boring task to many teachers who ought to have professional behaved. The truant nature of public secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, is a pointer to the fact that many teachers are ineffective in their job performance (Mduma and Mkulu, 2021).

In their study, Altunova and Kalman, (2020) factors affecting classroom teachers' job performance. The results indicated that organizational, managerial, and systemic factors had both negative and positive effects on teacher performance. Teachers expressed similar views via the item configurations provided and built up a similar profile about the factors affecting job performance. This study aimed at exploring the factors affecting classroom teachers' job performance. Maximum variation sampling was used to select the study group. 72 teachers working at primary schools in a province in Eastern Turkey participated in a qualitative dominant mixed-methods study incorporating a qualitative case study and Q methodology. The data obtained through interviews were content-analyzed, and the Q data were analyzed via the PQMethod 2.35 software program. Besides general professional competencies, students' readiness level and teachers' mastery of course content were reported to have impacts on classroom teachers' job performance. Miska Gewasari, Belferik and Sibuea (2017) in their study on determinant factors that effect teacher performance of public senior high school in Deli Serdang District, revealed that the teacher competence, principal pedagogical leadership, school spiritual organizational culture, job satisfaction of teacher development, and achievement motivation affect significantly either directly or indirectly toward Teacher Performance of Public Senior High School.

The teacher task performance has been of a great concern to both the government and members of the public (Abubakar, 2011). The decline in academic standard is as a result of ineptitude and the inefficiency on the part of teachers that are engaging in teaching and learning process. This means that, concern of parents generally for falling standard of Nigeria education has revealed how things are changing in direction. Abiodun-Oyebanji (2011) revealed that some teachers do engage in their domestic works during the school hours thereby depriving students form the opportunity of learning during such period. She further stated that teachers do not give enough room or time for active participation by students, lack of student's motivation and consideration of individual differences seem a normal phenomenon in many secondary schools. It seems that all the issues mention above are some of the factors that militating against the task performance in secondary schools in Nigeria.

2.1.2 Government Support Services

Government support has received an immense attention from practitioners and academics as businesses look for ways to improve employee performance (Noblet and Rodwell, 2009). Combee (2014) stressed that solid government support services serves to further creating secondary school teachers seeking professional development and look for ways to positively affect their task performance through students' achievement. Shehnaz and Hadi (2015) revealed through survey data that lack of government support leads to turnover issues of teachers. There is a general consensus among organizational and human resources and researchers that support from government is a significant predictor of employee outcomes namely job satisfaction and performance. As Chinomona and Sandada (2014) have observed, most of the research examining these relationships have been conducted in private organisations such as hotels, banks, insurance companies, and others. Way, Sturman and Raab, 2010; and Chiang and Hsieh, 2012) found that government support positively impacts on job satisfaction this implies that support from government determine whether teacher will be staying or leaving intentions in teaching (Ladd, 2009).

Government support involvement principals and other school leaders in supporting teachers' tasks and helping them in improvement of their teaching. Administrative support plays an important role in providing professional development opportunities to school teachers. The importance of organisational support is increasingly being recognized because of its potential positive influence on employee performance. However, in their study, Chinomona and Sandada (2014) sought to investigate the influence of organisational support on the teachers' job satisfaction and consequently their workplace performance at high school level have largely remained scant, particularly in developing countries of Southern Africa. Three research hypotheses are posited and a sample data of 162 collected from the Limpopo Province of South Africa is used to empirically test the hypotheses. The results of this study show that, organisational (government) support positively influences teachers' job satisfaction and their job performance. In consistent with this agreement, Luekens (2004) also found that nearly 40% of teachers left teaching profession due to lack of administrative support. Moreover, Shehnaz and Hadi (2015) highlighted government support as one of the most significant predictors of staying intentions of the teachers. Boyd, Grossman, Ing, Lankford, and Wyckoff (2009) investigated the impact of school contexts in public

schools of New York and found administrative support as a critical factor for teacher's retention.

In June 2020, According to International Finance Corporation (IFC) (2020) the government introduced the Nigeria Economic Sustainability Plan (NESP), which expanded the stimulus to ₦2.3 trillion, with the goal of creating mass employment and mass domestic production. The plan includes government support for the real sector across welfare services, food security, housing construction, motivational strategies, infrastructure, career advancement programmes and the digital economy and it seeks to support micro, small, and medium enterprises. Furthermore, it prioritises government efforts for (a) universal digital identification to facilitate cash transfers and other benefits; (b) nationwide broadband connectivity, (c) a national research fund for medicine and pharmaceuticals; and (d) the promotion of strategic investment in the local manufacture of generic medicines. The private sector's ability to weather the fallout from the pandemic is mainly constrained by low access to finance, and exacerbated by low land titling and registration, limited connectivity, the health care system's low capacity, and the weakness of land transportation. These areas require urgent action to mitigate the impact and to speed recovery.

In addition, literature has also proven the relationship between government support and job performance (Way, Sturman and Raab, 2010). Employees who are satisfied with their jobs tend to work hard, do extra work and become committed to the organization (Bowling, 2010). The study further revealed that despite the recognition that government support is a catalyst to employee outcomes of job satisfaction and performance, however, the relationship between these constructs in the education sector is scarce. Another qualitative study identified huge impact of government support on leaving intentions of teachers (Worthy, 2005). Liu and Meyer (2005) suggested school leadership as a significant contributor to teachers' job satisfaction and intention to stay in teaching. The lack of a comprehensive model showing relationships between organizational support, job satisfaction and performance in the education sector is a major shortcoming. This undermines the development of interventions to retain and motivate teachers in order to improve the service which they provide. The study of Choi and Tang (2009) described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. Similarly, Shehnaz

and Hadi (2015) concluded that the government is responsible toward teacher job satisfaction.

It is clear that government support services play an important role in providing professional development opportunities to school teachers. Increased government support encouraged more people to join the teaching profession and retention. Teachers who are satisfied with their jobs will put extra commitment to perform their duty, do additional work and give their total loyalty to their employer. However, lack of government support services prompts teachers' attritions problems and this could threaten the good performance of teacher. That is why; government of each country should observe critically, what they can use to support and satisfy their employees so as to perform in their place of work. Investigations of this problem are relevant because a better understanding of what truly affects task performance will be critical to predicting teachers' behavior and the influence of this behavior will have on the goals of schools.

2.1.3 Teacher Professionalism

Professionalizing teaching continues to be a long-standing debate in Africa and other developing countries. The profession has been in existence as far back as world itself. Professionalisation is complex, elusive, dynamic and fluid in developing nations (Anumaka, 2016). It takes different form and in different division. They are: teaching, law, medicine, engineering, pharmacy, nursing, etc. Many authors/researchers see profession at different angle. Yusuf, Afolabi, and Oyetayo (2014) defined a profession as an occupation or vocation that requires special skills, knowledge of some department of learning and qualification to especially one with high social status. Fareo (2015) posited that profession is an occupation based upon specialized intellectual study and having the purpose of which is to supply skilled service or advice to other for definite fee or salary. National Teachers Institute (NTI) (2007) saw profession as any occupation which demands of all who work in it a prolonged and specialized knowledge, skills, and attitudes that are necessary for providing a particular service in the community. Nzulwa (2014) referred to professionalism as qualification arising from a specific body of knowledge and its ethical code of conduct. Sethna (2013), on the other hand, defines a profession as "an occupation" characterized by rigorous education, a theoretical perspective, self-regulation, authority and service, and goes on

to say “ All professions are occupations but not all occupations are professions”. For job to be recognised as profession it must requires special skills or knowledge through special training with a high level of education.

Teaching is a noble profession, and as an activity which consists of actions intended to induce learning through the conscious and deliberate effort by an experienced person to impart knowledge, information, skills, attitudes and beliefs to an immature or less experienced individual. No nation can advance and excel without an effective and virile teaching profession. It is mostly described as the mother of all professions such as law, engineering, pharmacy, nursing, medicine etc (Yusuf, Afolabi, and Oyetayo, 2014). They are products of teaching profession. Teaching profession involves greater social responsibilities, great sense of value and long period of preparation, scheme of payment, reward for service rendered, as well as great reward for the interest of occupation. For a teaching profession to be recognised and energised and strengthen teacher task performance in the school system and the society at large, it must possess the ability to improve the skills, knowledge, attitudes and ethical orientations which a teacher needs for good conduct and practice.

Teachers are arguably the most important group of professionals for our nation’s future. It seems important to play politics with the professionalization of the teaching profession. While making a professional teaching qualification mandatory, government needs to make it compulsory for all in the teaching jobs, at all levels, to acquire teaching qualifications. Government should give another deadline within a convenient time-frame to ensure that, all teachers would have become professionals, because the 2006 deadline as seen in the TRC Act had failed, 2006 had come and gone and nothing much had been done to ensure that all teachers are professionalized. Thanks to some state governments in Nigeria that gave a salary differential in the payment of the Teachers Salary Structure (TSS). While teachers with educational background enjoy 27.5%, those without education certificate enjoy 12.5% (Akindutire and Ekundayo, 2012).

Teaching, as path of the model of education, involves influencing individuals to change their thinking (mindset) and their way of life. In secondary school teaching is about inspiring performance of individual scholars and creating new knowledge through research and innovations (Anumaka, 2016). Ozano (2013) views teaching as a

systematic presentation of facts, ideas, skills and techniques to students. It involves the sharing of knowledge in the process of developing the individual. It is carried out by someone who has the ability, knowledge, capability and skills to inspire other individuals (students) to achieve academic performance. These “individuals” are known as professionals. Teaching has been seen as the impartation of knowledge to others (students) by the teacher. Professional knowledge, Namibian Qualifications Authority (2006), refers to the knowledge that teachers require to effectively teach and facilitate student learning. This domain includes content / subject area knowledge as well as pedagogical knowledge.

Teaching profession has great impact on teacher’s ability to perform effectively on their assignment. The status and practice of the occupation by teachers as the practitioner will continually upgrades the knowledge, skills and attitudes required for effective and efficient professional practice (Oyekan, 2000). Öztürk, (2011) argued that there are three characteristics qualifies one as a professional teacher: Professionals must possess a large degree of talent and skill in their profession; they must use a body of knowledge that supports their work; and they must have the autonomy to make decisions in their work. Through professionalization of teaching, the code of ethics will be respected and the profession will not be open to every Tom, Dick and Harry. This will improve the performance of teachers while carrying out their classroom assignment.

The teaching profession which is as old as education appears in Nigeria as a dumping ground for people who desire to have a temporary job while they seek other jobs of their dreams (Yusuf, Afolabi, and Oyetayo, 2014). Teaching as a profession which supposes to be in the fore front has been painfully hijacked by all comers who perceive teaching as a dumping ground. It is too porous for anybody to come in and practicing it without having the skills and knowledge to perform. Teaching profession in Nigeria has been patronized by the people who could not succeed in their chosen vocations and the people who believe that teaching is a “spare time job” that allows them to simultaneously engage in other profit making businesses which they considered more lucrative than teaching (Fareo, 2015). Most of Nigeria teachers nowadays are hardly teachers based on definition, but the knowledge and skills about teaching is not something to write home about. This has been downgraded the teaching profession compare with other profession.

The legal framework in teaching profession, through Teachers Registration Council of Nigeria (TRCN) enactment of Act No 31 of 1993 is a blue print where all laws and regulations guiding the operation of profession are spelt out for all schools to operate. It has been an onerous task for the Teachers Registration Council of Nigeria to enforce the professional code of Ethics on teachers because of the indifferent attitude of members. But unfortunately, Nigerian Union Teachers (NUT) appears like a toothless bulldog. Secondary school teachers view themselves as professional when they accept "professional" responsibilities, and take responsibility for their professional development (Namibian Qualifications Authority, 2006). This shows that, teaching profession, through professionalization, has little or no influence in the matter of policies for auditing and registering professionally qualified persons into the profession. Based on the above assertion, teacher profession has no principle and law that guiding classroom activities and as result of this, teachers' performance is in jeopardy.

The increasing distaste for teaching profession is likely to hinder the progress of educational development in the country and may further intensify the problem of implementing the National Policy on Education (Ozoemena, 2013). Teachers, as instruments in enhancing academic performance of students need to be equipped with necessary career development training programmes that will improve their teaching skills, abilities and knowledge. Teacher development is designed to produce highly motivated, sensitive, conscientious and successful classroom teachers who will handle students effectively and professionally for better educational achievement (Faremi, 2013). This will bring about subject specific development which will improve the performance and skills of teachers along the various subjects they teach.

It is believe that career advancement programme mainly looked on teachers on how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Career development programme has been identified as creating a pool of readily available and adequate replacement for teachers who may leave or move up ti the career ladder, enhancing the school ability to adopt and use advances in electronic gadget because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team, which enhances teachers' competitive position and morale. Also, it is ensuring human resources for expansion in

new programmes. performance and Although, different factors such as teacher experience, teacher qualification, development programme, teacher ethics among others have been use to measure job performance, yet, the finding brings about no positive result. However, the issues of professional misconduct, certificate racketeering, attrition among employees, sacking of employees among others are ramparts in the government establishment which are affecting employees performance negatively. Methodologies and geographical location employed by scholars are different from each other. For this research different methodology and location will be use to achieved the expected outcome.

2.1.4 Job Security

Job security, globally, is a concern for any employees. It makes employee have a sense of belonging and this causes total commitment to the organisation. It is also see employee free for the fear of being dismissed from his/her present employment or job loss. Job security, James (2012) is referred to as the assurance in an employee's job continuity due to general economic conditions in the country. It deals with the chances of employees keeping their jobs in order not to be unemployed (Simon, 2011). Job which is not backed by indefinite contract or cannot be guaranteed for reasonable period is deemed to lack job security. It also refers to the feeling of security or a kind of emotion in which individual's needs and desires are met (Nafiseh and Morteza, 2014). They further explained that the feeling of security is depended upon the ability of individual to save what he/she has and also the insurance about the ability of making earning in future.

It is the assurance from the company or organisation that their employees will remain with them for a reasonable period of time without being wrongly dismissed (Simon, 2011; Adebayo and Lucky, 2012). Some professions and employment activities have greater job security than others. Job security is an employee's assurance or confidence that they will keep their current job for longer period as they wish (businessdictionary.com). Besides, we can mention the "right of working until the time of retirement". On the whole, about job security there should exist a kind of hierarchical structure of need and the level of security when we are supposed to talk. In

psychology there is a theory about the importance of security in human life. It has got the most important level.

The concept of job security started gaining popularity in the recent times as a result of economic pressures on organisations. This could be the reason why, Adebayo and Lucky (2012) agreed that job security has become an indispensable to teacher and school preference list, particularly due to economic reasons. Globally, about 75% of employees preferred to keep their jobs compared to other factors in their preference list (Tower Watson, 2010). A recent survey conducted by KPMG (2010) on job security found that more than 75% of participants considered job security their top priority when searching for a job as a result of the uncertainty economic environment. While the result also revealed that 67% of the participants were likely to work in a public such as schools or non-profit organisation than a corporate business due to the recession. This shows that job security is as important as the employee salary and healthcare services (KPMG, 2010). Accordingly, the study conducted by the University of Michigan's for the Education of Women (2010) found that teachers desire greater job security. The study noted that job security will help them to balance work and their personal lives and reduce their level of stress, adding that freedoms in their jobs are worth sacrificing job security.

Similarly, the information provided by the University of Wisconsin-Madison in 2000 on staff job security revealed that about 22% of the academic staff only enjoy a high level of job security which defined as a multiple year, more than 40% of experienced staff (employees) with above seven years of service at the university have little job security beyond renewable appointments while only 4% of the academic staff are sure of their job security. In view of the above statement, it means that job security has become the most determinant and key element influencing an employee's decision on whether to join an organisation or not (Tower Watson, 2012). In a nutshell, the major challenge militating against the school is not just to employ or retain teachers but to ensure that teaching staff are assured of their jobs for as long as they wish.

Job security has a significant effect on the overall performance of teachers as well as on the schools' performance. He further stated that school teacher with low job security cause teachers to lose faith in their future which consequently affect performance. This reveals that the more a teacher enjoys a high job security the more he is likely to

perform effectively his task which is reflected in the overall performance of the school. Study shows that job security is significantly related to teacher task performance. This finding was supported by the research finding of Abdullah and Ramay (2012) who reported a significant positive relationship between job security and organisation job performance. An employee would be more committed to his/her job and the organisation, if he/she feels secure. Therefore, it appears that teacher performance is linked to school performance, their contributions will be less and ineffective if they feel low security in the school. Fisk (2016) as he recognised the Court of Appeal judgement: In Vergara v. California, 2016, concluded that between 1 and 3 percent of California teachers are grossly ineffective and there is no evidence that eliminating job security will magically attract better teachers into the profession.

Eliminating tenure will not necessarily improve learning, but it will make it harder to recruit and retain talented teachers. Khan, Nawaz, Aleem and Hamed, (2012) while examining the factors that influence level of job satisfaction among the workforce of autonomous medical institutions of Pakistan and its effects on performance, revealed that pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, relationship with supervisor and nature of work; affect the job satisfaction and performance. Jandaghi, Mokhles and Bahrami (2011) and Nafiseh and Morteza (2014) carried out similar research on impact of job security on employees' commitment and job satisfaction. Their findings revealed that there is a positive and direct significant correlation between job tenure and organizational commitment.

Akpan (2013) in his study on Job Security and Job Satisfaction as determinants of Organizational Commitment among University Teachers in Cross River State, Nigeria. He found out the extent to which job security and job satisfaction predicted organizational commitment of university teachers in Cross River State, Nigeria. A survey design was adopted and the study sample consisted of 290 lecturers selected from 2 universities using purposive sampling technique. Two hypotheses guided the study. The result of the study revealed that both job security and job tenure jointly had a significant effect ($F = 9.87$; $P < .05$) on organizational commitment of university teachers. Job satisfaction was a more potent predictor of organizational commitment ($t = 3.38$; $P < .05$) than job security ($t = 2.75$; $P < .05$). The two independent variables

made significant relative contributions to the determinacy of organizational commitment of university teachers. Premised on these findings it was recommended that the government and university management should improve upon existing motivational strategies to ensure job satisfaction of academic staff in order to enhance their commitment. Actions of government and university authority that would lead to threats of job security among academic staff should be avoided as this could jeopardize their sense of commitment.

In the perspective of the above assertions, job security is a major deciding factor in determine teachers' choice on whether to work for a given employer or another. This shows that higher job security for teachers lead to optimally perform which will further reflect in the general school performance. It is absolutely revealed that the administrator and stakeholders in the secondary education ought to increase the existing incentives to enhance job satisfaction of academic staff so as to enhance and encourage their motivation. However, the causes of attrition and retention among teachers in the developing countries and that of developed countries are quite different due to job insecurity. The expectation and the outcome of the findings will be vary, since the geographical scope (location/environment) of the research is not the same.

2.2.1 Welfare services and Teacher task performance

The success of any organization depends, to a great extent, on the workers of that organization and the effective mobilization of the efforts of all people who make up the organization. It has become very important and needing immediate attention to review the welfare packages/services in the teaching profession and capacity building as well to serve as a scientific explanation for the factors which affect work motivation of teachers and then discover areas of teachers needs and how to provide for these needs in order to ensure quality delivery and productivity. Welfare services, according to, Manzini and Gwandure, (2011) seems as a means securing the teachers by providing proper human conditions of work and living through minimizing the hazardous effect on the life of the workers and their family members. Fafunwa (2002) in one of his study stressed that well organized welfare services (such as employee appointment, leave tenure, on-the-job training, promotion and retirements/pension schemes of teachers), is

one of the major ways that school administration in Nigeria can induce improve way of impacting knowledge, the professional career advancement and growth of teachers.

Boit, Geoffrey associated Kemboi (2013) believed that worker welfare facilities facilitate considerably in increasing the self esteem and intellectual brilliancy/capacity of a worker. This will bring about increase in the level of worker efficiency within the organisation motivating the worker to take up more tasking roles and responsibilities. They noted that welfare incentives are responsible for healthy personnel. Happy personnel will develop perspective/approach to work leading to improve employee performance within the workplace. The worker welfare replaces an important area in the life of the employees and increase not solely the effectiveness of the workers however conjointly power in resolution distinctive structure challenges, this can eventually result in maintaining an increase level of resource performance and satisfied level of work execution within the workplace.

Staff welfare among secondary school teacher is very critical and important for quality teaching delivery to the public. Hence proper mechanisms should be put in place to ensure that welfare services are adequately provided for to the school teacher. Teacher welfare service measures relates to certain additional activities which are provided by an organization like housing facilities, transformation facilities, medical facilities, recreational facilities, cultural facilities libraries, gyms and health clubs etc. Nyamwamu, Atambo Munene and Okibo (2012) believed that the employee welfare facilities help significantly in enhancing the self-confidence and intellectual level of an employee. The purpose of teachers welfare services were meant to reduce absenteeism and time off due to illness. It includes almost all aspects that relate to an employee's wellness and personal development in the work place.

The purpose of welfare services for teachers to enhance their performance are not all that meant. According to Njoku (2011), the analysis of quality of work life of teachers at all level of education system showed that teachers are dissatisfied with salary, fringe benefits, professional growth opportunities, absence of welfare services such as transport service, canteen services and recreation facilities, housing schemes, retirement scheme, health/medical services etc. based on the fact that teachers were neglected and not be taking care of. Some of developed nations of the like Canada, Spain and United States of America (USA) have experienced higher rate of teachers changing careers

after a short time or do not enjoy their work – a consequence of poor staff welfare practices as seen in low pay, lack of support from educational bureaucracy and a pervasive isolation (Otieno, Ajowi and Bosire, 2015). For instance, Issah et al. (2016) laid claim that in Ghana, studies have shown that currently 25% of teachers are not housed at all, contrary to Ghana's conditions of service. Out of the 75% who reside in government accommodation only half have decent accommodation? However, provision of welfare services has been made obligatory especially the recreational facilities for employees to stem out the problem of lack of commitment on the part of the workers thereby improving their productivity which is possible with the satisfaction of labour.

The provision of adequate social welfare services may increase the workers' job satisfaction and thus retaining their services towards work performance in school. Staff welfare practices were developed during the period of industrial revolution by early management authorities. It was seen as a strategies and instrument to ginger teaching staff to improve in their performance. The welfare services, according to Mazaki (2014) are vital instrument to improve the teacher task performance because the quality of teachers is crucial to any education system. Lack or inadequate welfare packages and other incentives leads to poor worker's motivation which greatly affect their outcomes and productivity hence, there is need for employers to give staff welfare package and other incentives for the benefits of the employees, employers and the organization (Okereke and Daniel 2010).

Welfare practices are one of the motivational avenues put in place by school management in order to build confidence, create a sense of belonging and enhance productivity among workers in an organization. In their own contribution, Allender, Colquhoun, and Kelley (2011) found that workplace health leads to job motivation and satisfaction despite providing health benefits to the employees. This indicated that despite the fact that various staff welfare services/packages such as retirement/pension scheme, medical/health scheme, job promotion, incentive packages, housing facilities, soft loan to the teaching staff, team work, recognition of individual effort, in-service training, performance appraisal, lunch programme and fringe benefits that are offered to some of secondary schools teachers, yet their performance are so poor that it reflect on student academic performance (Otieno, Ajowi and Bosire, 2015; Odeku and Odeku,

2014). Most organisations and institutions have neglected these responsibilities which it have recorded low productivity.

The provision of medical facilities in such cases in any organization could reduce the incidences of HIV/Aids and other illnesses among the employees (Manzini and Gwandure, 2011). According to, Armstrong (2006) revealed that medical services aim to provide help to employees who get absent from work for long periods because of illness related issues. He further explained that some issues can hinder the performance of teachers during the cause of performing their duties. Among these are: stress, anxiety and depression as among the most commonly reported illness among employees. Stress brought about through work intensification and conflicts between home and work is related to the risks of disease and ill-health.

To ensure universal access to and equity in health services and their adequate, school leadership should make the provision of health services more cost-effective and efficient very important for teaching staff. Strategies for preventing illness and communicable diseases and/or removing health hazards in the school environment can be check and protected through the implementation of health/medical scheme services for teachers by their employers. Nyamwamu, et al. (2012) revealed some strategies to improve teachers' medical/health services which include provision of comprehensive healthcare to the staff members, full implementation of a third salary rule so that teachers do not over commit their salaries, improvement of teacher working environment, provision and maintenance of highest degree of physical, mental and social well-being of teachers and provision of medical care, sick leave and disability benefit cost.

In support to above assertion, Allender, Colquhoun, and Kelley (2011) studied on the effectiveness of the 12-weeks walking programme in improving the health of employees. The results emphasized that the health promotion programmes have positively impacted on the welfare of employees and service delivery. Also, finding revealed that the health and safety practices are positively related to employee job satisfaction in terms of turnover intentions. This is to identify and understand the needs of human capital in order to enhance performance and service delivery in the form of individual basis and the organization as a whole. Efforts by the government, private sector and other stakeholders to eliminate occupational accidents and injuries through

sound health and safety has been very difficult due to various challenges facing the Occupational Health Standards scheme such as the managements' commitment and welfare services are poor in the developing countries (Morwabe, 2009). The general welfare packages for teachers at all levels should be reviewed and upgraded from time to time like their counterparts in other establishments; it is a tool to ensure quality delivery productivity and standard in education system.

Teachers like any other workers in other organisations, need of renewed energy brought by welfare packages from time to time if they are to perform effectively. The Nigeria Union Teachers (NUT) constitution stated that the union is a forum for the cooperation of teachers and promotion of their welfare, the interest of education versus teaching profession. Luthans (2005) posited that welfare schemes are the strategies employed in motivating teachers for better task performance. Welfare services are motivational strategies/avenues put in place by school management in order to build confidence, create a sense of belonging and enhance productivity among workers in an organization. Institutions which have ignored these services have recorded minimum productivity or low performance (Otieno, Ajowi, and Bosire, 2015). Despite various staff welfare practices such as job promotion, incentive packages, housing facilities, soft loan to the teaching staff, team work, recognition of individual effort, in-service training, performance appraisal, lunch programme and fringe benefits that are offered in secondary schools in Bondo Sub-County, discrepancy in work performance output in schools still remains a challenge. This shows that despite the fact that enough welfare services have been provided; teachers are performing low in their task.

Nwaluwemba, Sekiwu and Okwenje (2016) carried out research on the interplay of school welfare provision and teacher performance: The case of Ugandan secondary schools. It took an account of a cross-sectional study of how school welfare provision influences teacher performance in six government aided secondary schools in Uganda. The findings showed that school administrators provide only those welfare programmes that have a direct bearing on task accomplishment. Second, teachers' performance is high mainly on examination management, punctuality, and co-curricular activities. They concluded that school welfare provision/services have positive influence on teacher performance provided teachers are reciprocally committed to work and administrators meet teachers varied needs. Mwandishi, Khabongo, Musiega and Kimani

(2013) work on the effect of health services on teacher Performance of public secondary schools in Hamisi District, Kenya. The study employed descriptive survey research design. The results reveal that medical scheme of staff members on the teachers' performance is significantly related.

Teachers housing is another variables that is vital to very educational institutions, secondary schools inclusive. Universally, housing is accepted as the second most important human need after food and it is more than shelter (Mazaki, 2014). Unfortunately, housing is still beyond the reach of most secondary school teachers. As earlier noted, housing teachers is meant to make their work easier and enjoyable so that they may concentrate on their duties as educators. Ariko and Othuon (2012) studied how teacher transfers requests could be minimized in secondary schools in Suba district, in Kenya. The findings of this study revealed that teacher transfer requests could be minimized if electricity and houses were made available to teachers and teachers were employed from the locality and posted next to their families. The researchers recommended that the government should provide electricity and school boards facilitate availability of housing facilities for teachers. In a related study, Adelabu (2005) investigated teacher motivation and incentives in Nigeria and found out that various state governments have instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The study further discovered that majority of the teachers do not receive the housing loans. The researcher recommended that welfare policy should be implemented to motivate the teachers to enhance their job performance.

In a related study, Olotuah and Bobadoye (2009) examined the impact of sustainable housing provision for the urban poor by reviewing public sector intervention in Nigeria. They found out that in the urban centers in Nigeria, the problem of providing adequate housing had reached an alarming state as 75% of the urban dwellers lived in slums and conditions that were degrading to human dignity. The researchers recommended a bottom up approach that involves direct participation of the local people in ensuring sustainability in the provision of quality affordable housing. In the same way, Mazaki (2014) cited Aribigbola (2008) analyzed housing policy formulation in developing countries using evidence of program implementation from Akure Ondo state, Nigeria. The study revealed that the majority of the residents of the city were low income

earners that could not afford housing being produced under the policy in Akure Ondo state, Nigeria. The researcher found out that majority of the people were not aware of the housing policy and recommended incorporation of social housing into the Nigerian housing policy to assist the poor that cannot take care of their housing consumption needs.

Due to public complain about government's neglect of teachers' welfare in most public schools in Nigeria, Fadeyi, Sofoluwe and Gbadeyan (2015) carried out research to examine the relationship between teachers' welfare scheme and job performance in selected Secondary Schools in Isin Local Government Area of Kwara State, Nigeria. The study adopted descriptive and quantitative research methods to find out the relationship existing between the variables and drew inferences on the data collected. The findings indicated that there is significant relationship between teachers salary, promotion and students academic performance. It was also revealed that there is significant relationship between fringe benefit and classroom management. The paper concludes that if necessary attention is given to teachers' welfare, this will bring about positive development in the educational system. It was recommended that teachers should be placed on meaningful salary scale and given opportunities to further receive training in their various disciplines for better performance to be achieved.

In line with the provisions of the Nigerian Pension Acts, 2014, Agba (2007) revealed that employers and employees alike are to contribute 7.5 percent of employees' monthly emolument which include basic salary, housing and transport allowance. However, military personnel are to contribute 2.5 percent while the Federal Government contributes 12.5 percent of the employees' monthly emolument (Pension Reform Act, 2004). Agba and Ushie (2010)) noted that workers in the hospitality industry in Nigeria are always moving to where good condition of service exists and where their future is protected after retirement. They observed a linear relationship between salary, payment of benefits, promotion, career development, worker-hours and labour turnovers in Cross River State, Nigeria. Chizueze Nwosu and Agba (2011) in their study evaluated the impact of contributing pension scheme (CPS) on workers commitment, retention and attitude towards retirement in the Nigerian Civil Service. Findings revealed that contributive pension scheme significantly affects workers commitment to work, retention and attitude towards retirement. The study recommends

among others that strict measures be put in place by government to ensure the effective monitoring and implementation of the provisions of the 2004 Pension Reform Act.

The presence of school principals, being the government representative that oversees the affair of school activities, is very crucial because they provide welfare support programmes so as to meet teachers' needs in order to facilitate performance. Otieno, Ajowi and Bosire (2015) supported that staff welfare services/ packages will serve as a source of motivation to employees and drive them to contribute their quota towards the achievement of the organization's goals. In another word, the welfare services often perceived as substantially increasing teacher productivity, and therefore as an instrument to support the reform of health systems (OECD, 2014). There are various ways of improving health services in the teaching profession. They are health information management and networks, electronic health records, telemedicine services, wearable and portable monitoring systems and health portals. The more teachers' health is taken care of by the school administrator as a means of support, the more they will perform and also improve the student performance.

The effect of retirement plan changes on teacher effectiveness and task performance in their respective duty partially depends on potential additional costs associated with alternative benefits since less money may be available for compensation (Weller, 2011). The reform is contributory in nature with the intent of ensuring that every person who has worked in either the public or private sectors receives his or her retirement benefit as in when due. National Pension Commission, (2005; 2008) stipulate that the reform was to serve as social welfare scheme for the aged, by ensuring that workers save to cater for their livelihood during old age. Since the Great Recession, education programmes across the United States have faced steep budget cuts, resulting in increased teacher layoffs.

In their study, Asumah, Kuranchie and Mensah (2019) examined welfare management practices that affect teachers' job performance by discussing variables such as working condition and fringe benefits. The study was guided by two research hypotheses. Descriptive survey design was adopted and the major instrument used in collecting data for the study was a questionnaire. A sample size of one hundred and sixty-five (165) teaching staff from the target population was drawn using simple random technique. Analysis of the responses revealed, inter alia, the following; (a) there was statistical

significant and positive effect of working condition on teachers' job performance, and (b) fringe benefit had statistically significant and positive effect on teachers' job performance. It is recommended that school managements and the Ghana Education Service (GES) should ensure teachers enjoy family friendly policies, efficient and effective working conditions, and good and timely payments of fringe benefits.

Kemboi, Geoffrey, Tarus, and Keter (2013) carried out the research on effects of Staff welfare on service delivery within Civil Service offices in Kenya. The result of the study shows that safety and health, Retirement plans and Flexible Scheduling in the Workplace had significant have effect on Service delivery, thus the need for this study to address staff welfare issues. The importance of welfare scheme on teachers' job performance is greatly being felt all over the universe (Fadeyi, Sofoluwe and Gbadeyan, 2015). Otieno, Ajowi and Bosire (2015) carried out research on the teaching staff welfare practices and their effect on work performance of secondary schools teachers in Bondo Sub-County. The study was necessitated by discrepancy in work performance output of the teaching staff as observed in achievements in curricular and co-curricular activities in secondary schools in Bondo Sub-County. The study was significant to educational practitioners and stakeholders and challenged them to adopt staff welfare practices that purely motivate the teaching staff hence enhancing their efficiency and effectiveness in discharging their duties. The study found out that welfare practices affect performance and productivity of teachers. Chizueze, Nwosu and Agba (2011) observed that delay in payment of salaries and fridge benefits to workers even after retirement has negative behavioural consequences among employees in Nigeria.

Abiodun-Oyebanji and Adelabu (2016) in their study investigated the welfare package factors and job commitment of administrative staff in the Polytechnic Ibadan, Nigeria. They revealed some of welfare package factors like, health services, recreation facilities, housing facilities and pension funds in Nigerian institutions by taken an in-depth study of the Polytechnic of Ibadan. Hence, the findings revealed that a significant joint contribution exists between welfare and administrative staff job commitment ($R^2 = 0.138$, $F_{(4,221)} = 8.875$, $p = 0.00$), of all the independent variables, health services made the highest contribution to the administrative staff job commitment. $B = (0.239)$, $t(225)$

= 3.73, $p < 0.05$ and was significant. It was recommended that, to guarantee high staff job commitment there is a need for good welfare package for the member of staffs.

The issues surrounding welfare and good quality of life for workers who are used in productive activities but denied basic social economics incentives to improve their quality of life are becoming more challenging and controversial these days (Bowen, 2013). Okereke and Daniel (2010) examined “staff welfare and organization’s productivity, using Patani Local Government Council in Delta State, Nigeria. From the finding, there was absence of staff welfare among employees in the council. The working environment was poor, in terms of office accommodation and furniture, paucity of working materials, scarcely available monetary incentives and unreliable health and safety facilities, which altogether reduce morale (job satisfaction) and efficiency in job performance.

In her study, Manafa (2020) examined the influence of welfare package on teacher performance in private secondary school in Anambra State. Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised 2700 teachers in Anambra state secondary schools. The Sample size for this study is 15795 teachers drawn from 1755 register private secondary schools in Anambra State. Sample size consists of 790 teachers drawn from the population of the study. The sample consists of 5% of the entire population. The instrument for data collection was a structured questionnaire titled “Welfare Package and Teacher Performance Questionnaire” (WPTPQ) designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was used to test the hypotheses at 0.05 level of significance.

The findings of the study include: Housing allowances influencing teacher’s performance in private secondary school is high. Co-operatives and saving facilities influencing teacher’s performance in private secondary school is high. Medical care allowances on teacher’s performance in private secondary school are high. Housing allowances and teachers’ performance in private secondary school in Anambra State was not significant. co-operatives and saving facilities and teachers’ performance in private secondary school in Anambra State was not significant. Medical care allowance and teachers’ performance in private secondary school in Anambra State was not

significant. The study recommended that teachers housing allowances should 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 of teachers are well managed to ensure conformity of regular payment by the appropriate authorities. The government and private school management should motivate teachers by providing free medical care, which will spur them to enhance teachers' job performance.

Oyetakin, Ajalode and Alen, (2018) investigated the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted for guide the study. The population of the study consisted of all the 16 public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling technique was employed to sample one principal and nineteen teachers from 30 public secondary schools where a total sample of six hundred (600) respondents comprising 30 principals and 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 $r=0.87$.

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 as that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. Following the findings, it was recommended that involvement of teachers in decision making should be a practice of modern day principals. It was also recommended that to increases teachers' job satisfaction and achievement 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 materials and equipment.

Odeku and Odeku (2014) confirmed that lack of or inadequate welfare package to the employees limits the social and organizational conditions of workers and impact on their productivity. In as much as this particular issue persists, workers' right to collective bargaining especially for essential welfare package would continue to be abridged (Adewumi and Adenugba, 2010). From the findings, there emerged the need for welfare practices that purely motivate the teaching staff. The following were recommended for further research; government financial support and its effect on school management and scheme of promotion and its effect on teacher's performance.

The duty of government in the school organisation is highly important on the grounds that they give welfare incentives so as to address teachers' demands to encourage their performance. Welfare practices are one of the elements set up by school administrators so as to motivate and improve productivity among teaching personnel in public secondary schools. Teachers' task performance will be high, if government makes welfare provision available to teachers. The literature reviewed above came to the conclusion that school welfare packages positively influences teachers' task performance provided they are equally dedicated to work. Meanwhile, it is very crucial to mention the fact that the bulk of literature review in this study came from other sectors other than education sector. The literature equally reviewed teacher task performance but the depth of this was low because there were relative dearths of literature in this area.

It appears that the fear of uncertainty after retirement is responsible for poor performance among secondary school teachers in Nigeria. In fact, the morale of teachers will be affected negatively, which in turn reduce their zeal, effectiveness and efficiency while performing their duties. In the course of executing their duties, teachers have been exposed to various hazard/ health problems. Among these are: inhaling of dust that emanate from the use of chalk, stress, inhaling of chemical during laboratory teaching section, risk or danger from student unrest etc. The literature identified in terms of their potential impact on the safety of teachers and learners. Hazards include: chemicals, dangerous plants, glass, electrical hazards, fire, faulty or broken equipment, small objects, sharp objects, heavy objects, high beds, stairs, unprotected water, hot items, vehicles, animals. These can serve as a treat to an effective and efficient teacher task performance; if medical/health services are not in place them.

2.2.2 Motivational strategies and Teacher task performance

The word 'Motivation' was coined out from a Latin word "Mover" which intends to move. Various researchers have given various thoughts and definitions. For motivation Nwankwo (2014) stated that motivation is the drive or energy that propels a person to a specific action. He further clarified that it is a force that enables people to achieve an organisation's (institution's) objectives. Motivation refers to the psychological processes directly, activates, and supports an action, or otherwise may be defined as one's inner desire to make an effort school. Sinani (2016) considers motivation as a process that starts with a physiological deficiency or a need that activates a behaviour that aims to encourage an action. Motivation enhances factually all the activities and behaviours of people around the desire of achievements on the teaching aspect of education.

Motivational strategies are the driving force that energises a worker to show more commitment to work to improve his productivity (Akinloye, 2014). It is in form of incentive strategies such as salary increment, regular and prompt payment of salaries, constant promotion and provision of all necessary school facilities which will reduce frequent industrial strike actions. There is a way in which school administrators or principals entice and improve the classroom task performance of their teachers. This is to ensure that secondary school teachers are well motivated towards enhancing their classroom task performance. Udensi (2000) opined that the concern for improving the quality of work life does not appear to be widespread especially in the teaching profession.

Motivation and performance are very important factors in terms of organization success and achievements. In the teaching profession, it is very imperative because it helps teachers to achieve the target in an efficient way. Mustafa, and Othman (2010) opined that teacher motivation is very important because it improves the skills and knowledge of teachers because it directly influences the student's achievement. In their study, Ali, Dahie and Ali (2016) carried on research to determine the significant relationship between teacher motivation and school performance; the mediating effect of teacher's job satisfaction. In this study a survey technique was used and a convenient sampling method was used to collect 80 respondents from Secondary Schools in Mogadishu. The findings showed that there is a significant relationship between teacher motivation, job

satisfaction and school performance. It is very important to motivate teachers to perform well.

Shehnaz and Hadi (2015) stressed that both intrinsic and extrinsic motivation leads to teacher's superior performance. These motivational factors such as allowances, salary and recognition etc impact positively on their satisfaction which results into their effective performance as well. Markovits, Davis, Fay and Dick (2010) identified two dimensions of job motivation, namely extrinsic motivation and intrinsic motivation. While extrinsic motivation consists of satisfaction with pay, physical conditions and organizational policies and procedures, intrinsic motivation includes aspects such as creativity, achievement and accomplishment. Motivation strategies, as a means of encouraging teachers on their duty, play an important role in the organization because it increases the productivity and goals can be achieved an efficient way and also motivation takes part in the vital role for teachers because it helps to achieve target goals in efficiency way (Ali, Dahie and Ali, 2016). Motivational strategies variables are many. Some of them are: incentive, fear, attitude motivational strategies etc (Nwankwo, 2014). It is the method and techniques to encourage secondary school teachers to put more effort and their best while on duty. Motivation of teachers serves as key to facilitate institution performance. They recommended that both extrinsic and intrinsic motivation be applied among the teaching staff in order to improve job satisfaction and school's performance in the end.

Some relevant literatures revealed among other facts that teachers tend to motivate if constant salary increment, regular promotion, fringe benefits, work itself, administrative relationship, physical working conditions, rewards and recognitions, career advancement, training and retraining are favourable. Pronay (2011) study on job motivation of non-government colleges of Bangladesh reveals that most of the teachers are dissatisfied due to unclear promotion policies and payment systems. Good working conditions, training and outcome of training are the factors which gave satisfaction to them. When teacher performs a task successfully and to the satisfaction, feelings of competence encourage continued effort to do the job better, thereby converting capability into competence, and converting competence into performance.

Motivational strategies are methods that encourage the individual's goal-related behaviour. Adelabu (2005) found that teacher's motivation strategies in Nigeria are

very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career. Hard working teacher is supposed to be entitled to a living wage, good working conditions, leave allowance benefits and vacations so as to improve his performance Odeku and Odeku, (2014). To appreciate their work and motivate employees, organization provide some extra benefits in shape of reward overtime etc. these motivations enhance the working capacity of employees (Anwar, Aslam, and Tariq (2011). Incentives motivation are driven force for employee's performance, but these facilities are not provided to temporary employees which effects on their performance Incentives motivational strategies include all monetary and non monetary rewards received by secondary school teachers for the performance of their jobs. Indirect compensation comprises the many benefits supplied by employers, and non financial compensation includes employee appreciation programmes, gratifying jobs, and flexible work hours to accommodate personal needs.

Teacher motivation is very important since it improves the skills and knowledge of teachers seeing as it directly influences the student's achievement (Mustafa and Othman, 2010), in which is the one of the school goals that secondary school teachers must perform. Motivation has been empirically confirmed to be a major driver of employee performance. Ondima, Okibo, Nyang'au, Mabeya and Nyamasege (2014) worked on the effects of motivation on teacher's performance in Kenyan Schools: A Survey of Nyamira District Secondary Schools in Nyamira County. They further explained that performance of teachers at work includes the ability of teachers to integrate and show experience, teaching methods, teaching materials knowledge and skills to pupils and students both inside and outside the classroom. The result revealed that motivation was necessary for high performance of teachers.

The study of Nwosu (2020) investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a self-developed questionnaire tagged "Teachers' motivation and

performance in secondary schools". The questionnaire was validated and the Cronbach's alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. Research questionnaires were administered to two hundred (200) teachers that were randomly selected from four major (4) administrative zones in LGA but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of this study reveal a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ($r = .567$; $p > .05$). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. It was therefore concluded that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended that for higher performance as well as for employees to have sense of belonging, Management must introduce Management By Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization.

Nzulwa (2014) negate above assertions. In his remark, he found that employees are not satisfied with their pay and work environment. Practical implications: The practitioners and policy makers of technical institutions should use this study in developing policies and strategies to manage their human resources. They noted that employee's performance level never exceeds 50% of an individual capacity to perform particularly when not effectively motivated. They may stunt in low morale often by displayed poor professional conduct and poor work performance while carry out their duties. Employees' productive performance can be enhanced through motivational practices responsive to their needs. Recommendations on ways of motivating teachers in order to improve the performance were made.

Motivation strategies for teachers should be considered as a means of improving output and productivity in the school system. It does not mean increase in salary alone; it entails regular payment of salary and improved conditions of service. The following are the hints on how to improve conditions of service: teachers with relevant additional

qualification should be appropriately upgraded; teacher can transfer from one state to another without loss of status; capacity building for teachers at no cost; special incentives for teachers in difficult terrains; and regular payment of allowances and leave bonuses. All these would enhance increase in productivity of teachers. This assertion is supported by Ahiauzu, et al. (2011) who revealed that motivation through rewards and incentives help the teachers to improve their job performance. It meant that salary and rewards are very important factors to enhance the teacher's motivation that could eventually improve their performance effectively. Abubakar (2011) carried out research on the influence of teachers' condition of service on pupils' academic performances in health education in Ilorin South Local Government, Kwara State, Nigeria. The results showed that remuneration and prompt promotion of teacher have greater influence on pupil academic performance, and since the performance of student is positive, therefore

Motivational strategies used for teachers have a great significant impact on job performance in educational institutions. Motivation and performance, according to, Kotherja and Rapti, (2015) is very vital, due to the fact that it is a key indicator effectiveness and productivity at work of both teachers and the school as a whole. Different theories had shown the relevant of motivational factors in the performance of the work of teachers in the school. Those factors are intrinsic or internal and extrinsic or external factors. It can be intrinsic or internal motivational factor to include a sense of satisfaction and feelings of achievement of a job or tasks in such ways that the workers derive personal inward enjoyment in their work and are keen to do the tasks (Kotherja and Rapti, 2015; Nwankwo, 2014). While extrinsic or external motivation is as a result of number of factors such as bonuses, salary, prestige, and positive evaluation by others, rewards, punishments.

In his study, Ayeni (2015) examined principals' motivational strategies and effects on teachers' instructional task performance. The result showed that the relationship between principals' motivational strategies and teachers' instructional performance was significant ($r=-0.672$, $p<0.05$); there was significant relationship between teachers' instructional tasks and students' academic performance ($r=0.938$, $p<0.05$), while majority of the principals were very effective in corporate goal setting, innovation, capacity development, team work, performance feedback, processing of salaries,

recommending teachers for promotion, collegiality and public relations. The study concluded that the challenges that principals and teachers faced in motivation and instructional tasks require adequate government intervention and goal-oriented partnership between the school principals and other relevant stakeholders to provide adequate learning resources and facilities for students and teachers to achieve better curriculum instruction and improved learning outcome in secondary schools.

Afful-Broni, (2012) examined the relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. Data collected was analyzed with descriptive and inferential statistics. The study found positive relationship between motivation and organizational performance. Low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Recommendations included the need to encourage the University Council and other stakeholders to support management in developing income generating programs internally to help provide adequate incentives and allowances for the staff of the University.

In their own contribution, Asim (2013) and Aja-Okorie (2016) carried out similar study on employee Motivation on job Performance. The result obtained from this study revealed that there is existed relationship between employee motivation and the job performance. The study reveals that extrinsic motivation given to workers in an organisation has a significant influence on the workers performance. This is in line with equity theory which emphasizes that fairness in the remuneration package tends to produce higher performance from workers. On the bases of these findings, employers are continually challenged to develop pay policies and procedures that will enable them to attract, motivate, retain and satisfy their employees. The researcher, therefore, suggested that more research should be conducted on the relationship and influence of rewards on workers performance using many private and public organisations which will be a handy tool that could be used to provide solutions to individual conflict that has resulted from poor reward system. Recommendations showed that government needs to improve on teachers' material need while administrators need to adopt more human relation approach to school governance among others.

Osibanjo, Saka and Salman (2014) investigated the levels of motivation, job satisfaction and job performance of library personnel in government and privately-

owned Secondary Schools in North-Central, Nigeria. The entire population of librarians and library officers were adopted. Two sets of modified instruments: Motivational Factors Job Satisfaction Questionnaire (MFJSQ) and Job Performance Questionnaire (JPQ) were used for data collection. Findings showed moderate level of motivation and job satisfaction respectively while there was high level of job performance of library personnel. The study recommended that the management of Secondary Schools in the North-Central Nigeria should take note of the following areas: adequate job design, description and employees' participation in decision making/leadership training, recognition and in-service training program for library personnel.

Adeniji, Falola, and Heirsmac (2014) study examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. The results showed strong relationship between compensation packages and employees' performance and retention. The summary of the findings indicates that there is strong correlation between the tested dependent and independent variables (salary, bonus, incentives, allowances, and fringe benefits).

Kwapong, Opoku and Donyina, (2015) worked on the effect of motivation on the performance of teaching staff in Ghanaian polytechnics: the moderating role of education and research experience. Motivation has been empirically confirmed to be a major driver of employee performance. The study confirms a significant positive correlation between motivation and performance among teaching staff of Ghanaian polytechnics, $r(408) = .892, p < .05$. In this respect, motivation accounts for 79.5% of the variation in performance. Results from a chi-square test showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

Aacha, (2010) in his study examined the effect of motivation and the performance of primary school teachers in Uganda: A Case of Kimaanya-Kyabakuza Division, Masaka District. A descriptive survey research design was adapted where a total sample of 135 respondents including teachers, head teachers, school management committee members

(SMC) and the Masaka Municipal Education Officer (MEO) were consulted. Research findings revealed that the performance of teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. In order to improve teacher motivation and performance at work, the study recommended increase in the salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance, among others.

It is clear that lack of motivation has in one form or the other, contributed to the mounting problems of Nigeria educational system. This resulted in a lot of controversies over the effectiveness of Nigerian teachers relate to their foreign counterparts in other occupations and whether or not they are motivated fully to attain their optimum productivity level. Some of the major grievances of teachers include delay in the payment of teacher salaries and allowances, inability of the government to pay fringe benefits such as a vehicle allowance, leave bonus, irregular promotions in many states and lack of uniformity in the way teachers matters are handled throughout various institutional levels in the country. While Nbina (2012) perceived that teachers of today are buffered by many challenges which dampen their moral and lower their motivation to perform effectively and this could have an adverse effect on the educational system.

Emunemu and Isuku (2011) attributed to low status of teachers in the society, poor work environment, inadequate fringe benefits, irregular payment to teachers' salaries, high student-teacher ratio as factors affect the poor performance of secondary school teachers. According to duo, these are conditions that are responsible for low teacher morale and productivity and the difficulty in attracting and retaining quality personnel into teaching profession. Rajkatoch (2012) states job satisfaction is the extent to which one feels good about the job. Major constituents of the motivational strategies are good salaries, work environment, job as per academic qualification, desired profession, job security and fringe benefits. The study concluded that female teachers are more satisfied than male teachers. This shows that teachers who are well motivated in the learning process tend to do well in their line of duty.

While investigating the influence of job motivation on the productivity of librarians in Colleges of Education in Nigeria, Babalola and Nwalo (2013) revealed that that majority of the sampled librarians are not productive. Since librarians are not productive, there is need for collaboration between the college authorities and the librarians to optimise the productivity of the latter. They concluded that to achieve maximum productivity, management of all organisations, including college libraries have to realise Such collaboration would include effort made to boost the morale on librarians. In their study, Kwapong, Opoku and Donyina, (2015) clarified that teachers' performances are impeded by lack of motivation besides irregular organization of in-service training programmes in the schools. Based on the findings, it was recommended that the government in collaboration with the Ghana Education Services (GES) should continue to provide adequate motivational packages for teachers and also organize regular workshops and training programmes such as research seminars for teachers.

Akande (2014) in her research work investigated the "Relationship between conditions of service and teachers job performance in Secondary Schools in Kogi State". Findings indicated that 4 of the hypotheses showed that there was a significant relationship between prompt payment of salary, promotion, fringe benefits, staff development and staff job performance. But there was no significant relationship between staff retirement benefits and job performance. Conclusions were made, and recommendations were proffered such as paying teachers' salaries promptly, promoting them regularly, giving them surprise packages, sending them on training programmes and ensuring their retirement benefits. This shows that secondary school teachers, Afolabi, (2012), complained that they were not well motivated on the job and adequate incentives were not given to them on the job. Teachers do not perform equally. Some are enthusiastic and hard workers others are relaxing, and some others are to the extent of being careless and irresponsible.

The study of Dobre (2013) was held to analyze the drivers of employee motivation to high levels of organizational performance. The result shows that factors such as empowerment and recognition increase employee motivation. If the empowerment and recognition of employees is increased, their motivation to work will also improve, as well as their accomplishments and the organizational performance. Nevertheless, employee dissatisfactions caused by monotonous jobs and pressure from clients, might

weaken the organizational performance. Therefore, jobs absenteeism rates may increase and employees might leave the organization to joint competitors that offer better work conditions and higher incentives. Not all individuals are the same, so each one should be motivated using different strategies. However, management and decision makers should endeavour to review compensation packages at various levels in order to earn employees' satisfaction and prevention of high labour turnover among the members of staff.

Based on the above assertion, it was recommended that school management and policy makers should endeavour to review motivational packages such as compensation packages, job commendation, infringe benefits, salary bonus among others at various levels in order to earn teachers' satisfaction of high task performance among the member of teaching staff. Also, not all teachers task performance is encourage by the same motivational factors. For instance, a teacher's task performance might be influence by promotion while the other could be influence by true salary increment. Meanwhile, government or education administrators should carry out a survey that will enable each teacher to identify personal factors they believe will influence their task performance.

The above studies have dealt with motivation in organizations and its relationship with factors such as employee performance, job satisfaction and effect on quality of work performance. Overall, the study showed that motivation has positive effect on employees' task performance. Motivational strategies enables teachers to work together and enjoy friendly social relationship which increases their performance towards the attainment of the school goals. This is because teacher would work with full enthusiasm. However, different motivational factors seemed to have a different impact on employee attitude, satisfaction and performance. Since different motivational strategies influence individual teachers to perform, it may, therefore, be difficult to know what motivational strategy a school should adopt for individual teachers in order to encourage their effective task performance. Investigations of this problem are relevant because a better understanding of what truly affects teacher task performance will be critical to predicting an individual teachers' behaviour and its impact on the goals of school organization. This study, therefore, will look whether motivational strategies would improve task performance of teachers in Oyo State secondary schools.

2.2.3 Career advancement programmes and Teacher task performance

Career advancement programme can also refer to as teacher support funds in this study as a programme organized by schools for teachers to improve their teaching skills and knowledge. These funds allow schools to collaboratively develop teachers' career programme of induction, professional development and mentoring appropriate to the needs of the permanent beginning teacher. This will include the provision of increased, regular release time for the beginning teacher, as well as regular mentoring from an experienced teacher colleague, aligned to the beginning teacher's Performance and Development Plan, and their accreditation requirements. Teacher Professional Learning funds allocated to schools is means of supporting the task performance and development needs of teachers. All teachers have a right to be supported in their professional learning, as well as a responsibility to be involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning and to enhance the teacher's performance.

Teachers' career advancement is an attempt by school teachers to develop and increase their cognitive base knowledge by achieving higher professional qualification either through on-the-job or off-the-job profession related educational programmes. A good school administrator has power to help their teachers by finding positive ways to encourage them to attend courses, workshop and activities that will ultimately help them to become better teachers. This can be through support given to teacher to improve their knowledge academically (Harris, 2012). Career advancement programme is probably the most important things for every true teaching professional. In this regards, there is sufficient knowledge about how to help teachers financially by the government to further their career advancement programme (in-service and pre-service training) and develop their classroom performance is lacking. In the pursuit of gathering research evidence about the specific content and design of professional development programmes and teacher education courses in formative assessment, it is important that kinds of skills and knowledge teachers need to successfully orchestrate a formative classroom practice (Vingsle, 2014).

In order to motivate teachers, the career advancement provisions should be implemented on the basis of performance quality assessment. The evaluation of teacher performance should not be done formally; evaluation results should have an impact on

performance improvement. Van den Bergh and Roos (2014) maintained that professional career development of teachers can be effective and sustainable, if certain conditions are met. Mechanisms and funding should be provided so that successful teachers can be financially rewarded or have other types of benefits. Therefore, school administrators must embark on modern management techniques that can create a good working climate that will be effective in minimizing problems of low productivity on their jobs. Likewise, Jaiyeoba and Ukandu (1998) in their study found that the performance of secondary school teachers, whether professionally qualified or not is high because of their subjection to rigorous supervision. From this finding, it could be inferred that teacher development is one of the major factor that enhance teachers' productivity, which could result into improved learners' performance.

Many secondary school teachers pursue academic studies beyond the minimum necessary to teach, which indicates a high level of professionalism. Such a high level of participation in educational programs also indicates that many teachers are motivated to improve their understanding of educational theory and practice, and are themselves initiating studies beyond those required for certification. This is one indication of autonomous professionalism (Naylor, 2011). Teachers have an obligation to develop professionally, but there are no specific requirements referring to scope or intensity of trainings required. Thus, it would be a good idea to determine a legally required minimum of training hours and to provide sufficient funds so that every teacher could attend training. Nzulwa (2014) concluded that good work performance and professionalism are said to go hand in hand. Highly motivated employees perform better, thus enhancing their professional growth through training and experience provided that government supports them financially.

Staff development programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning. In their study, Ekpoh, Edet, and Nkama (2013) staff development programmes and secondary school teachers' job performance in Uyo metropolis, Nigeria. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work. It was recommended among others, that the Ministry of

Education and State Secondary Education Board in Akwa Ibom State should on a regular basis organize training programmes for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation. Government pure spending on education increased teacher training, and the like – will reliably lead to improvements in teacher task performance. Faremi (2013) reiterated that teachers' participation in core-subject related workshops is the best strategy that could be implemented to promote student success, which is one of the major factors of the teacher task performance, in Arizona public high schools.

Mduma and Mkulu (2021) worked on the influence of teacher's professional development practices on their job performance in Nyamagana District, Mwanza Region. The study employed convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified random sampling and simple random sampling techniques were used to sample public secondary schools and teachers while purposive sampling techniques were used to sample heads of schools and the District Education Officer. Data was 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 (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel. Henceforth, regular performance appraisals in schools enable teachers to improve themselves in classroom management, simplifies supervision, evaluation and assessment process, improves proper communication and it also ensures teachers' discipline at work. At last the study recommended that the ministry of education, science and technology, education stakeholders in conjunction with school administrators (district educational officer and heads of schools) to regularly organize and facilitate formative in-service training for teachers to enhance their job performance.

Agu and Okoli (2021) carried out study on the analyses of Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A.

The study seeks to analyze Principal's administrative strategies and teacher job performances in secondary schools in Onitsha North L.G.A. Two research questions guided the study. The population comprised all the 520 school teachers in Onitsha North L.G.A. of Anambra State. The sample size for the study was 130. The instrument for data collection was a questionnaire. It was validated by 3 experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department from Nnamdi Azikiwe University Awka. The reliability of the instrument was done through test retest and the reliability coefficient was 0.74. The data was analyzed through mean rating. The study found among things that Principals use instructional leadership strategies and instructional supervision as principals' administrative strategies in Onitsha North LGA. Based on the findings it was recommended among others that Principals should be given adequate training on instructional leadership so as to bring out the best in their teachers. And also that those principals should make instructional supervision a routine exercise in their various schools so as to make sure there are no lapses for ineffectiveness in the part of the teacher.

Career advancement programme for secondary schools teacher could be termed as goal-directed behaviour. The inability of most teachers to further their studies through in-service training was as a result of inadequate remuneration and poor welfare packages (Fadeyi, Sofoluwe and Gbadeyan, 2015). Teachers are not given maximum opportunity to receive adequate or regular in-service training. Although, they have opportunity to attend sandwich and part-time courses which is not the best because it is more expensive and time consuming. The general notion that teachers are not properly taken care of by government and private sector has to sponsor their training programmes while on duty.

Teachers appear to launch complaint that they did not enjoy adequate in- service training, workshops and seminars. In-service, according to, Namibian Qualifications Authority (2006), is the continuing education needed by people in most professions when they have completed their pre-service training and are employed. In education, in-service training or education is now usually called staff development or professional development. This complaint could be on poor welfare packages like loans to run their academic programme that will improve their duty performance on the side of school

management. Goke (2012) confirmed that teachers complained that their needs were not fulfilled according to their expectations. Career development or advancement Programmes give room or allow teachers or administrators to acquire more knowledge and skills they need to perform their jobs successfully.

Jaiyeoba (2006) and Burkar, Idris and Bukar (2011) in their view, found that teachers lack the right support through study leaves to acquire higher educational qualification training. They further explained that there is the issue of poor participation of instructors at scholastic classes/workshops and meetings. Kadzamira, Swainson, Maluwa-Banda, and Kamlongera, (2001) lay credence to this that absence of continuous career advancement programme was recognized as important determinant contributing to the present degrees of teacher morale and job satisfaction. Specifically, absence of opportunities for training and classes were viewed as components influencing teacher performance.

In support of the above affirmation, Abiodun-Oyebanji and Faremi (2016) in their study, teacher development programme as correlate of Oyo State secondary schools students' academic outcome, the finding revealed that there was no critical relationship among teaches' in-service training, capacity workshop on student academic performance in Oyo State. This inferred that most training, seminar, course, conferences and capacity training workshops organised for secondary school teachers by the government did not depend on their subject they are teaching. They concluded that, there is no measure of teacher development programme to improve secondary school student academic outcome, if it not properly focused on the individual subjects they teach.

In the same vein, career advancement helps teachers to match their career goals with opportunities and challenges available within the school and also to update and grow their cognitive-based knowledge in order to take up higher responsibilities. A government who supports his/her teachers in the area of career advancement may likely record an increase in teachers' effectiveness and productivity, thereby making it possible to achieve the school goals. Career advancement programmes enable teachers to integrate their career goals with those of the school. However, in so many cases, organisations (secondary schools inclusive) seem to find it difficult to support their employees in the area of career advancement. This is because, employers thought that

when teachers are giving opportunities and support for career advancement, they may leave their school for other better paying job.

2.2.4 Code of ethics and Teacher task performance

In any organization, be it school, industry, agricultural company, market, banking etc. is rule and regulation that guiding their employees' behaviour and action during work hour. This is the written document that shows everything concerning code of ethics which must be practicing by every individual within the organization. According to the American Sociological Association (1997), a professional Code of Ethics is a public statement prescribing ethical principle of specific profession. It prescribes the way the principles should be applied in order to promote the highest standards of professional service. Youze, Fanta, Balyage and Makewa (2014) sees teachers' code of ethics as a statement to learners, parents, and the wider public about what may be expected of teachers as they carry out their professional roles. Ethical principles are intended to guide, educate, motivate and inspire members of the profession in the process of carrying out their duties. The ethics of the teaching profession are the moral beliefs and rules about right and wrongs that influence teachers behaviour, attitude and ideals. Code of ethics, TRCN, (2005) is the legislation governing the teaching profession and education in Nigeria secondary schools. The teacher of secondary schools must be aware of the importance of adherence to codes of conduct, and ethical practice, to maintain professional image so that his performance will not be hinder.

In showing the importance of professional ethics for teachers and teacher task performance, in addition to pedagogical and content expertise, Maphosa, Bhebhe and Dziva (2015) states that the quality teachers are considered to be those individuals whose pedagogy is grounded in values and beliefs that lead to caring, positive teacher-student relationships, embedded in trust and high standards of professional ethics. Clecka (2010) opined that ethical principles guide the behaviour of teachers as reflected in standards of the conduct described in the documents of professional associations for teachers and codes of ethics published by disciplinary associations, such as the American Chemical Society, the American Psychological Association, the American Sociological Association, and the Modern Language Association.

Teacher codes of ethics are documents embody shared beliefs that are intended to guide both the activities and the behaviour of people engaged in the classroom activities. It addresses ethical standards or expectations regarding the behaviour of workers. There are two types of code of ethics that guiding teachers in their profession. First, moral ethics such as honesty, loyalty, discipline, not smoking in presence of students and in public places, not drinking alcohol in the presence of students and in public places, dressing neatly and decently to school, sexual comportment and punctuality. Secondly work ethics such as continuous learning, regular preparation of lesson plans, serving in loco Parents of students, regular assessment of learners, reporting on learners, being cooperative with other teachers at work and obedience to authority". While supporting the above assertion, Mensah (2011) stressed the need to encourage teachers to put in their best in order for educational activities to be maximized. Some of the behavioural discontent that are exhibited by many teachers are lack of dedication to duty, lateness to school, absenteeism and indulging in other anti-social activities that can be linked to unprofessional unethical behaviour. Teachers are being accused of exhibiting poor teaching habits, lack of dedication to duties and truancy among others (Aja-Okorie, 2016). Hence, it is against the ethic of teaching profession and therefore, it will lead to low productivity and poor teachers' performance.

Teachers' code of ethics serves as the legal and legislative framework and policies that guiding the teaching professionalism in Nigeria secondary education. It strives to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, learners/students, parents and the community The Council for the Teaching Profession in Malta (2012). It further explained that it seeks to keep under review and assess education and training standards of teachers. It also has the power to monitor the fitness of each person in practicing the teaching profession. The teachers' standards are used to assess all trainees working towards Qualified Teachers' Status (QTS), and all those completing their statutory induction period. Teachers' standards are used to assess the performance of all teachers with QTS who are subject to The Education (School teachers appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status. Code of ethics in teaching profession gives TRCN legal powers to investigate and hear cases of alleged unacceptable professional conduct, serious

professional incompetence and criminal offences involving teachers. The legal framework on secondary education is a blue print where all laws and regulations guiding the operation of secondary education are spelt out for all operating higher institutions found in a state.

It is universally agreed that teaching is an important and noble profession. The society in general is concerned about the quality and type of individuals being selected into the teaching profession (Maphosa, Bhebhe, and Dziva, 2015). The Federal Republic of Nigeria (1998) in the Teachers' Manual stipulated, as one of the ethics of the teaching profession, that teachers shall not reveal examination questions, either internal or external, to anyone and in marking examination scripts; they shall be fair to all students. They shall, in addition, not condone or connive at examination malpractices. On their own view Akindutire and Ekundayo (2012) laid credence to this that teachers often succumb to the pressure of the lazy students to engage in examination malpractices both internal and public examinations. The authors lamented that right from common entrance into secondary schools, teachers' source for live questions before the examination date. There is a growing body of evidence globally indicating that teachers engage in professional misconduct. Most of the time, teachers are found in sexual related behaviours with their students, colleagues, theft, and academic dishonesty etc. These singular acts of the teachers appear to drag the name of the teachers in the mud, and in turn affect task performance of secondary school teachers badly.

The Code on ethics sets out the key principles of good conduct and practice for secondary school teachers. The teaching profession requires a high degree of professionalism as required in the teacher's code of conduct, professional ethics and generally 'expected' norms for teachers by the society given the important role teachers play in moulding students, guidance and overall students' academic performance (Nzulwa, 2014). It is intended to guide teachers' practice judgments and decisions and inform parents, and the community of these standards. It also informs members of the community of the standards expected of teachers. Professionalization of teaching implies that teaching would be like Medicine, Law and some other professions where the codes of ethics are the guiding principles and are strictly adhered to (Akindutire and Ekundayo, 2012). They further suggested that any person who would be licensed to

practice the job must be professionally trained, certified and licensed for practice as obtained in other recognized professions.

The one of the main purpose of Code of ethics in secondary schools is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct practices as professional teachers. In recognition of this important role, the Teachers Registration Council of Nigeria (TRCN) was instituted with eighty four (84) code of practice as the apex professional regulatory agency for the teaching profession to bring about standards in teaching (Eruh, 2013). The aim is to eliminate quacks in the noble profession to achieve minimum set of knowledge, skills, values, attitude, conduct, rights, privileges and obligation expected of a professional (TRCN, 2010). It was a strategies set up by the TRCN through Nigeria government to reposition teaching as a noble profession and to sanitize the profession in Nigeria against undue situation. The establishment of the Teachers Registration Council with a mandate to ensure only professionally qualified teachers are employed in our schools and the production of a teacher code of conduct are milestones in the bid to ensure the teaching profession attains a lofty height of operation. According to British Department for Education (2013) and Durosaro, (nd), the code of ethics in the teaching profession in Nigeria is fashioned after the UNESCO/ILO recommended codes of conduct.

There are, however, numerous reported cases of professional misconduct by teachers in schools (Maphosa, Bhebhe, and Dziva, 2015). They are: lack of dedication to duty, smoking in the presence of students, lateness to school, absenteeism and indulging in other anti-social activities that can be linked to unprofessional unethical behaviour. While supporting the above assertion, Aja-Okorie, (2016) revealed that teachers are being accused of exhibiting poor teaching habits, lack of dedication to duties and truancy among others. Teachers are expected to demonstrate consistently high standards of personal and professional conduct British Department for Education (2013) towards improve their performance. The following statements define the behaviour and attitudes which set the required standard for code of ethics and conduct throughout a teacher's career.

Despite the high esteem with which teachers are held, there are problems of indiscipline among them. Such behaviours exhibit high levels of unprofessionalism and violate professional ethics that teachers are supposed to uphold. The use of ethical knowledge

by a teacher can be expressed by the way a teacher projects the tone of his/her voice towards the student, by avoiding student embarrassment and by reminding students of how their behaviour can affect other classmates. Maphosa, Bhebe, and Dziva, (2015) laid claim to this that indiscipline among teachers is their ‘acts of behaviour that affect effective teaching, learning and administration of the school’. He further explained that common indiscipline behaviour by teachers include; absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. The above unethical conduct among secondary school teachers nowadays reduced the performance of teacher drastically. It would not make teachers to exercise their duties effectively and efficiently. The teacher performance can be determined by the performance of students academically, therefore, it can affect the performance of students woefully in their examination.

Ayeni (2018) in his study investigated teachers’ compliance with professional ethics and instructional tasks performance, and determined the implication on students’ academic performance in secondary schools in Owo Local Government Area of Ondo State, Nigeria. Three research questions were raised and two hypotheses were formulated to guide the study. 90 top management officers (principals, vice principals, heads of departments, guidance and counselors, and examination officers completed questionnaire titled “Teachers Professional Ethics and Instructional Tasks Performance Questionnaire (TPEITPQ), and Students’ Academic Performance Profoma (SAPP) in nine (9) secondary schools using randomly sampling technique. Data were analyzed using frequency count, percentage, mean score and Pearson Product Moment Correlation Coefficient (PPMCC) at 0.05 level of significance.

The findings revealed that there is a significant relationship between teachers’ professional ethics and instructional performance [$r(88) = 0.694, p < 0.05$], also there is significant relationship between teachers’ instructional tasks performance and students’ academic performance [$r(88) = 0.79, p < 0.05$]. The level of teachers’ compliance with professional ethics was high in the components of: punctuality (68.9%), communication skill (63.3%), human relations (61.6%), effective time management (66.6%), adequate

knowledge of subject matter (67.8%) and good dressing habit (81.2%). Further findings revealed that teachers prepare their lesson notes promptly (68.9%), conduct continuous assessment (73.3%), maintain good classroom management (66.7%), ensure students' discipline (81.1%) and participate actively in committees' work (75.6%). The level of students' academic performance was above average. Based on the findings, it was concluded that principals should collaborate with other professional bodies to organize intensive and regular seminars/workshops for capacity development of teachers to enhance professional conduct. Also, the state government in collaboration with other relevant stakeholders in the education sector should create enabling environment to enhance teachers' professional ethical standards and provide adequate learning facilities/materials to boost teachers' instructional tasks performance and achieve better academic performance of students in secondary schools.

Teacher professional ethics form part of the intangible inputs into the education system and are very crucial to the delivery of quality education. Teacher professional ethics ensure efficient use of resources for quality education and improved school performance. Without teacher code of ethics, the teaching and task performance in the school will be compromised. However, some stakeholder respondents believe that the new political dispensation, which has brought in 'new freedoms' is partly responsible for the declining status of the teacher in the community. In particular, they point to teachers being improperly dressed and engaging in unprofessional behaviour (including drunkenness and sexual misconduct (Kadzamira, 2006). These are the result of unethical professional behaviour that existing among the secondary school teachers nowadays.

Youze, Fanta, Balyage and Makewa (2014) carried out research on teacher ethical principles and practice in Seventh-day Adventist Secondary Schools in same district of Kilimanjaro Region of Tanzania. The purpose of this study was to find out how students from Adventist secondary schools in Same District of Tanzania evaluated their teachers' practice of ethical principles. The findings revealed that while teachers evaluated themselves and their fellow workers as best, students rated their teachers' practice of ethical principles as averagely good. On the contrary, students and teachers indicated that cases of teachers having sexual encounters with students, teachers requesting for financial, sexual and other favours from students or family members and

unfair treatment of students do occur. Generally, the study revealed that teachers related well with fellow workers, participated in beneficial activities for the school and communicated with kind words. However, students noted that teachers were not treating them equally and fairly.

Teachers' professional misconduct, on the other hand, is among the threatening factors that can hamper teachers' commitment and task performance in their workplace. Teaching profession is principled with discipline as an important aspect for teachers' professional accountability which demands good behavior inside and outside the classroom, Education Act No. 8 of 2002 (URT, 2003). However, several studies indicate unethical issues to be the main problem among teachers today. Issues like corruption, sexual abuse and assaults, examination leakage, unfair treatment to students, selling teaching materials, ghost teachers, fighting and drunkenness, absenteeism, private tuition, unethical dressing styles, sexual misconduct and many others, being seriously the issues of the day (Mgonja, 2017).

The study of Al-Hothali (2018) on the ethics of the teaching profession among secondary school teachers from school leaders' perspective in Riyadh and it aimed at providing a proposal for the ethics of the teaching profession. The study utilized the descriptive approach and a questionnaire applied to 426 school leaders. The sample responses means were moderate and high in the domain of teacher professional performance, and his relation to students, community, and school community as well as family. The study recommended developing a code of ethics approved by the Ministry of Education and adopted by teachers, preparing rehabilitation training programmes for teachers, designing a website of educational supervision and ethics of teaching, creating an atmosphere of mutual relations among teachers, educational supervisors, and school leaders.

In their study, Maphosa, Bhebhe and Dziva (2015) interrogating the significance of professionalism and professional ethics in the teaching profession. The researchers explore the concepts professionalism and professional ethics in the teaching profession. The researchers concluded by restating the significance of professionalism and professional ethics in the teaching profession, against the realization that teachers deal with the moulding of future citizens, which should be done with utmost care and concern. The researchers recommended that teacher training programmes should place

more emphasis on the teaching of professional ethics in the same way content and pedagogical expertise are valued.

Anangisy (2008) in his study observed that conditions that would make effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in secondary schools in Tanzania are poor. Studies show that embodying ethical knowledge gives the teacher the ability to practice their teaching skills with morals and ethics and not just viewing their job as being teaching only. Continuous professional development programmes for practicing teachers should expose teachers to the importance of professionalism and professional ethics. Measures should be put in place to hold teachers accountable for the ways in which they dispense their duties. Performance-related pay increases and licensing of teachers are some of the ways to ensure accountability.

Teacher's code of ethics is to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of teachers, learners/students, and all other stakeholders in the education industry. It is established that the code of ethics for teachers in Nigeria include, but not limited to, categorisation of teachers, legal requirement for teaching, privileges of registered teachers, relationship with their colleagues in terms of respect, defamation of colleagues, touting, fair remunerations, sexual misconduct and related abuse of office, examination malpractices, corporal punishment, unionism and tolerance are to safe guard teachers' conduct during their teaching activities. However, the issue of code of ethics is more rampant among secondary school teachers and caused by institutional related factors such as weak leadership, weak supervision and monitoring, syndrome of leniency, ignorance and personal factor. The more conflicting schools' code of ethics is, the poorer the implementation of proper classroom organisation, adequate lesson preparation, and commitment, which may lead to low teachers' task performance. There some behavioural discontent are being exhibited by some teachers, such as lack of dedication to duty, lateness to school, absenteeism and indulgence in some other unethical behaviour, which are against the ethics of the teaching profession and which may therefore, lead to low task performance among secondary school teachers if not curtailed.

2.2.5 Teacher Qualification and Task performance

Teaching qualification, in many aspects inversely related to commitment to teaching, with teachers with higher qualification reporting higher commitment to teaching than teachers with lower qualifications HakiElimu (2011). Qualified teachers are likely to lead to better students' performance, but this is only if other factor like teachers' commitment through teacher performance is taken into consideration. According to Musau and Abere (2015) see qualified teacher as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization. Moreover, Usman (2012) quotes the Pakistan Ministry of Education officials who described a qualified teacher as one who possesses knowledge of: the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, code of conduct and skillful use of information communication technologies.

Teacher qualification is the academic award attained by teachers during educational and trainings programmes, their level of preparedness in the subjects and teaching method, the qualification they have acquired in their area of specialization and the regular training they receive. Faremi (2013), stressed that the recommendation of the National Policy on Education (FME, 2014: 33) which outline the least qualification that should be acquired by secondary school teachers is the NCE which requires three years of non-interrupted educational training in colleges of education. This certificate is granted by colleges of education all over the country. As indicated by the Director of Teaching Service Commission, those teachers who are employed with Grade II certificate are either currently running their NCE programmes or they are at the verge of completing the programme. These set of teachers were recruited to correct the problem of shortage of teachers in secondary schools and also to temporarily resolve the problem of unemployment which the country is faced with. However, this set of teachers is not regarded as qualified teachers to teach in secondary school so therefore, they are being based on low salary scale.

Teacher academic qualification is considered one of the predictors of teachers' ability to understand and teach a subject effectively (Edu, Edu and Kalu, 2012). Teacher

quality is a critical contributor to student achievement. A debate persists, though, about the definition of teacher quality. Teacher quality, for example, has been measured by teachers' qualifications, most notably codified through the No Child Left Behind Act of 2001 (NCLB). NCLB originally defined highly qualified teachers as those with bachelor's degrees, full state certification, and demonstrated competency in the core academic subjects that they teach (Weller, 2011). In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E.) as stipulated by the Federal Government of Nigeria (National policy on Education, 213). A basic qualification, whatever the case, is the acquisition of an extended body of knowledge which contributes to the way the teacher performs in practice (Liakopoulou, 2011).

One of the teacher's qualities is certification status or teaching qualification and degree in area of specialization are very significant and positively correlated with students learning outcomes which are one of performance teacher exhibiting within the classroom activities. In section 1(1) of TRCN October 31 of 1993, the Council was charged with 6 responsibilities necessitating the mandate for teachers to obtain teaching qualification in all primary, secondary and tertiary institutions. In his own view, Odunsi, (2014) opined that teachers with university degrees would perform better than teaching with lower degree in the opinion of those who evaluated them. A teaching qualification or teacher qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher in primary or secondary school (Abe and Adu, 2013; and Abe, 2014). Ukandu (2012) in his study confirmed that demographic and motivational variables and teacher productivity have no significant relationship with teacher qualification. In other words, teacher with advanced degree had a negative impact on teacher's classroom performance.

Many secondary school teachers pursue academic studies in their subject area beyond the minimum necessary qualification to teach, which indicates a high level of professionalism. Oluwadamilare (2012) in his research investigated the effect of teacher degree level (qualification) and educational performance in America made use of 5,113 students in Mathematics, 4357 students in science, 6196 students in English and 2943 students in History. It was asserted that virtually all teachers in public schools have at least first degree. Fewer teachers have degree specific to the subject in which they teach. This finding is in line with the National Commission on Teaching America

Future, based on their sample, only 68 to 76 percent (depending on class subject) of teachers have at least BA in their subject area. A lower proportion of Mathematics and science teachers have degree in their subject area than English and History teachers. This shows that about half of all teachers have at least MA degree, less than a quarter have advanced degrees in their subject area. Nnolum (2014) in her work the effect of shortage of qualified teacher on students' academic performance, concluded that government should provide more training facilities for teachers in our institution of high learning so as to produce adequate number of qualified teachers for our secondary schools, teachers posting should take cognizance of qualified teacher's area of specialization.

A survey of teachers in 2009, in which responses were obtained from a random sample of teachers, found that: shows that over 50% of respondents report completing levels of education beyond the bachelor's degree plus teacher training that are required for certification in British Columbia: 26% had completed a university certificate/diploma, 25% had earned a master's degree, and 1% had a doctoral degree (Naylor, 2011). Kamanzi, Riopel, and Lessard (2007) reported that 43% of its respondents had education beyond bachelor level, compared to the 52% of respondents in this survey. Such a high level of participation in educational programmes also indicates that many teachers are motivated to improve their understanding of educational theory and practice, and are themselves initiating studies beyond those required for certification. Even though the issue of teachers' performance in relation to the teaching qualification has remained a contested issue in Nigeria, there is still a wide gap between the demand and supply of qualified teachers in Nigeria. This has however created opportunity for the increase in the influx of unqualified lecturers in Nigeria tertiary institutions particularly in the universities. This suggests that many lecturers have no required teaching qualifications, characteristics and competence that would assist them to perform their tasks effectively.

The issue of inadequate qualified teachers is eminent in many secondary schools where teachers are neither academically nor professionally qualified or both. Many subject teachers may have adequate education in subject matter but have not attended a training school to be professionally trained. In the field of financial accounting in particular, most teachers taking the course have adequate knowledge in the subject matter but are

unable to impart the knowledge into the students (Yeboah-Appiagyei, Osei –Tutu, Darkwa, 2014). There is a general reduction in the productivity of both male and female teachers as the academic attainment increases. Ijaduola (2000) found that teacher qualification contributed positively and substantially to teacher performance. They clarified that the more knowledgeable and properly trained teachers performs better to less train and less prepared teachers. This shows that the more productive teachers relatively influenced by academic qualification but as they acquire academic qualification their productivity tends to reduced.

Teachers' teaching qualification is another quality of the teacher. This means that the qualification of a teacher is very crucial when it comes to effective teaching. Abe (2014) clarified the different between academically qualified teachers from professionally qualified teachers. He explained that academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, and M.A. and so on; while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education. This shows that those teachers who hold qualification in education has upper edge as a qualified teacher than those possess academic qualification outside education line. Akinloye (2014) supported this view. He revealed that the acquisition of a higher degree did not lead to higher productivity, teachers should not be dissuaded from its acquisition because it would broaden teachers' outlook and knowledge based and that even if his/her effectiveness remains the same, high creativity is likely to be sharpen.

In his research, Abe (2014) examined the effect of teachers' qualification on student's performance in mathematics. Three hundred students were randomly selected from ten schools that were purposively selected from sixteen secondary schools in Ikere Local Government Area of Ekiti State and used as sampled for the study. The qualification of the teachers was used as the criteria for selection of mathematics teachers. The three hypotheses in the study were tested using t-test statistic. The results showed that a significant difference existed in the performances of students taught by professional teachers and non professional teachers, between students taught by NCE teachers and B.Sc Ed. Teachers and also between B.Sc teachers and B.Sc Ed. Like almost every state.

Asikhia (2010), reported in his work that teachers qualification and student environment do not influence significantly student performance but teachers' methods of teaching influences academic performance of students. Students' response on the other hand, shows that while teacher qualification and student environment influence student poor performance, teachers' method of teaching and learning materials do not. The study further went to explain that teachers believe that student poor academic performance is not influenced by teacher qualification while students perceived that teacher qualification do affect their academic performance. The difference in their perceptions could be because students have high expectations for teachers that should teach them and therefore believe that any teacher that does not meet up to such expectations will not aid their academic performance.

Yusuf and Dada (2016) the study examined the impact of teachers' qualification and experience on students' performance in Colleges of Education in Kaduna State, Nigeria. Two Colleges of Education in Kaduna state were used for the study. A total of twenty (20) teachers and one hundred (100) students were randomly selected from the two Colleges of Education. The data was collected using questionnaire and students' test scores. Data was analyzed using frequency counts, percentages and t-test. The results revealed that a significant difference existed in the performance of students taught English language by professional and experienced teachers. The study recommended among others, that only qualified and experienced teachers should be allowed to teach in Colleges of Education in Kaduna state, Nigeria. All non professional and unqualified teachers should been courage to pursue their post graduate studies (such as Post Graduate Diploma in Education, Master's and Doctoral degrees in Education) on a part-time or full-time basis. This will help to improve the quality of their teaching and consequently improve the performance of students and the quality of teacher education in Nigeria.

Dele-Rotimi and Oyinlana (2014) worked on the Effect of Professionally Qualified Teachers on Academic Performance of Junior Secondary School Students in Mathematics: A Case Study of Ikere Local Government Area of Ekiti State. The study adopts an ex-post-factor and survey research designs in which there were no treatment and manipulation of the subject. Instead, it involves the collation of data from the records. Random sampling technique is used to select six secondary schools out of

which 100 students were sampled. The results show a significant relationship between JSS 1, JSS 2 and JSS 3 mathematics performance. At the same time, significant correlation between Teachers' Qualification (TQ) and Junior Secondary School Students' performance in mathematics. Based on the results of the findings, it is recommended that government should always enforce professionalism in teaching. Employment of professionally trained, competent and qualified teachers should be ensured by the government, while in-service training should be conducted to non-professional teachers who also assist in teaching.

Owolabi and Adebayo, (2012) conducted a research to examining the effect of teacher's qualification on the performance of Senior Secondary School students in Physics. The survey type of descriptive research design was adopted. The sample for the study consisted of 100 Senior Secondary Schools Physics students in Ekiti State and the teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination. The year's result summary for each school was collated with the bio-data of their respective Physics teachers. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It was also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher's gender has no effect on their ability to impact knowledge on the students, much as he/she is a skilled teacher in that field of study. Based on the findings, it was recommended that experienced teachers with professional qualifications in higher level should teach Physics at the certificate class.

Teachers range from those with post-graduate qualifications to secondary school leavers with minimal levels of pre-service training Mahmood and Fawwad (2007). Consequently, as an occupational group, teachers do not have the equivalent level of education and training nor the cohesiveness as well established professions, such as medical doctors, engineers and lawyers which have uniformly high academic entry qualifications. Kamau (2005), buttressed the fact that there is need to retrain teachers are linked to problems of demand and supply of qualified teachers. He further explained that in-service teacher upgrading programme is not just to meet the demand but also to improve the academic and professional qualifications of teachers. In other

cases, individual teachers join upgrading programmes at their own costs so as to improve their qualifications for career progression.

On the other hand, Esuh (2013) carried out research on the teaching qualification, characteristics, competence and Lecturer Performance: A case study at the University of Ilorin, Nigeria, and the result shows that there is a significant relationship between teaching qualifications, lecturers' characteristics and lecturers' competence with lecturers' performance. Based on this fact, it was concluded that both lecturers' characteristics and competence are the most important factors that predict lecturers' performance. Thus, the study recommends that lecturers and policy makers, which includes university authority, to give more consideration to lecture qualification to enhance their performance.

Fakeye (2012) investigated the extent to which teachers' 'qualification and subject mastery could predict students' achievement in English language among senior secondary students in Ibarapa Division of Oyo state. The study adopted a descriptive research design of survey type to provide answers to four research questions. The study covered twenty (20) senior secondary schools randomly sampled. In each of the schools, a total number of fifty (50) senior secondary II students were selected to participate in the study making a total of one thousand (1000) S.S.II students in all. All the S.S. II English language teachers in the selected schools also participated in the study. Subject Mastery($r=.74$) Questionnaire and English Language Achievement Test($r=.72$) were used in data collection. Data collected were analyzed using frequency counts and simple percentage. Multiple regression analysis was also used for data analysis. All research questions were answered at 0.05 level of significance. The findings of this study showed that: Teachers' teaching qualification has a significant relative contribution to students' academic achievement in English language.

Musau and Abere (2015) carried out research on the extent to which teacher qualification influenced students' academic performance in science mathematics and technology (SMT) subjects in Kenya. The findings of the study further revealed that majority of the teachers of SMT subjects were trained graduates, most of them had attended in-service or refresher courses which resulted in slight improvement in the students' performance in SMT subjects. Recommendation is made for organization of

more regular in-service and refresher training of SMT subject teachers to enable them embrace and conform to the emerging technologies in pedagogy.

In their study, Edu, Edu and Kalu (2012), sets out to investigate the role of teachers' qualification and gender on their perception of difficult concepts. The result showed that teachers' qualification and gender have no significant effect on their perception of difficult concepts in Basic science. Based on the findings, it was recommended among others that the annual teachers retraining programme of the Cross River State government should be sustained and the methodology of teaching perceived difficult concepts in science should feature prominently in the course content for such programmes.

While carried out their research, Fakeye (2012) and Unanma, Abugu, Dike, and Umeobika (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students. Their findings revealed that there is a positive significant relationship between the teacher's academic qualifications and student's academic achievement. Since student academic achievement is one of the major factors that determine teacher task performance, therefore, Teachers' teaching qualification has a significant relative contribution to teacher task performance in Oyo State secondary schools. The study recommended that government and all stakeholders in education sector should endeavour to implement its policy on basic education for all and thus, create an enlightened society in which every teacher would be educated enough to have a positive influence on their students for better achievement in their various subjects.

Meanwhile, in the teaching profession, it seems qualifications for teachers have not been adhered to. This explains why so many people who are not trained as teachers and have no teaching qualifications are found teaching in most Nigerian secondary schools. In recent times, it has been observed that many people who do not have the basic requirements are recruited and posted to many secondary schools, thereby, making secondary schools full of unqualified teacher who can hardly impart knowledge to students. It appears that teaching in Nigeria has been seen by most job seekers as a profession that provides them with a temporary job while they seek for their desired employment in other areas of discipline. The incompetence of these unqualified teaching personnel may result in poor subject mastery and ineffective teaching

pedagogy and ultimately poor students' academic performance which is a reflection of a teacher's low task performance. Trained teachers are more effective at work and are significantly better than untrained ones. They then, concluded that trained teachers are likely to perform better on their jobs than the untrained ones.

In the workplace, the level of qualification attainment of the employee goes a long way to determine their level of effectiveness and efficiency. In the typical, secondary schools, two factors determine the job status of a teacher. The first factor is the educational qualification and the second factors are the length of service of a teacher in the job. Meanwhile, various techniques were employed by scholars to arrive on their findings. Some scholars used *ex-facto type* while some employed different methodologies and location to carry out their study, yet the problem of performance among employees is still rampant. However, the study will employed correctional survey design and methodology for the research.

2.2.6 Teacher job autonomy and Task performance

The term actually, autonomy, was derived from Greek words "*autos*" and "*self-rule*" and linked to the living condition according to laws one gave oneself rather than under the control of others. Autonomy elicits the state of experienced responsibility or control, and feedback leads to experiencing knowledge of the results of one's work efforts. Autonomy has different definitions and has been classified into different forms or types and there have been numerous discussions concerning the forms of individual, learner, professional, and organizational autonomy. Autonomy can be seen as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his/her own learning (Jiang and Ma, 2012). Shamina, (2016) saw saw autonomy as the certainty and assurance that teachers have full control over several area of their work environment, including scheduling, curriculum development, and selection of textbooks and planning instruction. This type of control enables teachers to feel free to make decisions related to their educational milieu.

Teaching involves placing one's autonomy at the service of the best interests of students. Individual autonomy means freedom to pursue the goals of one's choice by means of one's choice. Increasing the professional autonomy of the teacher holds the potential to increase dramatically the levels of opportunity and capacity. Richard Smith

(2000) defined teacher autonomy as the capacity to take control of one's own teaching". Sehrawat, (2014) defines teacher autonomy as the teachers' capacity to engage in self-directed teaching. Teacher autonomy refers to freedom of study, learn and teach. There should not be too much interference in the work of teacher by higher authorities so that teacher may perform his duty without any fear.

Autonomy in the classroom means that teachers are in charge of the classroom, the curriculum, and the day-to-day pedagogical tasks. Therefore, the notion of teacher professional autonomy entails tolerance of uncertainty, willingness to venture into the unknown, and especially the ability to understand and deal with the complexity of pedagogical practice in schools. Job autonomy is a critical and contemporary term associated with educational quality, innovation of the schools, colleges and universities for many positive work outcomes. Many researchers have found positive association between job autonomy and teacher task performance. A strong positive influence between job autonomy, job variety and job feedback with job performance have been reported in a study (Katsikea *et al*, 2011). According to Saragih (2011), teachers with job autonomy will be more motivated to do their best and lead to higher performance of teachers. Al-Siyabi, (2016) argue that teachers' autonomy is, relatively a modern phenomenon.

Over the years, educational policies across Europe have focused on improving the quality of education, in particular through increasing the capacity for innovative teaching and reinforcing the professionalization of teachers (European Commission (2008). This places new demands on teachers increasing their responsibilities, widening their duties and, more generally, changing their working conditions and status. Al-Siyabi (2016) states that job autonomy among college teachers' increases productivity and classroom performance and when they are satisfied; their teaching will be effective and efficient. In addition, satisfied teachers can contribute highly to the well-being of their students. In contrast, unsatisfied teachers might have tension that affects negatively on the students' academic growth (Gupta and Gehwat, 2013). In many countries, these new expectations have been accompanied by an increase in autonomy which allows teachers the flexibility to carry out their duties. Such autonomy often goes hand in hand with increased accountability – an accountability which is no longer based

solely on teachers' abilities to adhere to the institution's operational procedures but also on the evaluation of their results..

Teacher autonomy is one of the most significant and problematic concepts to have emerged from the field of teacher education in recent years (Jiang and Ma, 2012). It has generally been referred to as teachers' control over their own teaching. Teachers' autonomous learning is also one of the most effective ways to support teachers in their classroom practice, as well as to improve and expand their professional preparation and practices. McGrath (2000) illustrates the characteristics of teacher autonomy from two dimensions, "as self-directed action or development; as freedom from control by others." When teachers act in a self-directed manner, they are not guaranteed to learn from the experience. Because their professional development of autonomy could be considered as one form of professional action, but their action and development of autonomy does not necessarily mean the same thing. When teachers make use of their freedom, allowance needs to be made for a distinction between capacity for and/or willingness to engage in self-direction and actual self-directed behaviour.

Jiang and Ma (2012) summarised some of the previous discussions and highlighted the multidimensionality of teacher autonomy. As it shown below, the current interpretation of the dimensions of teacher autonomy attempted to capture both dimensions of teachers' teaching and their own learning and all the three perspectives of autonomy—technical, psychological, and political: In relation to professional action: domains of teaching: (1) Self-directed professional action (Self-directed teaching), (2) Capacity for self-directed professional action (Teacher autonomy) and (3) Freedom from control over professional action (Teacher autonomy). In relation to professional development: domains of teacher-learning: (4) Self-directed professional development (Self-directed teacher-learning), (5) Capacity for self-directed professional development (Teacher-learner autonomy) and (6) Freedom from control over professional development (Teacher-learner autonomy)

The high degree of teacher autonomy is to protect the right of an individual Teacher in an academic institution for example secondary schools. Oosterlink (2013) opined that teacher autonomy requires individuals, authorities, and governments not only to allow scholars to work without restraint but also to prevent any interference with this freedom. Individual teacher autonomy may include non interference with teaching,

who may teach, what may be taught, how it shall be taught, who may be admitted to study, setting the curriculum, requiring research in addition to teaching, requiring a faculty member to engage in appropriate clinical work, determining a faculty member's teaching schedule, right to request for the award of grants, the selection and retention of faculty etc.

Contemporary studies related to teacher autonomy mostly deal with research into how autonomy is perceived by teachers and which variables it is associated with. On the other hand, there are very few studies dealing with how teachers' instructional autonomy over the curriculum is reflected in the education process. In their study, Yolcu and Akar-Vural (2020) reveals that while teachers with high instructional autonomy successfully apply contemporary teaching methods, alternative evaluation techniques, high-order thinking skills and effective classroom management, teachers with low instructional autonomy fall short in all of these areas. The aim of this studies is to reveal in-depth the practices carried out in the content of instructional autonomy by science teachers who have different levels of autonomy. Interviews, observations and documents were used for collecting the data. The study is based on data gathered from eight teachers employed at different schools in the province of Izmir in Turkey.

Shamina, (2016) in his work investigated the relationship between professional autonomy of teachers and their job performance in higher education institutions. The descriptive research design was used. The objectives of the study were to study the relationship between the professional autonomy and job performance of teachers. The study was conducted in aided and self-financing colleges affiliated to Bharathiar University, Coimbatore. 253 teachers working in aided and self-financing colleges were the samples, selected through simple random sampling. Results showed that there was a significant positive correlation between Professional Autonomy and Job Performance. Teachers in self-financing institutions perceived a higher level of Professional Autonomy than teachers in Aided institutions. In his study, Al-Siyabi, (2016) examined the relationship between teachers' job autonomy and Job satisfaction. It was revealed that job autonomy is significantly related to teacher job satisfaction. It also showed that the respondents displayed high level of task performance and job autonomy. In addition, this research found that payment was the less satisfactory aspect among the

lecturers. There was no significant relation between the instructors' experience, gender and their job satisfaction and job autonomy.

Job autonomy is assurance that teachers have full control over several area of their work environment, including scheduling, curriculum development, and selection of textbooks and planning instruction. It is the kind of freedom enables teachers to develop the confidence to make decisions as it it affects their teaching job. Individual autonomy implies freedom of one's choice to make a better decision. The literature in this work on job autonomy was carried out on other profession other than teaching profession. Also, in this study, different works were based on the, production company and even it was carried out in the developed nations but none was done in developing countries. Study believes that if employees were giving total freedom to exercise their duty, this could lead to excesses, which can result to abuse of office. Therefore, this study wants to look at how this autonomy can improve the secondary school teachers' performance.

2.2.7 Job technological change and Teacher task performance

Globalisations and rapid advancement of Information and Communication Technology (ICT) have created high uncertainty in education system. In response to technological change, education institutions continuously set higher goals and objectives to gain more competitive advantages. In the past four decades, Information Technology (IT) has developed at a very rapid pace. The switch from analogue to digital world has a significant effect in spare of human life (Agbonlahor, 2008). The 1990's saw the rise of enterprise-wide information utility, where information technology bases a strategic vehicle to develop and gain competitiveness for schools. Though it has been rightly said that what is wrong with education cannot be fixed with technology, there is no doubt that modern life is dominated by technology. There is universal recognition of the need to use Information and Communication Technology (ICT) in education as we enter the era of globalisation where the free flow of information via satellite and the internet hold sway in global information dissemination of knowledge (Isah, 2014). Already, Nigeria is on the wrong side of the international digital divide, as it has not made significant effort to integrate ICT into secondary schools for teaching-learning processes (Adeleke, 2014). The process of switching to ICT or modern technology

enables schools to connect to their primary clients and link to their teachers closely internally. The rapid spread of e-mail, wireless technology and mobile phones have made it easier for teachers to communicate and impact effectively to their students.

The importance of introducing ICTs in schools is to enhance teaching and learning practices, as well as preparing students for the workplace where ICTs are becoming more and more important (Chigona, Chigona and Davids, 2014). However, the significance can be realised if teachers are motivated to integrate technologies into classrooms. Integration of ICTs in the curriculum delivery encourages constructive learning such that learners' thinking can be developed in a more efficient way than traditional teaching practices (Bester and Brand, 2013). It is argued that capabilities such as comprehension and problem-solving are better learnt using interactive media, hence necessitating the integration of ICT into teaching and learning processes (Bester and Brand, 2013). International research on learning has shown that the new paradigm (constructive approach) of teaching as opposed to the traditional teaching-learning paradigm (instructional approach) is the most effective way to help learners to develop the higher order skills (UNESCO, 2002).

All aspects of human life have majorly been affected by global technological revolutions Nigeria inclusive. Schools, as important sectors of society, have been subjected to the revolutions; however, changes in this sector have not conformed to the daily pace of technology (Hamidi, Damavandi and Dehnavi, 2012). Information and Communication Technologies (ICTs) are diverse set of tools and resources used to communicate, create, disseminate, store and manage information. These technologies include computer, the internet facilities, telephone, radio, television, video etc. there is increasing interest in how computer and the internet facilities can improve education at all levels, in both formal and non-formal settings. The use of ICTs is still in infancy in developing countries due to limited infrastructure and the attendant high costs of access). Most organisations make an honest attempt to transfer or retain employees who have been affected by the technology Sinani (2016) confirmed that technological development in our society is changing rapidly and it is really necessary for teachers and employees to be motivated as much as possible to engage in these developments that will cultivate their teaching process. Without knowledge on technological

innovations and revolutions in the schools system, teachers are will not be able to perform their important task of teaching.

Information and Communication Technologies innovations have went round the world in the past 10 years, providing easier means of communication by sending and receiving messages faster that it has ever been. Akinnuwesi, Adedoyin and Adegoke, (2008) Stipulated that to fulfil the Vision 2020 of Nigeria, the educational system has to be transformed and driven by ICT. Thus ICT is an increasingly influential factor that could facilitate and speed up the transformation expected. It is the key instruments giving birth to the contemporary e-Commerce, e-Medicine, e-Government, e-Education, tele-conferencing, data-conferencing and video-conferencing. The use of ICTs such as PowerPoint, Mobile Note Taker and interactive whiteboard in schools system of developed countries has improved the performance of teachers certain level. To support the above assertion, Higgins, (2012) revealed that Britain has invested heavily in Information and Communication Technology for the use of teachers and students in schools. Perhaps the purpose and ultimate goal of changing from traditional chalkboard to ICT in secondary schools are to enhance and improve the teaching performance of every classroom teachers. There is enough evidence from some researcher that technological changes have helped teachers to teach more effectively.

ICT has revolutionized the society, demands corresponding changes in the education sector in line with societal changes. The role of technology in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education policy. Many studies have found positive effect associated with technology aided instruction (Atanda and Jaiyeoba (2010) and Erwat, Isah and Emunemu, (2010). The ICT, through the use of interactive whiteboards hastens the pace of lesson and engages the whole class more. It helps classroom teachers in their task to gather extensive feedback from students by listening to their explanations. The challenges that Nigeria secondary schools are facing which slow the pace of switching from traditional chalkboards era to Information and Communication Technology (ICT) era is the high cost of computer hardware and software; weak infrastructure; lack of human skills and knowledge in ICT, and lack of relevant software appropriate and culturally suitable to Nigeria as the major stumbling block to the adoption and integration of ICT in secondary education in Nigeria.

Secondary school teachers need to work as an individual and as a team and combine their innovation for production of new technology, goods and services so as to improve their classroom performance. Research has shown that secondary school teachers who do not feel ready and confident to use the technology are unlikely to integrate it in their pedagogy (Lau and Sim, 2008; Chigona and Chigona, 2010). Other intrinsic factors affecting the use include inadequate knowledge to evaluate the role of ICT in teaching and learning, and lack of skills to use the ICTs. It is argued that the ICT training the educators get is implemented in such a way that it hardly equips them with the Technological Pedagogical Content Knowledge (TPCK). This knowledge is required for the teachers to integrate ICTs in their teaching (Mishra and Koehler, 2006).

Change is an inevitable and inalienable part of human life, be it in public or private institutions. The rapid growth in the use of information systems has led to changes in the workflow of both the private and public sectors. Okonwa-Ojo (2014) advocated for new technological change in all our secondary schools so as to make teachers to compete with their counterpart of developed nations. The idea of integrating multimedia into the classroom is not a new concept and multimedia technology is simply a teaching tool which can be used to enhance the classroom experience. When teachers are familiar with the adoption and use of technology in the classroom for teaching, the more they will integrate ICT into their teaching (Aremu, 2010).

There is some qualitative evidence that digital tools and resources enable teachers to do their job better in relation to teaching, assessment and their own on-the-job learning and development. Nigeria, digital tools, according to, Aduwa-Ogiegbaen, and Iyamu, (2005), is on the wrong side of the international digital divide, as it has not made significant effort to integrate ICT into secondary school curriculum. The use of traditional chalk and chalkboard was predominant, Atanda and Jaiyeoba, (2010), in secondary schools classroom teaching before the introduction and adoption ICT. A great deal of teaching activities in Nigeria, despite the fact that we are in the era of ICT, is still carried out manually in most of our secondary schools. New technologies emerge, both students and teachers are often eager to find methods of assimilating these technologies in their college classroom experience. The best that could be said for the role of ICT in the traditional classroom is that, even if ICT are used only to further traditional outcomes and even if it produces only moderate improvements in basic

literacy and science this would still be a valid enterprise. However, Sabanci, Ozyildirim and Imsir (2014) indicated that ICT are largely being integrated in ways that support and supplement existing classroom practices. There is need for schools to embrace the adoption and utilization of new technology and most especially, the study of Information and Communication Technology (ICT) in secondary schools.

As a result of breakthrough in information communication technology (ICT) due to globalization, Arikawei and Benwari (2015) suggest that teachers are expected to upgrade their knowledge to cope with the new technology driven era in the world which is operating as a global village. Science and technology education has continued to occupy the center stage in the technological development of nations. This realization has led to huge investments in science education at all levels of governance in Nigeria. It is however, disheartening, that despite such efforts by government, performance of teacher in ICT has continued to be low. It is obvious, that the emergence of the ICT came with new ideas, discoveries and changes. Teachers move with the new tide of technological change through training, seminars, workshops and formal or informal schooling to improve on the quality of their performance for effective service delivery. Most researcher in their finding showed that the level of ICT awareness by the secondary school teacher is low. This shows the poor response of the school teachers to the use of ICT, perhaps owing in part to poverty and largely to ignorance. This position is line with Abiodun-Oyebanji and Omotayo (2012) findings that attitudinal response of people to the use of ICT in the developing world (secondary school teachers inclusive) is of great concern.

Job technological changes as seen at global, national, regional, and local levels felt in the arena of education. Computers, as one of technology in the workplace have, broadly speaking, glorious impact on teacher task performance. The teacher classroom performance effects of computers arise, in part, because teachers' jobs change: computers replace humans in performing some tasks, freeing workers' skills and time to shift to new or different tasks; and computers enhance human skills in other tasks, further encouraging reallocation of labour (Acemoglu and Autor, 2011). The effect of a labour replacing computer technology on the productivity of classroom teacher is very strong in the school activities. Whether and how computers affect teacher productivity is immediately relevant to both ongoing education policy debates about teaching

quality and the day-to-day management of a large workforce. According to, Taylor (2015) K-12 in German schools employs one out of ten college-educated workers as teachers, and a consistent empirical literature documents substantial between teacher variations in task performance.

Teacher classroom performance is intimately linked to technological change and technological innovation. Technological change could be effectively managed through teacher joint approach. Individuals can innovate and achieve great technological breakthrough but the complexities of modern technology require effective combination of different innovations based on different aspects of technology (Dauda and Akingbade, 2011). Secondary schools of nowadays, Abiodun-Oyebanji and Omotayo (2012) without any doubt require teachers who can get at, interpret appropriately and favourably disposed to the knowledge of ICT so as to ensure their effective job performance. Some teachers believe that technology does not provide anything unique in the way of learning, that is, it disrupts the student-teacher relationship and leads to alienation and dehumanization of students and loss of teaching jobs, and then there would be decrease in computer use (Aremu, 2010). Most secondary school teachers belief that the adoption and integration of ICT in teaching appears to be a waste of time.

The tremendous impact of technological change in our secondary schools cannot be overemphasized. It is quite likely that that more than half of all existing jobs have been changed since year 2000 till date (Emunemu and Abiodun-Oyebanji, 2015) since adoption of Information and Communication Technology (ICT) in to classroom teaching. And over 30% of our secondary school teachers appear to be relief or sack as a result of technological change nowadays. Most of our secondary schools have been virtually reinvested through changes in technology. No generation is more at ease with online, collaborative technologies than today's young people—"digital natives", who have grown up in an immersive computing environment. Although many researchers view these changes as having a largely positive impact, many institutions struggle with the twin challenges of rising information technology (IT) costs and the need to avoid technological obsolescence.

In addition, insufficient resources, a lack of adequate instructional design staff and other technological support issues can also impede the adoption of new technologies

(The Economist Intelligence Unit, 2008). Despite these challenges, most believe that technology will become ever more interwoven into the fabric of academic life. This era of pervasive technology has significant implications for higher education. Nearly two-thirds (63%) of survey respondents from the public and private sectors say that technological innovation will have a major impact on teaching methodologies over the next five years. “Technology allows students to become much more engaged in constructing their own knowledge, and cognitive studies show that ability is key to learning success,” says New York City-based Queens College vice-president of institutional advancement, Susan Henderson (The Economist Intelligence Unit, 2008).

The change in technology has led to economic losses in all secondary schools. Since introduction and adoption Information and Communication Technologies (ICTs) in to school system, many teachers have been relieved from service because of their adamant to the old teaching method. In their own remark, Emunemu and Abiodun-Oyebanji (2015) revealed that when ICT was first introduced in Nigeria, the number of employees needed in all institutions was often drastically reduced. They further explained that many institutions attempted to lessen employees’ fear of losing their jobs by claiming that the jobs needed had actually increased through the use of computer. This shows that the job technological change has led to economic loss among secondary school teachers in Oyo State

In their study, Tella, Tella, Toyobo, Adika and Adeyinka (2015) examined Nigeria secondary school teachers’ uses of ICTs and its implications for further development of ICTs use in Nigerian secondary schools. The study through census drawn on 700 teachers from twenty five purposefully selected private secondary schools in Ibadan, Oyo state, Nigeria. The result shows that teachers perceived ICT as being easier and very useful in teaching and learning. For continuous uses of ICTs by teachers, it was recommended among others that teacher training and professional development oriented policies should support ICT-related teaching models that encourage both students and teachers to play an active role in teaching/learning activities. And that emphasis must be placed on the pedagogy behind the use of ICTs for teaching/learning. Previous studies into teacher use of ICTs have identified staff development as one of the contributing factors in using ICT effectively in the classroom.

Olokoba, Abdullahi and Omosidi (2014) carried out to investigate the impact of ICT on the management and performance of secondary school teachers in Kwara State, Nigeria and their findings showed that many schools do not have and teachers do not use the ICT tools in their instructional activities. It was also revealed that the ICT training(s) teachers received do not have desired impact on instructional usage. The study recommended that government should partner with private organizations to provide ICT tools for secondary schools in Kwara State and that needs assessment should be carried out to determine what and types of training teachers need before they are selected to go on ICT training.

In their study, Mathevula and Uwizeyimana (2014) investigated the impact of ICT equipment availability and accessibility and teachers' training in ICT use on the integration of ICT into the curriculum related activities by teachers. The findings reveal that, with the exception of a TVs, photocopiers and laptop/desktop computers, there is a scarcity of ICT resources available at schools for ICT integration, and that the teaching and curriculum administration functions of most teachers have been negatively impacted by a lack ICT equipment and/or insufficient use of these ICT resources for those schools who have them. In addition, while some teachers had received some form of ICT training, it was evident that such training has had minimal or no impact at all on the abilities and confidence of teachers to use ICT in their teaching. These factors that negatively influence teachers' readiness for, and confidence in, using ICT; need to be dealt with by the various stakeholders including, and especially, the Department of Education and the school management and private partners.

Sabancı, Ozyildirim and Imsir (2014) carried out research on the effect of ICT usage on the classroom management: A case study in language teaching. The purpose of the research was to explore English language teachers' views and experience about the effect of the ICT on the classroom management. This research was designed as a case study which is a qualitative research design. The data were gathered by using two techniques: interviews and classroom observations. Content analysis technique was used to analyse the data. The findings show that ICT use eases classroom management, helps saving time, provides more opportunities for more activities, limits non-disciplinary behaviours of the students and encourages leadership role of the teacher.

Consequently, ICT use helps English language teachers teach more efficiently, attract students' willingness to learn and ease classroom management processes.

Abosedo and Akintola (2015) investigated the influence of information and communication technology (ICT) facilities utilization on job performance among secretaries in public and private Universities in Ogun State. The result showed significant relationship between job performance and utilization of ICT facilities, also between secretaries job performance in public and private Universities. Based on these findings, strategies for utilizing ICT facilities that can influence the job performance of secretaries in Public and Private Universities were recommended.

Mardiana (2020) investigated the lecturers' adaptability to technological change and its impact on the teaching process. To adapt the technological change, lecturers must have attitudes to learn technology, knowledge in technology, ability, and skills to change them into qualified lecturers. The problem in Tangerang City is the lecturers have difficulty in adapting the technology, some of the lecturers unprepared in teaching and make the learning chaotic. Other lectures give many tasks and quiz the same as the classroom's learning, and it will not achieve the learning goal. The research method is mixed methods, and the primary data is from questionnaires that give to the lecturers by Google Form. Data collection measures in 2 dimensions of lecturers' adaptability and online teaching. The result found that 85 respondents can adapt to technological change, and for the use of online teaching, there were 87 respondents. Some of the lecturers tried to move to online teaching and learn advanced techniques. And with this research, it was shown that lecturers were ready to move to the 21-century online learning process.

The use of emerging technology tools, platforms and devices has become an integral part of education. This was evident during the recent Coronavirus pandemic lockdown of which many educators and students had to rely on the use of various technological devices, platforms and tools such as videoconferencing tools and e-learning platforms to aid continued education online. In their study, Edeh, Sharma, Nwafor, Fyeface, Sen and Edeh (2020) examines the impact of emerging technologies on the job performance of educators in selected tertiary institutions in Nigeria. Data were collected through structured questionnaires administered to 152 educators selected from five different tertiary institutions in Nigeria. The collected data were later analyzed using

STATA/regression Analysis. The result shows that there was a significant improvement on the job performances of educators due to their usage of various emerging technologies. Most of the participants used emerging technologies for; content development and delivery, knowledge creation, communication, assessment, research, academic advising and professional development, all of which enhanced their efficiencies and productivity at work. Also, several factors such as; network and electricity issues were found to limit the use of emerging technologies by educators. The study concluded that emerging technologies are essential tools to improve educator's efficiency and productivity, thus, there is need for all educators to always update their digital skills in line with the emerging trends in technology and education.

Hazlin and Feridah (2010) carried their research on acceptance of technological changes and job performance among administrative support personnel in the Government offices in Maran, Pahang Darul Makmur. The study was conducted to develop an understanding of the role of acceptance of technological changes as a prediction of the administrative support personnel job performance in the government offices. The rapid changes in technology have led to many challenges and changes that affect all levels of management in an organization. Result showed that the issues in acceptance of technological changes are positively and significantly correlated with job performance. The study concludes that technological issues investigated were very important in ensuring higher acceptance of technological changes, thus improve the performance of the employees in the government offices.

In his work, Taylor (2015) carried out to investigate new technology and teacher productivity. He studies the effects of a labour-replacing computer technology on the productivity of classroom teachers. He used series of field-experiments, where teachers were provided Computer Aided Instruction (CAI) software for use in their classrooms; The finding revealed that the technology change in productivity partly reflects changes in teachers' level of work effort and teachers' decisions about how to allocate class time. This implies that computers affect teacher decisions and productivity is immediately relevant to both ongoing education policy debates about teaching quality and the day-to-day management of a large workforce.

Dauda and Akingbade (2011) carried out research on Technological Change and Employee Performance in Selected Manufacturing Industry in Lagos State of Nigeria.

The paper examined how employee relation could be employed for technological change management. It also sought to determine effective method of using technological innovation for improved performance in the Nigerian manufacturing industry. Findings reveal that employee relations do not have significant relationship with technological change. The study recommended that employee relation should be considered in the management technological change for profitability, competitiveness and survival of the Nigerian Manufacturing industry. The use of technology is prone to constant change which organizations have to monitor, manage and cope with. But most organization tends to undermine the contribution of employee in managing technological change, the outcome of which is low profitability and performance.

Accessibility, availability and teachers in the use of ICT for teaching have improved the performance of teachers by using ICT facilities to teach their students in the classroom. However, the studies worked on the effect of ICT on teaching and learning and how it improve the performance of teachers on their career, but did not look at how change in technology can affect their performance. This study revealed that not all employees could cope with the rapid change of technology in an organization and this can portend negative effect on teachers' performance. Furthermore, it was noted that most of the ICT training given to employees had little effect on their ability to put technology into use while teaching in the classroom. These challenges adversely affect teachers' preparedness and trust in utilizing ICT.

2.2.8 Job characteristics and Teacher task performance

There have been a lot of concerted efforts at national and international levels to set standards with minimal government interference and free market forces that would serve as framework to guide labour relations between employees and employers and thus confer on workers certain rights once there is an established contract of employment (Oginni and Adesanya, 2013). There is the problem of job security in the teaching force and dwindling recruitment of teachers. The teachers' conditions of service are not enticing enough to attract and retain the best of brains in the profession (Durosaro, 2006). However there are different factors affecting the teacher performance on nature of job with respect to job security.

Permanent employees are rewarded huge benefits during employment. Anwar, Aslam and Tariq (2011) in their work found how employee performance relates to contract job with facets of uncertainty, loyalty and perks (incentives). Employees have strong association toward job security and incentives. Correlation results show that performance has positive relation with loyalty and incentives but negative with job uncertainty. Between loyalties show positive relation with incentives and negatively related with uncertainty. Employee's performance makes an organization leading in market. To retain their employees it is recommended to provide them job security and to appreciate their work incentives should be provided.

Jacob (2012) affirmed that teacher employment and compensation policy is one of the most commonly cited instances of weak incentives leading to suboptimal outcomes. As reflected in the quote by Steve Jobs, labour contracts in most public school districts make it extremely difficult for administrators to dismiss teachers for cause. In New York City, for example, only about 50 out of roughly 75,000 teachers were dismissed for performance-related reasons in recent years. In 2004, the Chicago Public Schools (CPS) and Chicago Teachers Union (CTU) signed a new collective bargaining agreement that gave principals the flexibility to dismiss probationary teachers for any reason, and without the documentation and hearing process that is typically required for teacher dismissals. Temporary job is different from standard (permanent) employment due to bargaining Power of school administrators. Permanent position in organization these non secure position effects on its loyalty. Loyalty has positive correlation with job duration. No doubt in this case organizations can save a huge amount at retirement, on the other hand this nature of job also effects on employee performance.

In their study, Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh, (2018) achieving quality education by understanding teacher job satisfaction determinants. The issue of quality education in Nigeria has come up in a number of studies. In particular, the teacher has been identified as a major resource in achieving the very important objective of quality basic education. This comes against the backdrop that teachers are perceived to be in a better position to influence the performance of learners. However, how can they positively influence student performance if they themselves are not motivated? A total of 547 teachers in 23 schools (pre-nursery to senior high schools) in the Ibadan South-West Local Government Area in Oyo state, Nigeria participated in the study. SPSS

software version 22 was used for data analysis. Descriptive analysis (mean and standard deviation) was done at the first stage and factor analysis at the second stage. The Kaiser's criterion technique was also applied to determine the factors (components) to be retained for the factor analysis. Only factors with an Eigen value of 1.0 or more were retained for analysis. Kolmogorov-Smirnov's and Shapiro-Wilk's tests of normality were also used to test if the generated components (factors) are normally distributed, and the p-values of less than 0.001 for all the components indicated no normal distribution. Overall, the results suggest that teachers' pay or salary, growth opportunities and responsibilities attached to work are the top three job characteristics variables that contribute to teacher job satisfaction.

The most prominent way that educational institutions encourage autonomy is the granting of tenure (Oosterlink, 2013). Tenure provides job security for teachers and scholars. He argued that the quality of teaching would be improved if working conditions were more secure and the power differences between tenured and untenured faculty members were lessened. They further explained that Educational institutions have the power to foster teacher autonomy in many ways besides tenure: for example, reducing teaching loads, granting travel funds and sabbatical leaves so that faculty members can develop new ideas and exchange ideas with colleagues at other institutions. The majority of states and school districts grant tenure to teachers after only two or three years in the classroom and without regard for how well teachers actually perform or how much their students learn. Educational policymakers need to a policy that allows for the dismissal of low quality teachers while incentivizing those who are more effective to continue teaching. Empirical research builds off of this, which serve as a how effective tenure policy is in removing low quality teachers while retaining those who are highly effective Leung (2009). This shows that tenure policy could be important in improving not just overall teacher retention, but specifically the retention of high quality teachers, by offering a job security incentive in place of a higher salary.

Tenure for public secondary school teachers lies at the centre of the current debate on education reform. Some researchers believe that tenure represents all that is wrong with the current education system, protecting ineffective and unprofessional teachers by giving them lifetime employment without regard for how well they perform. While

some researchers of the current system argue that teachers must be protected from arbitrary dismissal and undue political interference in their work. Anwar, Aslam, and Tariq (2011) opined that there is a direct relation between job security and teacher task performance. Temporary employment has a less attraction as compared to permanent employment on secondary school teachers. The reason is that temporary employees have not been attain many permanent facilities like certainty in job, perks, these factor have direct correlation with teacher performance.

Teacher that have employed temporarily have less loyalty to organization due to short term agreements about job. Achieving the loyalty of teaching personnel is an important task for any organisation. Loyal employees focus on student achievement and try to fulfil their need by their own performance (Anwar, Aslam, and Tariq, 2011). Although tenure technically does not require continuing the employment of an incompetent teacher (all tenure laws provide for dismissal of incompetent or inefficient teachers), in practice very few teachers are dismissed for any reason other than egregious conduct violations. Only 2.1 percent of all teachers are dismissed for poor performance annually, meaning that tenured teachers in most states enjoy a “job for life,” regardless of their performance in the classroom (McGuinn, 2010).

Given the demonstrated importance of quality teachers, much attention has been paid to the attraction and retention of highly effective teachers (Fenster, 2014). These results are justified by the fact that unlike previous research, Wiswall (2013) is able to account for teachers leaving the profession after their first few years of teaching. He found that high quality teachers are more likely to exit teaching, as they tend to have a higher general skill level and are thus able to switch to more lucrative careers. This suggests that tenure policy could be important in improving not just overall teacher retention, but specifically the retention of high quality teachers, by offering a job security incentive in place of a higher salary. One such policy, teacher tenure, is the subject of recent education reform debates. While teacher tenure provides effective teachers with job security and protection from wrongful termination, it also, makes it difficult to remove teachers who are ineffective in the classroom. From a labour economics lens, the job security provided by tenure policies could alter incentives for teacher behaviour, thus impacting teacher effectiveness. This implies that the effects of tenure policy on teacher quality have strong impact the resulting student on teacher task performance.

In most states, according to Jones (2013), K-12 teachers receive tenure after serving a probationary period of several years. Teachers with tenure of service, or a continuing contract, are guaranteed due process before they can be dismissed from their job. He used a restricted use version of the 2007 Schools and Staffing Survey (SASS) to estimate the effect of tenure on teacher behaviour. Estimates are obtained by exploiting the cross-state variation in the probationary period length of novice teachers within a difference-in-difference framework. He found that in the year that teachers are evaluated for tenure, they spend significantly more of their own money on classroom materials. Relative to the tenure evaluation year, once teachers receive tenure, they communicate less with students and parents outside of class and participate less in school and district committees. He also found evidence that these changes in behaviour are temporary. After a spike in activity during the tenure evaluation year, behaviour appears to return to the baseline established prior to being evaluated for tenure. This shows that tenure of service given to teachers have negative impact on task performance among secondary school teachers.

Teachers' working conditions play an important role in a school's ability to deliver high quality education. Schools that are able to offer their teachers a safe, pleasant, and supportive working environment or condition can better attract and retain good teachers and even motivate them to do their best. There are alternative ways to conceptualize different aspects of teacher working conditions. Many factors contribute to working conditions that can make teachers perform effectively during their teaching career. Researchers have examined the impact of school level working conditions, such as school facilities, community relations (Johnson, Kraft and Papay, 2012; Ladd, 2011); as well as classroom-instruction level current working conditions, such as the amount of instruction support offered and time allotted for instruction planning and collaboration.

Schools provide a working environment and professional community for teachers by making sure appropriate teaching assignment; enough access to information, materials and technology; and adequate time to work with colleagues on matters of instruction. Research has shown the importance of instruction related current working conditions for teachers' growth and students' success, because these factors are more directly linked to the classroom instruction and teaching (Johnson et al., 2012; Leithwood, 2006). This finding is consistent with other research that suggests that the quality of

current working conditions may be especially impactful in secondary schools, in that current working conditions have a stronger impact on teacher effectiveness and performance in high-need schools (Grissom, 2011). These multiple aspects of current working conditions are malleable and dynamic within a rich, professional context that encourages teachers' learning and perform excellently. When the schools provide a series of supports for classroom instruction as a good working environment, teachers are more sustained and effective in their work (Johnson et al., 2012; Loeb et al., 2005).

Educational stakeholders such as policy makers and practitioners are interested in exploring ways to improve teacher effectiveness. As spurred by Race to the Top (2013), policy makers have undertaken a wide range of reforms and developments to improve the performance of teachers. In recent years, researchers have consistently shown that effective teachers are distributed very unevenly among schools, especially to the clear disadvantage of secondary schools. Many attempts have been made to establish an equitable distribution of effective teachers among schools through national or state educational policies. Job security has been seen as the duration to which a teacher will stay with his/her job in the school. Teachers with high job security may invest more in his/her school out of loyalty or because he views his job has term commitment. It is the culture of school in some secondary schools that temporary teachers are not allowed to take part in any school activities. Job security is something that can vary greatly depending on the economic climate. This shows that, in times of economic growth, jobs are generally stable.

Secondary school teachers in Nigeria are working in an unfriendly condition. They are paid meagre salary which does not commensurate with the economic reality in the country and this salary in most times is not regular (Ajadi, 2014). This problem of poor working condition leads to face-off between the government and the teachers and Ajadi (2014) most times leads to strikes and industrial dispute. The industrial strikes and other associated crises had affected the performance of secondary school teachers woefully and also, the quality of secondary education as it stated in the National Policy on Education (2013). He further recommended that government should improve the remuneration and working condition of workers (teachers) in the secondary schools in Nigeria, especially Oyo State in order to increase the valueable time and the quality of

services given to students and also to reduce the period of lost of strikes and enhance continuity of learning. This will improve the performance of teachers positively.

In his study, Kahya (2007) reports the effects of job characteristics (physical efforts and job grade), and working conditions (environmental conditions and hazards) in addition to experience and education level on task performance and contextual performance. A total of 154 employees in 18 teams at a medium-sized metal company participated in this study. Seven criteria for task performance and 16 for contextual performance were used for measuring employee performance. The results showed that there were substantial relationships between employee performance both job grade and environmental conditions. Poor workplace conditions (physical efforts, environmental conditions, and hazards) result in decreasing employee performance consisted of following organization rules, quality, cooperating with coworkers to solve task problems, concentrating the tasks, creativity, and absenteeism.

Eluka and Nwonu (2014) examined a critical review of the effect of working conditions on employee performance: evidence from Nigeria. Employees working conditions are no doubt critical to their overall well-being and performance in their duties. A review of past studies shows that improved working conditions impacts positively on employees' performance. Similarly, occupational safety and healthy environment also contributes to the attainment of organizational goals. It was also found that health risk reduced, cost related to absenteeism and sick days was brought to the barest minimum. The result revealed that there is a positive correlation between working condition and improved performance as well as competitive edge. Consequently, the researchers also discovered from the review that provision and maintenance of facilities reduced staff turnover, fewer occupational injuries, improved service levels, job satisfaction among employees as well as improved relationship between employees and their employers. Finally, the study recommended that adequate attention should be given to provision and maintenance of convenience facilities in the workplace as a matter of priority to enhance employees' performance among others.

Job safety is very crucial for every employees of any organization (education inclusive) while performing their duties. Secondary school teachers have be mindful of anything that can affect their health in the course of carrying out duties. Occupational stress contributes to a number of outcomes that are critical to organizational success,

including absenteeism, labour turnover and job performance (Noblet and LaMontagne, 2006). Stress is part of everyday life and it arises as a result of our relationship with the constantly changing world. Stress in academic institutions can have positive and negative consequences if not properly controlled (Egu, Ogbonna, Nnennaya and Obiuto, 2014). Stress is positive when it comes in moderate amount, necessitating in stimulating and motivating alertness in order to provide the needed incentive to surmount challenges at the workplace and when stress becomes extreme and persists for a long time, it becomes negative. It can lead to feelings of worry, anxiety, anger, fear, frustration which could have a damaging effect on the individuals' health and lead to poor performance at work. Negative effects include reduced efficiency, decreased capacity to perform, dampened initiative and reduced interest in working, increased rigidity of thought, a lack of concern for the organization and colleagues, and a loss of responsibility.

Excessive job stress is therefore an issue that is likely, at some stage, to impact on the lives of all employees, irrespective of their position in the organization or the industry in which they work. While some high-performing organizations may embrace comprehensive stress prevention programmes as a way of improving organizational functioning, there is evidence that many organizations may be unaware, or even reluctant to acknowledge, the relationship between working conditions and employee health and performance (Mustard, 2004).

Some studies have been done about school health care provisions and performance. For instance, according to the United Nations Education, Scientific and Cultural Organization (UNESCO), teacher turnover due HIV/AIDS related illness and death are becoming a chronic problem in sub Saharan Africa. It is acknowledged in this report that teachers' healthy is a critical factor in the provision of quality public primary education in developing countries Mazaki (2014). Fengi (2010) carried out an empirical study of the performance of university teachers based on organizational commitment, job stress, mental health and achievement motivation in xian, China. The findings revealed that sustained commitment had a negative effect on work performance while emotional commitment had a positive effect on work performance and work stress was found to have a positive effect on work performance while mental health was found to have a negative effect on work performance. The findings further revealed a positive correlation between achievement motivation and mental health. In a related study,

Ikenyiri and Ihua-Maduenyi (2011) analyzed teachers' assessment of needs satisfiers as a motivation for teachers' effectiveness in Omoku rivers states, Nigeria. The study found out that provision of medical and entertainment allowance were a great contributor to teachers effectiveness in class in primary schools.

Issah, Abubakari and Wuptiga (2016) examined the state of academic facilities and its influence on teachers' job stress in Tamale polytechnic. The study adopted a case study approach because it probes a specific tertiary institution in Ghana. Results revealed a significant relationship of variable for status of school facilities and teacher academic stress sources. Results of hypothesis tested show that status of school facilities influence teacher job stress significantly. It was concluded that inadequate or complete lack of academic facilities for state of the time would not only impair academic productivity, but rather exert undue stress on teachers and available facilities, and recommended that the development priorities of the institution should be staff – students oriented.

In his contribution to the research, Yincheng Ye (2016) work on a quantitative study of the effects of multiple aspects of working conditions on teacher effectiveness as measured by value-added scores and student perceptions of teaching. The data were derived from the 2009-2010 Teacher Working Condition Survey and Student Perception Survey in Measures of Effective Teaching (MET) Project. Using the structural equation modeling and other related methods, several models of teacher effectiveness were estimated. The results supported that instruction and classroom related working conditions at school played important role in effective teaching and student achievement gains in English language arts and mathematics. It was found that, after controlling for teachers' education degree and experience, instructional practice support had significant effect on teachers' value-added scores. The study has both theoretical and practical significance; it provided critical evidence that can be used by policy makers to promote teachers' performance, especially in high-needs schools.

Naidoo, Botha, and Bisschoff (2013) investigated the causes of Stress in Public Schools and its Impact on Work Performance of Educators. The data were collected by means of a stratified random sample drawn in a cross-sectional survey design of educators employed in public schools in four districts in KwaZulu-Natal in South Africa. A total of 368 questionnaires (of which 350 were usable) were received from 1500 distributed

questionnaires. The theory on the causes of stress were empirically postulated and analyzed by means of data employed exploratory factor analysis. In total seven key causes (factors) of educator stress were identified. These factors explain a favourable cumulative variance 69%, and are (in declining order of importance) Organizational support, Overload, Remuneration, Control, Job insecurity, Relationship opportunities and Growth opportunities.

2.2.9 Economic condition and Teacher task performance

Many factors such as employment contract, collective bargaining agreement, labour legislation and personal factors such as education, work experience, job functional area, work industry, work location etc. play an important role in determining the need for an individual's services and impacts their personal job security (Adebayo and Lucky, 2012). Job security, James (2012) is referred to as the assurance in an employee's job continuity due to general economic conditions in the country. It deals with the chances of employees keeping their jobs in order not to be unemployed (Simon, 2011). In the United States of America (USA), national job security depended greatly on the economic and business conditions due to the capitalist system that encourages and promotes entrepreneurship development and minimal government intervention in business (Adebayo and Lucky, 2012). Job security, though in the USA tends to vary as a result of the economic factors/condition. However, this might not be the cause in certain period like economic slowdown or recession or economic chaos like that of Nigeria, as economic downturn appears to worsen the economy. This shows that during this particular period, schools tend to cut costs by laying off teachers and this therefore decrease job security.

The Federal and State Governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. The government of Nigeria argued that the level of teachers task performance do not necessitate the constant request for salary increase, incentives and better working conditions. This study shows that the importance should be given to conditions in which teachers work, the wages they receive to meet their economic side and the respect that they receive from individuals around them (Kotherja and Rapti, 2015). Munnell and Fraenkel (2013) and Kopelman (2014) argued that the job market for teachers differs from that of other government workers. They laid

credence to this that school teachers in the late 1980s received the lowest salary on the national scale, a problem that worsened in subsequent years as decentralized responsibilities for hiring and firing teachers meant increased work instability.

Teachers, according to Hanke (2019), seem to have been earning worthless salaries that have been eroded as a result of harsh inflation episodes of the past. Confronted with such an economic crisis, teachers argue that their salaries have further shrunk because of the prices of basic commodities, which are officially quoted in US\$ but treble when the buyer uses Bond Notes, thus reducing one's buying power (Mabhoyi, 2020). Officially, Zimbabwean teachers are supposed to be paid in US\$ but their salaries are only paid in Bond Notes (surrogate currency) and real-time gross settlements (Mabhoyi, 2020). In the financial market, the Bond Note is vulnerable to hyperinflation against the US\$. It is not surprising that McMahan (2018) argued that Zimbabwean salaries are not inflation risk protected, hence the appalling teachers' working conditions.

When the teacher performs in the classroom excellently well, he is able to move more higher in the teaching profession. However, certain factors other than teachers' behaviour influence task performance. For example, teacher performance might slump due to economic conditions, poor student academic achievement, administrative bottlenecks, etc. According to Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on females teachers performance. In these conditions, teacher performance can be adequate Shamina, (2016), yet performance can still be low. While contributing to the study, Nagler, Piopiunik, West (2015), conducted a research on the weak markets, strong teachers: recession at career start and teacher effectiveness and the study find a positive effect of economic condition/recessions at career start on teacher effectiveness. They further argued that recessions negatively shock the outside options of potential teachers. Following this shock, both the number of applicants and the average quality of applicants increases, leading to higher average value-added in recession cohorts. They estimated a reduced-form relationship between teacher value-added and business cycle conditions at career start.

Teacher task performance is highly variable under economic recession/conditions, and no particular strategy can guarantee its survival and success. The literature suggests that teacher performance under recession conditions does not map closely on to organizational characteristics such as business size or sector (Kitching, Blackburn, Smallbone, and Dixon, 2009). Individual teacher performance rankings differ across the economic cycle. Pre-recession performance is not a reliable indicator of within- or post-recession performance. They further suggested that teachers might be able to adapt to recession conditions in superior ways that would lead to their classroom performance.

The study of Abiodun-Oyebanji and Ojetunde (2018) examined the influence of recessionary actions and working conditions on teachers' performance during economic recession. Survey research design was adopted for the study which involved all secondary school teachers in Ibadan Metropolis, Oyo state. From which 483 teachers were sampled for the study. Research instrument used for the study was a questionnaire designed by researchers titled "Teachers' Working Condition and Performance Questionnaire", validation that yielded an overall reliability coefficient of $r=0.78$ was obtained for the instrument. The information collected was analyzed using Structural Equation Modeling Statistic. The fitness of the model for teachers' working condition during economic recession was estimated to have indicators of 2 ($df= 5$)= 6.425, $p>0.05$, GFI=0.990, NFI=0.04, CFI=0.998 and RMSEA=0.050 which is an indication that the data fit into the model and could explain larger percentages observed in teachers' working condition during economic recession. The outcome of the study revealed that, recessionary actions taken during economic crisis affected teachers' wellbeing which in turn produces corresponding effect on teachers' working conditions. Hence, it was recommended that teachers' welfare should be given a top priority the more during the period of economic recession so as to encourage their performance.

Job security has been seen as the duration to which a teacher will stay with his/her job in the school. Teachers with high job security may invest more in his/her school out of loyalty or because he views his job as term commitment. It is the culture of school in some secondary schools that temporary teachers are not allowed to take part in any school activities. Job security is something that can vary greatly depending on the economic climate. In times of economic growth, jobs are generally stable. In an

increasingly global economic system, where competitors, customers and supply chains operate across national frontiers, the stakeholders whose actions influence firms' strategic adaptations and performance are frequently non-UK actors.

The literature focusing on organisational responses to recession conditions rarely takes such global influences explicitly into account. Perhaps this relates, at least in part, to the previous UK recession occurring nearly 20 years ago when globalising tendencies were less prominent than they are today (Kitching, Blackburn, Smallbone and Dixon, 2009). The current economic recession/condition may well constitute a 'structural break' or 'phase shift' in the economy, in which the previously held assumptions about how it functions and economic models are open to question. The outcome of the current recession may be a new economic order, the nature of which cannot be fully understood today.

Job security in Europe is perceived to be high relative to many other places in the world because of a system of indefinite contracts and is not affected as much by economic conditions (Leung, 2009). One limitation to the study of job security and employee effort is the difficulty in finding industries where job security changes internally. Previous studies have compared countries with differing levels of job security (OECD Employment Outlook). For example, job security in the United States is highly dependent on the economy and business conditions. Hence job security is something that can vary greatly depending on the economic climate. In times of economic growth, jobs are generally stable. However, in periods of recession, firms can easily dismiss employees to cut costs. The present economic condition/ recessions in Nigeria have a causal effect on entering teachers' effectiveness in raising student test scores Nagler, Piopiunik and West (2015). In comparison to her study, we employ a more rigorous identification strategy and direct measures of teachers' performance on the job. This implies that the economic condition or situation of any country has negative effect on school teachers' task performance.

Werang (2014) examined the correlate among socio-economic status, motivation, and teachers' job performance. In view of the information derived from the investigation, it was revealed that there was a strong correlate between socio-economic status and work motivation of teachers; there was a strong correlate between socio-economic status and

teachers' job performance; and also, there was a strong correlate between work morale and teachers' job performance at state senior high schools in Indonesia.

Scholar argued that employees' demands are beyond the available government resources. Consequently, this seems to have resulted in the reduction of task performance of employees by teachers. The economic downturn has led to a series of unpalatable events such as non-payment of salaries, reduction in salaries, delay in salary payment, job loss, systematic demotion, etc among secondary school teachers. As a result of these, teachers embark on series of strike actions and engage in some other activities which have made their attentions and energies diverted to other means of survival, thereby making them neglect their main responsibilities in schools. Therefore, distraction by unfavourable economic condition could lead to low teachers' task performance in many public secondary schools of Oyo State.

2.3 Appraisal of Literature

The literature reviewed in this study covered a wide range of concepts relating to the study. The literature revealed some discernible propositions, postulations, theoretical concepts and conclusions, which for the purpose of this study point to some implications and, therefore, necessitates further appraisal and critical analysis.

On welfare service and teachers' task performance, literature has been consistent that qualitative welfare services enhance teacher performance. Njoku (2011), Fadeyi, Sofoluwe and Gbadeyan (2015) and Abiodun-Oyebanji and Adelabu (2016) have all confirmed that medical and health services, housing scheme, retirement/pension scheme/funds, incentive packages, office accommodation, recreation facilities and soft loans have great and positive influence on employee performance in any organisation. Luthana (2005) posited that welfare scheme was one of the strategies employers used to motivate employees for better performance. Armstrong (2006) revealed that medical service aimed at providing help to employee who absent himself/herself from work for a long period because of health issues. On the contrary, Aribigbola (2008) and Olotuah and Bobadoye (2009) in their studies, explained that most workers are unaware of the government housing programmes. Okereke and Daniel (2010) and Odeku and Odeku (2014) were also in support of the above assertions that lack or inadequate welfare

scheme to employees limit organisation's performance because employees are the strength of an organisation.

Considering the correlate between motivational strategies and performance of teachers, the empirical studies are consistent. Akinwumi (2000) and Ayeni (2015) have all discovered that there is a strong notable connection between motivational factors and workers' performance in an organisation. Kwapong, Opoku and Donyina (2015) empirically established that motivational strategies are a major driver of employees' performance. This assertion was supported by Muogbo, (2013); Asim (2013), who all revealed that motivation through regular/timely salary payment, salary increment, regular promotion, compensation, leave bonuses, payment of allowance among other assist workers to high their performance at the workplace. On the contrary, Adelabu (2005); Babalola and Nwalo (2013); Odeku and Odeku (2014) found that motivational strategies had no significant relationship with employees' performance. They argued that motivational factor only have a temporary effect in the life of any worker but for a while and the moment they are satisfied with it, they will be asking for more and if their needs are not met, then their performance will decline.

Furthermore, Adeogun (2006) reiterated that teachers' participation in the core subject related workshops is the best strategies that could be implemented to promote students' academic success, which is one of the key determinant indices teachers' performances in the workplace. Ekpoh, Edet and Nkama (2013) revealed that the teachers' who are part of the staff development programmes will be effective in their classroom duties while those who do not participated would not be effective. On the contrary, Anhwere (2013) and Abiodun-Oyebanji and Faremi (2016) in their studies, showed that there was no correlate between in-service training and capacity building workshops on secondary school students academic outcome. It was proposed that the Teaching Service Commission (TESCOM) should continue to provide adequate funds and motivational packages like training allowance, leave bonuses etc. for teachers' in-training and also organise regular workshops and training programmes for teachers.

Studies into the relationship between code of ethics and task performance of employees in various establishments have engaged the attention of many researchers. Researchers could not find enough literature on code of ethics in relation to teacher task performance. Youze, Fanta, Balyage and Makewa (2014) examined teacher moral

standard and practices on their task performance. They also examined the relevance of teacher professionalism and work ethics in teaching discipline. They revealed that Teachers' accountability is responsible for ensuring and maintaining work ethics. Maphosa, Bhebhe and Dziva (2015), in their own view, revealed that work ethics is the facts teachers are faced with when building the future generation, which require absolute concern and care. Teacher lack of discipline which comes as a result of lack of professionalism are the common forms of unethical practice among teachers in schools.

Some scholars researched into the link between professional qualification in education and task performance of employees in the education sectors. Owolabi and Adebayo (2012); Dele-Rotimi and Oyinlana (2014); Akinloye (2014) and Abe and Adu (2013) revealed that teachers' (professional) qualification in education had a strong significant relationship with task performance. While Oluwadamilare (2012); Edu, Edu and Kalu (2012) and Yusuf and Dada (2016) revealed that teachers' educational attainment had no strong impact on teachers task performance. The two divergence positions of the reviewed literature gave the researcher the opportunity to carry out further investigation on these two variables. Most of this literature investigated the role of qualification of teachers on student's academic outcome without considering the teachers' task performance which forms the nucleus of this study.

Research findings (Ooslerlink, 2013; Siyabi, 2016 and Shamina, 2016) found that there were strong correlate between autonomy and the performance of teachers in the workplace. They further explained that without autonomy, teachers will not be able to work freely among students and colleagues and also perform their duties satisfactorily. In addition, satisfied teachers will probably contribute to the well-being of their students hence, improving teachers' task performance. On the other hand, unsatisfied teachers might have tension that could negatively affect the students' academic growth (Gupta and Gehwat, 2013).

Some couples of research work investigated the connection between Job security and work performance in various organizations. Akpan (2013) and Nafiseh and Morteza (2014) found that there were significant relationship between job security and job performance among employees in an organization. While Fisk (2016) revealed that job safety, current situation at work, nature of work, relationship with the workers and coordinators affect employees' job fulfillment and performance greatly.

Many of the literature reviewed show that there was a strong influence on job technology change and employees' performance in different organizations. Erwat, Isah and Emunemu (2010) and Sinani (2016) have found out that there are positive effect associated with modern technological device and mode of teaching. Atanda and Jaiyeoba (2010) and Higgins (2012) were both in support of the above assertion. They revealed that there were enough evidences to show that technological change (ICT) has helped teachers to teach more effectively. The researchers' believed that ICT or technological changes have helped schools to switch over from the traditional chalkboard to interactive board in many secondary schools so as to high and improve the teaching performance of every classroom teachers (most especially the privately owned secondary schools).

However, Olokoba, Abdullahi and Omosidi, (2014) and Abosede and Akinola, (2015) affirmed that many secondary school teachers are with the mind set that the use of ICT in impacting knowledge appears to be a waste of time. While, Dauda and Akingbade (2011) research outcome revealed that employees' relations did not have strong correlate with technological change. They further laid credence to this that, "as new ground is broke in modern day technologies, students and teachers look for ways to comprehend and adapt these new technologies in the classroom situation". Therefore, Abiodun-Oyebanji and Omotayo (2012) recommended that sufficient provision of ICT resource needed to be infusing into secondary schools by the government and private individuals in order to facilitate teachers' better job performance.

Researches on the influence of the economic condition and employee performance in this study have positive effect on the two variables. Nagler, Piopiunik and West (2015) argued that the economic conditions of a country could have a strong impact on workers' performance. While supporting the above stated assertion, Shamina (2016) opined that during economic recession, employees' performance decline. He further commented that economic conditions/recession appears to put employees' performance in a stagnant position and even cause a decline.

On job characteristics and teachers' task performance, literature has been rather consistent on relationship between job characteristics and teachers' task performance (Ajadi, 2014, Eluka and Nwonu, 2014). However, failure to depend on job

characteristics (current working conditions, teachers' tenure of service, job safety and service condition) may lead to low performance of the employees. This shows that, job features has positive effects on employees in an organisation. On the contrary, Fengi (2010) and Naidoo, Botha and Bisschoff (2013) revealed that job stress, mental health, working condition do process negative impact on work performance among employees in an organization. It was further explained that poor working environment condition result in decreasing employees' performance.

Among the literature appraised on teachers' professionalism, code of ethics, teachers' qualification and teachers' autonomy were paramount in the discussions on individual basis. Code of ethics (Yuoze *et. al.* 2014 and Mophosa *et. al.* 2014), teacher's qualification (Owolabi and Adebayo, 2012; Ukandu, 2012 and Oluwadamilare, 2013) and teacher autonomy (Siyabi, 2016 and Shamina, 2016). Also, the variables of job security; job technological change, job characteristics and economic conditions were equally paramount in the discussions on individual basis, job technological change (Erwat, Isah and Emunemu, 2010; Abosede and Akinola, 2015), job characteristics (Jacob, 2012) and economic conditions (Nadeem *et. al.* 2011; Nagler *et. al.* 2015). Likewise, the variables of government support services such as motivational strategies, welfare services and career advancement programmes were paramount in the discussions on individual basis; Motivational strategies (Aja-Okorie, 2015 and Kotherja and Rapti, 2015), Welfare Services (Okereke and Daniel, 2010; Kelly, 2011 and Fadeyi *et. al.* 2015) and career advancement programmes were also discussed (Anhwer, 2013; Ekpoh, Edet and Nkama, 2013). But there is no study that has dealt with government support services, teachers' professionalism and job security with focus on code of ethics, teachers' qualification, teachers' autonomy, job technological change, job characteristics, economic condition, motivational strategies, welfare services and career advancement programme in the same study.

Researchers have found that style of leadership impact teachers' task performance. In their work on the role leadership style plays on employees' performance within the workplace, Osabiya and Ikenga (2015) established that there exist a strong correlate between style adopted by organization leadership and employees' performance in achieving the goals of the organization. They come to the conclusion that the appropriate type of leadership style that will enhance employees to give their best

performance should be adopted in any organization. Adekanmbi (2016) in the same vein corroborated the finding of Osabiya and Ikenga (2015). His study on organisational and demographic factors as predictors of job performance found that leadership style had a strong on the performance of employees in colleges of Education. The study concluded that the right style of leadership by the managements of colleges of Education in Nigeria would lead to more effectiveness and efficiency of employees while the wrong style of leadership by the management will poorly impact the effectiveness and efficiency of the workers, which will in turn reduce their performance.

In addition, the bulk of literature reviewed on job security came from other sectors other than the education industry. There is paucity of literature on the above variable in relation to the education industry. No work has also been done on the combined influence of government support services, teachers' professionalism and job security on teachers' task performance, which made the researcher to select the scope of this study.

2.4 Conceptual Model

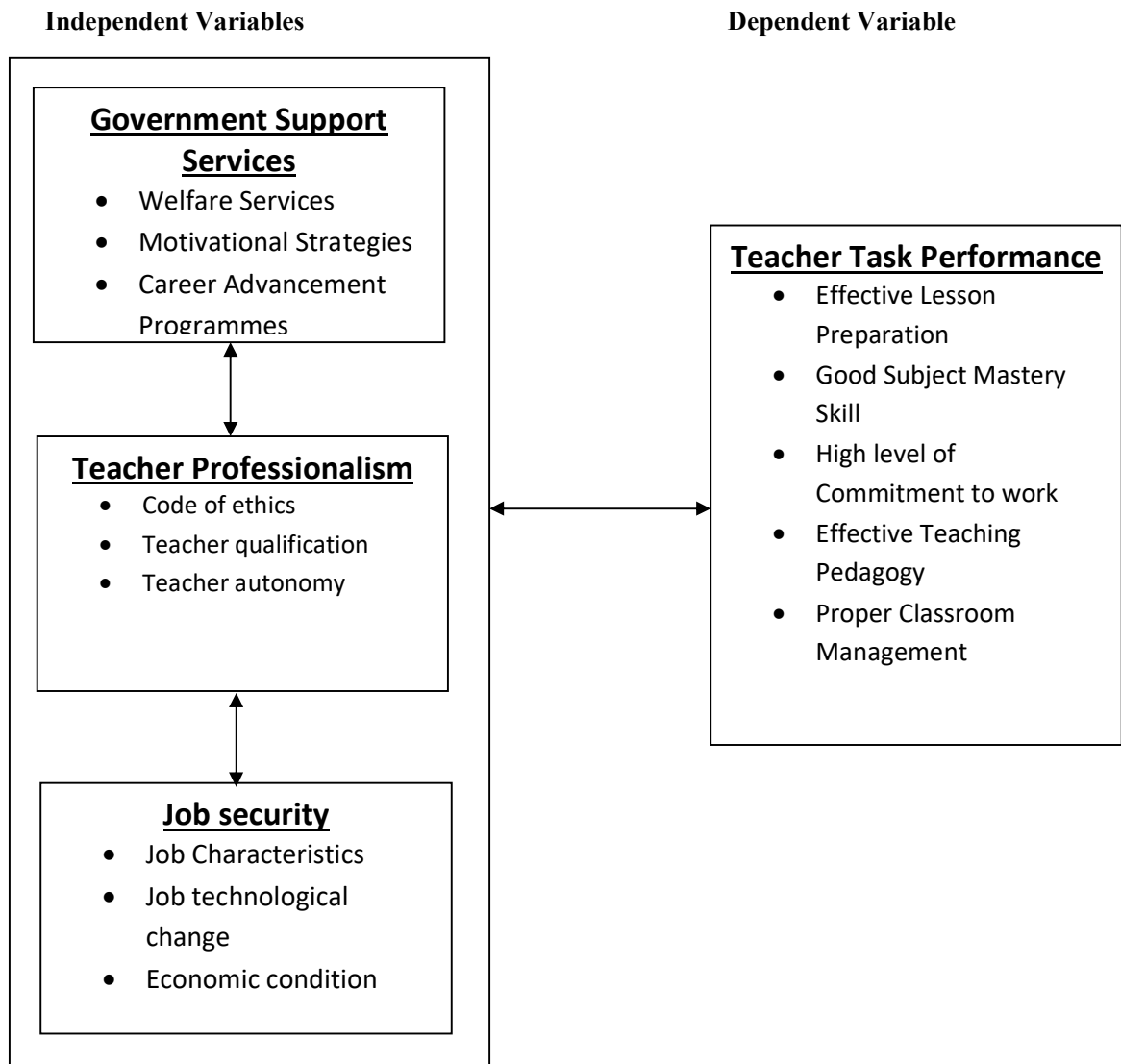


Figure 2.1: The Conceptual Model Showing the Relationship between the Independent Variables (Government Support Services, Teacher Professionalism and Job Security) and Dependent Variables (Teachers' Task Performance).

Source: Researcher's conceptualisation

The conceptual model in figure 2.1 displays the interrelationship between the independent variables (government support services, teachers' professionalism and job security) and the dependent variable (teacher task performance). This model revealed that task performance could be influenced by any of the three independent variables either positively or negatively. This shows that any modification on the independent variables will have a significant influence on the task performance of a secondary school teacher in Oyo State.

2.4.1 The mathematical relationship between the independent variables and dependent variable is further shown in the model specification hereunder.

Model specification

Teacher Task Performance Model

$$T_{TP} = f(G_s, T_p, J_s) \dots\dots\dots equation (i)$$

T_{TP} = Teacher task performance

G_{ss} = Government support services

T_p = Teacher professionalism

J_s = Job security

$$T_{TP} = f(A_s)$$

$$G_{ss} = f(C_1, C_2, C_3) \dots\dots\dots equation (ii)$$

C_1 = Welfare Service, C_2 = Motivational Strategies, C_3 = Career Advancement Programme

Programme

$$T_{TP} = f(T_p)$$

$$T_p = f(D_1, D_2, D_3) \dots\dots\dots equation (iii)$$

D_1 = Teacher Qualification, D_2 = Compliance with Code of Ethics, D_3 = Teacher Job

Autonomy

$$T_{TP} = f(J_s)$$

$$J_s = f(E_1, E_2, E_3) \dots\dots\dots equation (iv)$$

E_1 = Job Technological Change, E_2 = Job Characteristics, E_3 = Economic Condition

$$T_{TP} = f(C_1, C_2, C_3) + f(D_1, D_2, D_3) + f(E_1, E_2, E_3) + e_o$$

$$T_{TP} = \alpha_o + \beta_1 C_1 + \beta_2 C_2 + \beta_3 C_3 + \beta_4 D_1 + \beta_5 D_2 + \beta_6 D_3 + \beta_7 E_1 + \beta_8 E_2 + \beta_9 E_3 + e_o$$

equation (v)

α_o = Constant term

$\beta_1 - \beta_9$ = Coefficient

e_o = Constant error term

2.4.2 Proposed Thesis

Based on the conceptual and theoretical models, this study proposed that:

all things being equal, the combination of the government support services (welfare services, motivational strategies and career advancement programme), teachers' professionalism (code of ethics, teacher qualification and teacher autonomy) and job security (job technological change, job characteristics and economic conditions)

possessed by a secondary school teacher would improve his/her task performance efficiently and effectively in achieving the school's goals and objectives.

2.5 Theoretical Framework

This study is focused on the relationship among government support services, teachers' professionalism, job security and teachers' task performance in public secondary schools, Oyo State, Nigeria. The theory identified to be relevant to the study is differently unique, and each one of them illuminates the interaction that exists among the variables that featured in this study. The theory identified for this study is the Campbell theory of job performance.

Campbell Theory of Job Performance

The performance theory was propounded by Campbell (2012). It is a generally accepted theory on job performance. The Campbell model (2012) is presented as combined display of the substance of the inactive component. Matters relating to performance elements are then assessed, alongside the individuals getting use to change to performance requirement. Utilizing the combined model of the teaching profession and elements of performance as a background, matters relating to the evaluation of performance were briefed. Expounding on this theory, Okeke (2015) reiterated that teachers in many countries have been confronted with a variety of changes as society has imposed new demands on schools. This demands which are justified as improvement to educational quality often cause teachers to experience a significant extension of their teaching roles and distract them from the core activity of teaching. They further stated that teachers' work is getting increasingly strained especially by the growing demand and policy maker and societal expectations. According to her, the growing economic and management oriented perspective on education, linked to increased external control, lead to a chronic and persistent essence of work done within the school. Intensification implies a growing pressure on teachers to execute more and diverse tasks, without having sufficient time and resources. Moreover, most teachers struggle with feeling that their professional self as teachers is at stake. Their sense of competence weakens because they feel that they are unable to do justice to students' needs. This leads to insecurity and doubt about their professional competence, loss of self-esteem and guilt feelings for not meeting expectations.

Assumptions of the theory

Performance is a multi-dimensional concept. Borman and Motowidlo (1993) described the construct of job performance as comprising task and contextual performance. They further divided the performance into two: (1) task performance and (2) contextual performance. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Summarily, task performance focuses on performing role-prescribed activities whereas contextual Performance accounts for all other helping and productive behaviours.

Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell (1990), there are five factors which refer to task performance (Campbell, Gasser, and Oswald, 1996; Motowidlo and Schmit, 1999): (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision - in the case of a supervisory or leadership position—and partly and (5) management/administration.

In his study, Campbell (1990) provides evidence to support the eight-factor model of task performance. According to him, each of these factors comprises a number of sub factors which may vary between different jobs. For instance, the management/administration factor comprises sub dimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed.

In recent years, researchers paid attention to specific aspects of task performance. For example, innovation and customer-oriented behavior become increasingly important as organizations put greater emphasis on customer service (Bowen and Waldman, 1999). Campbell (1990) proposed a general model of individual differences in performance

which became very influential. In his model, Campbell differentiates performance components (e.g., job specific task proficiency), determinants of job performance components and predictors of these determinants. Predictors of are: abilities, personality, interests, education, training, experience, and aptitude-treatment interactions—and additionally practice.

Motivation comprises of choice to perform, level of effort, and persistence of effort. Campbell does not make specific assumption about the predictors of motivation. In his model, Campbell (1990) largely neglects situational variables as predictors of performance (Hesketh and Neal, 1999). Campbell et al. (1996) summarized studies that identified job knowledge and job skills—as measured by work sample tests—as predictors of individual performance. Quality was an assessment of how well the job was done and job knowledge was a measure of the expertise demonstrated by the individual. Communication competence reflected how well an individual communicated regardless of the content. Leadership was a measure of the ability to successfully bring out extra performance from others, and compliance with or acceptance of authority assessed the perspective the individual has about rules and regulations.

Recent studies of employees' affective fluctuations over time directly acknowledge the episodic structure of their experiences. Affective Events Theory (AET; Weiss and Cropanzano, 1996) stipulated that people experience various events throughout their workdays, that these events influence their affective states, and that these affective states directly influence their performance behaviours. Beal, Weiss, Barros, and MacDermid (2005) episodic process model of affect and job performance expanded AET's discussion of emotional states and workplace behaviours. At its core, Beal et al.'s theory proposes that the stream of work behavior is naturally segmented into fairly short behavioural episodes that are defined by immediate, organizationally relevant goals or desirable end states. People experience varying affective states across these performance episodes, some of which create off-task attentional demands that drain regulatory resources and cause performance decrements. Empirical research supports this model. Within-person analyses indicate that when people feel positive affect they are more likely to perform organizational citizenship behaviours, and when they feel negative affect they are more likely to engage in counterproductive work behaviours

(Dalal, Lam, Weiss, Welch and Hulin, 2009). Within-person measurement of performance behaviors essentially treats job performance as a behavioral and episodic construct that is extended over time.

In time under review, scholars have paid full attention to a given area in task performance. For example, advancement and customer targeted behaviour became more relevant as organisations exert more focus on customer service (Bowen, 2013). Campbell and Wiernik, (2015) described job function as “the overall collection of performance role linked with one’s job” (1999). It appeared to be hard for scholars to engage the overall of functions that contribute to performance in a complex and interrelated organisational contexts. School teachers with high self efficacy are able to coordinate and control their students, have more dynamic teaching pedagogy, and provide a better classroom environment for the students (Yilmaz, 2011; Sule, 2013).

Relevance of the performance theory to the study

Conclusively, the relevance of the performance theory to this study is to prove the predictive power of effective teacher’s commitment, lesson preparation, classroom organisation, teaching pedagogy and subject mastery among others in determining the task performance among secondary school teachers. However, a teacher will inject enough strength if he/she believes there is higher chance that his/her effort will amount to the achieving educational goal through which teacher will be able to actualized their individual goal(s). Hence, the performance theory will enable school administrators to support their teachers (through motivation and rewards) to acquire higher education and skills higher performance in the workplace. The job performance theory emphasises the need for organisations to link motivation mainly to performance and to put in place incentives/facilities that are required and needed by the teachers. In Oyo State secondary schools, government should recognise every effort school teachers put into their jobs, which may enhance their performance by rewarding them accordingly. Therefore, teachers should be promoted based on the level of their qualification and career improvement.

Teachers’ task performance applies not only to the classroom or school, but to all settings where students are present. So, teachers' task performance can be regarded as multidimensional (Ali and Haider, 2017). These dimensions are preparation for the

lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline; instructional, professional and personal qualities (Bhat and Beri, 2016); classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance (Mehmood, Qasim, and Azam, 2013). However, this study employed the five-dimensional of teachers' task performance approach and they are lesson preparation, teachers' commitment, subject mastery, teaching pedagogy and classroom organization.

This study focuses on teachers' task performance. The determinants of teachers' task performance in this study are: lesson preparation, teachers' commitment, subject mastery, teaching pedagogy and classroom organisation. The direct determinants totally mediate the effects of everything else (Campbell and Wiernik, 2015). However, knowledge, skill, and choice behaviour are not to be confused with performance itself, therefore, teachers' task performance is what directly facilitates achieving the educational goals. The school goals and objectives lie on the achievement of teachers, that is, if a teacher performs woefully in his/her respective duty, then the attainment of the school goals and objectives has failed.

CHAPTER THREE

METHODOLOGY

This chapter discussed the procedures used in carrying out this study. They include research design, variables in the study, population of the study, sample and sampling techniques, research instrument, validity of instrument, reliability of instrument, administration of research instrument and method of data analysis.

3.1 Research Design

This study adopted the survey research design of correlational type. This is because there was no manipulation of the variables in the study since the information is already in existence, before and after the research. The study investigated government support services, teacher professionalism and job security as determinants of teacher task performance in public secondary schools in Oyo State, Nigeria. The independent variables of this study include government support services indicators (which are welfare services, motivational strategies and career advancement programmes), teachers' professionalism indicators (which are compliance to code of ethics, teacher's qualifications and teachers' job autonomy) and job security indicators (which are job technological change, job characteristics and economic conditions) while the dependent variable is the teachers' task performance which can be measured in terms of: lesson preparation, classroom management, teaching pedagogy, subject mastery and teacher commitment.

3.2 Study Population

The study population includes all teachers in the 649 public secondary schools in Oyo State, Nigeria. The total number of teachers for the six educational zones of Oyo State public secondary schools is 13,620 (Table 3.1).

Table 3.1 The number of Secondary Schools and Teachers in Oyo State by Education Zones and Local Government Areas.

S/N	Name of Education Zone	Name of Local Government	Number of schools	Number of Teachers
1	Ibadan 1	Ibadan North	42	1,392
		Ibadan North East	34	979
		Ibadan North West	13	335
		Ibadan South East	40	1,006
		Ibadan South West	36	1,130
Total		5	165	4,842
2	Ibadan 2	Akinyele	35	555
		Egbeda	30	884
		Lagelu	26	724
		Oluyole	27	407
		Ona-Ara	33	479
Total		5	172	3,049
3	Ibarapa	Ibarapa Central	11	178
		Ibarapa East	11	176
		Ibarapa North	08	101
		Ido	21	249
Total		4	51	634
4	Ogbomoso	Ogbomoso North	16	525
		Ogbomoso South	16	566
		Ogo-Oluwa	13	171
		Oriire	18	188
		Surulere	22	289
Total		5	85	1,739
5	Oyo	Afijio	17	371
		Atiba	16	365
		Iseyin	23	319
		Itesiwaju	11	79
		Oyo East	11	443
		Oyo West	11	339
Total		6	89	1,916
6	Saki	Atisbo	12	137
		Irepo	06	111
		Iwajowa	09	116
		Kajola	17	338
		Olorunsogo	04	94
		Oorelope	08	188
		Saki East	10	98
		Saki West	21	358
Total		8	87	1,440
Grand Total		33	649	13,620

Source: Oyo State Teaching Service Commission (TESCOM, 2018).

3.3 Sample and Sampling Techniques

The sample size for this study is 1,267 in the public secondary schools in Oyo State.

The study adopted the multi-stage sampling procedure to select the sample.

Stage I involved the selection of Education Zones (EZs) in Oyo State. Simple random sampling technique was deployed to sample 75% (4) out of 6 (EZs) namely; Ibadan 1, Ibarapa, Oyo and Ogbomoso education zones.

Stage II involved the selection of Local Government Areas (LGAs) in the sampled Education zones. Simple random sampling technique was used to select 50% (11) out of 20 (LGAs). Ibadan zone 1 (Ibadan North, Ibadan North East and Ibadan South West LGAs), Ibarapa zone (Ibarapa Central and Ido LGAs) Ogbomoso zone (Ogbomoso North, Ogo-Oluwa and Surulere) and Oyo zone (Afijio, Iseyin and Oyo West LGAs).

Stage III involved the selection of schools. Simple random sampling technique was used to select 30% of schools in each of the selected EZs, giving a total of 78 schools.

Stage IV involved the selection of teachers. The proportional to size sampling technique was adopted to select 20% of the respondents which is 1,189 teachers in all the sampled EZs of the State. The population of teachers in each education zones was not the same that is why the number of teachers sampled in each educational zone was different from the other.

Stage V involved the selection of principals and total enumeration was adopted to select principal within the sampled schools, which gave 78 respondents in all (Table 3.2).

Table 3.2 Table showing the distribution of Secondary Schools and Teachers in education zones in Oyo State.

S/N	Name of sampled EZ (75%)	Name of Local Government	No. of Sampled Local Government (50%)	No. of schools	No. of sampled schools (30%)	No. of Teachers	No. of sampled teacher (20%)	No. of School Principal
1	Ibadan 1	Ibadan North	Ibadan North	42	13	1,392	278	13
		Ibadan North East						
		Ibadan North West	Ibadan North East	34	10	979	196	10
		Ibadan South East						
		Ibadan South West	Ibadan South West	36	11	1,130	226	11
Total		5	3	112	34	3,501	700	34
2	Ibarapa	Ibarapa Central	Ibarapa Central	11	3	178	36	3
		Ibarapa East						
		Ibarapa North						
		Ido	Ido	21	6	249	50	6
Total		4	2	32	9	427	86	9
3	Ogbomoso	Ogbomoso North	Ogbomoso North	16	9	525	105	9
		Ogbomoso South						
		Ogo-Oluwa Oriire	Ogo-Oluwa	13	4	171	34	4
		Surulere						
		Total		5	3	51	20	985
4	Oyo	Afijio	Afijio	17	5	371	74	5
		Atiba						
		Iseyin	Iseyin	23	7	319	64	7
		Itesiwaju	Oyo West	11	3	339	68	3
		Oyo East						
		Oyo West						
Total		6	3	51	15	1,029	206	15
	4	20	11	257	78	5,942	1,189	78

3.4 Instrument for Data Collection

Four research instruments were constructed for this study, these are:

Government Support Services Questionnaire---- GSSQ for classroom teachers.

Teacher Professionalism Questionnaire --- TPQ for classroom teachers.

Job Security Questionnaire--- JSQ for classroom teachers.

Teacher Task Performance Questionnaire--- TTPQ for school principals.

Government Support Services Questionnaire

This instrument titled “Government Support Services Questionnaire” (GSSQ) was used to elicit responses from classroom teachers. Section A of GSSQ was used to collect respondents’ bio-data information such as; name of school, sex, marital status, teaching qualification, work experience in teaching profession and status in the school. Section B contains items on motivational strategies, welfare services and career advancement programme. GSSQ consisted of four scale responses of Very High (VH), High (H), Low (L) and Very Low (VL) and ranked 4, 3, 2, and 1 respectively, designed after the Likert type scale for welfare services and career advancement programmes while Very High (VH), High (H), Low (L) and Very Low (VL) and ranked 4, 3, 2, and 1 respectively designed after the Likert type scale for motivational strategies. Items in this section were used to measure welfare services, career advancement programmes and motivational strategies. Examples of government support services itemized in the questionnaire are: provision of health care services, health insurance scheme, in-service training programmes, and regular payment of salary. This section was designed on 4-point Likert scale. Information on welfare services had 6 items, career advancement programmes had 6 items and 5 items were on motivational strategies.

Teacher Professionalism Questionnaire

This instrument titled “Teacher Professionalism Questionnaire” (TPQ) was designed to elicit responses from classroom teachers. Section A of TPQ contained respondents’ bio-data information such as: name of school, sex, marital status, teaching qualification, year of work experience in teaching profession and status in the school. Section B contained items on compliance with code of ethics and teacher autonomy. Some of the examples of teacher professionalism are dressing formally to school, use of abusive language on students, responsibility for students’ performance, freedom to personal

decision. TPQ consisted of four scale responses of Very High (VH), High (H), Low (L) and Very Low (VL) for teacher's job autonomy while compliance with code of ethics on the other hand consisted of four scale responses of Very High (VH), High (H), Low (L) and Very Low (VL) ranked 4, 3, 2 and 1 respectively designed after the Likert type scale. Items in this section were used to measure compliance with code of ethics and teacher job autonomy. The teacher qualification will be measured by demographic variables of the respondents. This section was designed on 4-point Likert scale. Information on compliance with code of ethics had 11 items and teachers' job autonomy had 10 items.

Job Security Questionnaire

This instrument titled "Job Security Questionnaire (JSQ)" was designed to elicit responses from classroom teachers. Section A of JSQ contained respondents bio-data information such as: name of school, sex, marital status, teaching qualification, work experience in teaching profession and status in the school. Section B contained items on job technological change, job characteristics and Economic condition. Examples include knowledge of ICT, proficiency in ICT, good working condition, response to job safety, condition of service. JSQ consisted of four scale responses of Very High (VH), High (H), Low (L) and Very Low (VL) and ranked 4, 3, 2 and 1 respectively designed after the Likert type scale. Items in this section were used to measure to job technological change, job characteristics and economic condition. This section was designed on 4-point Likert scale. Information on job technological change had 6 items, job characteristics had 6 items and 5 items on economic condition.

Teacher Task Performance Questionnaire (TTPQ) for school principal

This instrument titled "Teacher Task Performance Questionnaire (TTPQ)" was used to elicit responses from school principals. Section A of TTPQ consisted of demographic variables such as name of school, sex, marital status, academic qualification, work experience in teaching profession, and position/level. Section B was designed to obtain information about the performance of teachers on their job. It measured teacher task performance from the point of view of the school's principal in terms of lesson preparation, classroom organisation, teaching pedagogy, subject mastery and teacher commitment. Examples of teacher task performance questionnaire contents are: timely

preparation of lesson plan, timely preparation of scheme of work, demonstrates good teaching skills, align instruction with assignment, effective class control. TTPQ consisted of 4-point Likert scale was utilized in this section was 27 items rated Very High (VG), High (H), Low (L) and Very Low (VL) ranked 4, 3, 2 and 1 respectively.

3.5 Validity of Instruments

The appropriateness or the validity of the instrument was determined by the adequacy of the instrument to measure the variables in this study. Face and content validity of this instrument were achieved through assessment by the candidate's supervisor and other experts in the department of Educational Management, University of Ibadan and test construction experts from the Institute of Education, University of Ibadan.

3.6 Reliability of Instruments

To ascertain the reliability of the instrument, the questionnaire was administered to a set of 50 teachers and 10 principals randomly selected from 10 schools in Osun State. After an interval of two weeks, the exercise was repeated with the same respondents. Four instruments titled: Government Support Services Questionnaire, Teacher Professionalism Questionnaire, Job Security Questionnaire and Teacher Task Performance Questionnaire were developed and used to collect data for the study. Reliability coefficients of: $r = 0.84$, $r = 0.90$, $r = 0.89$, $r = 0.73$, $r = 0.84$, $r = 0.89$, $r = 0.86$, $r = 0.76$ and $r = 0.84$ were obtained for the Welfare Services, Motivational Strategies, Career Advancement Programmes, Compliance with Code of Ethics, Teacher Job Autonomy, Job Technological Change Job Characteristics, Economic Conditions and Teachers' Task Performance respectively, through Cronbach alpha method. The data collected were analysed by using descriptive statistics to answer the research questions. The inferential statistics of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis were used to test the hypotheses at $p < 0.05$ level of significance.

3.7 Administration of Research Instruments

The researcher collected a letter of introduction from the Head, Department of Educational Management, for identification purpose in order to assess the respondents. He visited all the 78 selected public secondary schools for the purpose of this study and

administered the questionnaires to the selected teachers and principals. Two research assistants were trained to administer the questionnaires alongside the researcher. The researcher read the instructions guiding the response of the respondents to the questionnaires. A total of One thousand, Two hundred and Sixty-Seven (1,267) were administered on the participants, out of which, One thousand, Two hundred and Forty-One (1,241) were retrieved; representing 98% rate of return.

3.8 Methods of Data Analysis

The data collected were analysed using the descriptive statistics of frequency counts and percentages to show the demographic characteristics of the respondents. The descriptive statistics of percentages, frequency counts, mean and standard deviation were further employed to answer the research questions, inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test hypothesis 1 using correlation matrix and hypotheses 2-3 were tested using Multiple Regression Analysis at $p < 0.05$ level of significance. This helped the researcher to determine the extent to which a combination of the independent variables predicted the dependent variable as well as the relative contributions of the independent variables to the dependent variable.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the data analysis based on the research questions raised and hypotheses formulated in this study. In the collection of the data, questionnaires were used. The following represents the results obtained from the survey in the order of research questions and hypotheses.

Analysis of Demographic Information of the Respondents

This segment presents the analysis of demographic profile of respondents who participated in this study using descriptive statistics (frequency count and percentages).

Table 4.1: Frequency counts showing the Demographic Distribution of the Respondents

	Gender	
Variable	Frequency	Percentage
Male	453	39.0%
Female	710	61.0%
Total	1,163	100%
	Age Distribution	
Under 30yrs	189	16.3%
30-40yrs	314	27.0%
41-50yrs	483	41.5%
51-60yrs	177	15.2%
Total	1,163	100%
	Marital Status	
Single	197	16.9%
Married	948	81.5%
Divorced	2	0.2%
Widow/Widower	16	1.4%
Total	1,163	100%
	Academic Education	
NCE	228	19.6%
B.Ed	234	20.1%
B.Sc/Ed	439	37.7%
B.A/Ed	160	13.8%
M.Ed	102	8.8%
Total	1,163	100%
	Teaching Experience (years)	
1-5	269	23.1%
6-10	193	16.6%
11-15	222	19.1%
16-20	245	21.1%
21-25	152	13.1%
26-30	47	4.0%
31yrs and above	35	3.0%
Total	1,163	100%

Table 4.1a shows the distribution of respondents by gender. Table 4.1a revealed that female respondents in the sampled secondary schools were more than male respondents.

Table 4.1b shows respondents distribution by age. 189 (16.3%) of respondents were below 30 years while 314 (27.0%) were within the age bracket of 30-40 years. Also, 483 (41.5%) constituted 41-50 years and 177 (15.2%) are ages 51-60. The implication of this on task performance is that secondary schools may experience a high level of productivity and job performance as majority of the respondents fell within the economically active age bracket.

The inference drawn from table 4.1c is that 197 (16.9%) of the respondents were single while 948 (81.5%) were married. Also, 2 (0.2%) were divorced and 16 (1.4%) were widows/widower.

Table 4.1d shows respondents distribution by highest educational qualification. Out of a total number of 1,163 respondents, 228 representing 19.6% have NCE; 234 representing 20.1% have B.Ed; 439 representing 37.7% have B.Sc/Ed; 160 representing 13.8% have B.A/Ed and 102 representing 8.8% have M.Ed. This implies that majority of the secondary school teachers have the required qualification and are well qualified for the job.

The result from Table 4.1e implies that majority of the respondents are well experienced and this could stimulate them into higher task performance and increased job productivity.

Table 4.2: Frequency counts showing the Employment Status and Number of Registered Teachers with the TRCN

	Employment Status	
Variable	Frequency	Percentage
Permanent Staff	968	82.9%
Contract Staff	199	17.1%
Total	1,163	100%
	Are you registered with the TRCN?	
Yes	940	80.8%
No	223	19.2%
Total	1,163	100%

Table 4.2a shows respondents distribution by employment status. Out of 1,163 respondents, 968 representing 82.9% were permanent staff of the sampled secondary schools while the remaining 199 representing 17.1% were non-permanent staff.

Table 4.2b shows that out of 1,241 respondents, 1,003 representing 80.8% are registered member of Teacher Registration Council of Nigeria (TRCN) while the remaining 238 representing 19.2% are not registered member of TRCN. This implies that majority of secondary school teachers are professionally registered/qualified.

4.3 Research Question 1:

What is the level of teachers' task performance in Oyo State secondary schools?

Table 4.3 The level of teachers' task performance in Oyo State secondary schools.

S/N	Items	VH 4	H 3	L 2	VL 1	Mean	Std. Dev.
1	Timely preparation of lesson plan.	16 (20.8%)	3 (3.8%)	17 (21.8%)	42 (53.8%)	1.05	0.683
2	Timely preparation of scheme of work.	22 (28.2%)	3 (3.8%)	14 (17.9%)	39 (50.0%)	1.11	0.769
3	Timely preparation of report.	10 (12.8%)	30 (38.5%)	31 (39.7%)	7 (9.0%)	1.53	0.893
4	Regular given assignments.	9 (11.5%)	20 (25.6%)	43 (55.1%)	6 (7.7%)	1.40	0.827
5	Set examination questions timely	3 (3.8%)	26 (33.3%)	34 (43.6%)	15 (19.2%)	1.37	0.836
6	Mark examinations scripts timely.	10 (12.8%)	34 (43.6%)	30 (38.5%)	4 (5.1%)	1.64	0.772
7	Maintain students' discipline.	10 (12.8%)	34 (43.6%)	27 (34.6%)	7 (9.0%)	1.58	0.890
8	Promote mutual respect among his/her students.	32 (41.0%)	0 (0.0%)	38 (48.7%)	8 (10.3%)	1.39	0.651
9	Promote mutual respect among his/her colleagues.	15 (19.2%)	1 (1.3%)	26 (33.3%)	36 (46.2%)	1.11	0.746
10	Punctuality to the classroom.	12 (15.4%)	37 (47.4%)	29 (37.2%)	0 (0%)	1.78	0.696
11	Attendance of staff meetings	20 (25.6%)	2 (2.6%)	15 (19.2%)	41 (52.6%)	1.16	0.738
12	Administer test regularly.	13 (16.7%)	34 (43.6%)	28 (35.9%)	3 (3.8%)	1.28	0.784
13	Mark test regularly.	13 (16.7%)	31 (39.7%)	30 (38.5%)	4 (5.1%)	1.68	0.814
14	Demonstrates good teaching skills.	15 (19.2%)	31 (39.7%)	31 (39.7%)	1 (1.3%)	1.21	0.772
15	Maintain classroom discipline.	10 (12.8%)	29 (37.2%)	37 (47.4%)	2 (2.6%)	1.50	0.744
16	Align instruction with assignment.	9 (11.5%)	25 (32.1%)	39 (50.0%)	5 (6.4%)	1.47	0.817
17	Encourage students' participation during lesson.	10 (12.8%)	30 (38.5%)	31 (39.7%)	7 (9.0%)	1.55	0.832
18	Check students note book regularly.	7 (9.0%)	26 (33.3%)	28 (35.9%)	17 (21.8%)	1.46	5.594
19	Attend school functions regularly.	12 (15.4%)	26 (33.3%)	34 (33.3%)	6 (7.7%)	1.46	0.847
20	Mark attendance regularly.	12 (15.4%)	31 (39.7%)	33 (42.3%)	2 (2.6%)	1.21	0.764
21	Effective class control.	9 (11.5%)	27 (34.6%)	34 (43.6%)	8 (10.3%)	1.46	0.863
22	Effective use of instructional materials.	4 (5.1%)	16(20.5%)	38 (48.7%)	20 (25.6%)	1.05	0.820
23	Effectiveness of classroom management.	8 (10.3%)	25 (32.1%)	38 (48.7%)	7 (9.0%)	1.44	0.799
24	Effective preparation of school record.	9 (11.5%)	29(37.2%)	38 (48.7%)	2 (2.6%)	1.41	0.730
25	Effectiveness in evaluation of teaching technique.	9 (11.5%)	26(33.3%)	35 (44.9%)	8 (10.3%)	1.46	0.833
26	Effectiveness of classroom arrangement.	10 (12.8%)	21(26.9%)	37 (47.4%)	10 (12.8%)	1.40	0.873
27	Effectiveness of teaching method.	9 (11.5%)	27(34.6%)	35 (44.9%)	7 (9.0%)	1.49	0.818
Average Mean						1.49	

VH = Very High H = High L = Low VL = Very Low

Remark: High = 2.00 – 4.00 Low = 0.00-1.99

Table 4.3 reveals the level of teachers' task performance in secondary schools in Oyo State. The result reveals that 75.6% of the respondents agreed that timely preparation of lesson plan by secondary school teachers is low while 24.4% said high (mean =1.05, SD = 0.683). Again, 67.9% of the respondents agreed that preparation of scheme of work among teachers is low while 33.1% objected to this (mean = 1.11, SD = 0.769). The table shows a weighted average mean of 1.49. This means that secondary school teachers in Oyo State are performing low as far as their task performance is concerned. This then implies that the level of task performance among secondary school teachers in Oyo State is low with overall average mean of 1.49.

Research Question 2:

How adequate is government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools?

Table 4.4: The level of adequacy of government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools

Welfare Service	VA 4	A 3	NA 2	NVA 1	Mean	Std. Dev.
Provision of health care services	82 7.1%	196 16.9%	419 36.0%	466 40.1%	1.91	1.90
Health insurance scheme	122 10.5%	271 23.3%	402 34.6%	368 31.6%	1.13	.97
Provision of pension/retirement scheme	123 10.6%	392 33.7%	385 33.7%	263 22.6%	1.32	1.94
Provision of housing scheme	67 5.8%	257 22.1%	477 41.0%	362 31.1%	1.02	.87
Provision of transport facilities	77 6.6%	267 23.0%	480 41.3%	339 29.1%	1.07	1.88
Provision of recreation facilities	61 5.2%	187 16.1%	415 35.7%	500 43.0%	1.84	.88
Average Weighted Mean					1.38	1.40
Career Advancement Programmes						
Support for teacher capacity building programme	135 11.6%	292 25.1%	464 39.9%	272 23.4%	1.25	0.94
In-service training programme	121 10.4%	372 32.0%	484 41.6%	186 16.0%	1.37	0.87
Access to regular conference	78 6.7%	286 24.6%	540 46.4%	259 22.3%	1.16	0.84
Support for academic advancement.	133 11.4%	334 28.7%	482 41.4%	214 18.4%	1.33	0.91
Support for teacher workshops.	108 9.3%	384 33.0%	506 43.5%	165 14.2%	1.37	0.84
Support for seminars.	110 9.5%	412 35.4%	488 42.0%	153 13.2%	1.41	0.834
Average Weighted Mean					1.32	0.87
Motivational Strategies						
Regular payment of salary.	123 10.6%	337 29.0%	528 45.4%	175 15.0%	1.35	0.86
Regular/timely promotion.	74 6.4%	199 17.1%	572 49.2%	318 27.3%	1.03	0.84
Timely reward for outstanding performance.	91 7.9%	192 16.5%	497 42.7%	383 32.9%	0.99	0.90
Recognition for outstanding performance.	86 7.4%	210 18.1%	509 43.8%	358 30.8%	1.03	1.04
Compensation for brilliant performance	114 9.8%	194 16.7%	480 41.3%	375 32.2%	1.04	0.94
Average Weighted Mean					1.08	0.92
Overall Average Mean for Government support services					1.26	

VA = Very Applicable A = Applicable NA = Not Applicable NVA = Not Very Applicable

Remark: Low = 0.00-1.99 High = 2.00 – 4.00

Table 4.4 reveals the level of adequacy of government support services to teachers in Oyo State. The result reveals that 24.0% of the respondents agreed that health care services were available while 76.0% agreed that they were not available (mean = 1.91, SD = 0.90). The result also revealed that 36.7% of the respondents agreed that there was high level of support for teachers capacity building while 63.3% said that they were not available (mean = 1.25, SD = 0.94). Moreover, it revealed that 39.6% of the teachers agreed that regular payment of salary was readily available while 60.4% said it was not available (mean = 1.35, SD = 0.86). Table 4.4 shows a weighted average of 1.38, 1.32 and 1.08 for welfare services, career advancement programmes and motivational strategies respectively. This means that there was no sufficient support for teachers in the area of welfare services, career advancement programmes and motivational strategies which can enhance better teachers' task performance. Therefore, the study summarily concluded that the level of support given to secondary school teachers in Oyo State by the government is low with overall average mean of 1.26.

Table 4.5 reveals the level of professionalism (compliance with code of ethics and teacher's job autonomy) among teachers in Oyo State secondary schools. The result shows that 16.1% of teachers agreed that there was compliance with professional code of ethics that addresses the use of abusive language with students while 83.9% disagreed with this position (mean = 1.61, SD = 0.88). More so, 13.6% agreed to communicate in comprehensive language with the students while 86.4% objected to this (mean = 1.35, SD = 0.82). Again, table 4.11 further reveals the result of the analysis based on the level of teachers' job autonomy. The result revealed that 41.9% of the respondents agreed that there was low level of school support for teacher's freedom while 58.1% disagreed with this stand (mean = 1.42, SD = 0.76). The table shows a low weighted average of 1.23 for compliance to code of ethics and low weighted average of 1.40 for teacher's job autonomy. This implies that the level of professionalism among teachers in Oyo State secondary schools is low with overall average mean of 1.32.

Research Question 4:

What is the level of job security (job technological change, job characteristics and economic conditions) among teachers in Oyo State secondary schools?

Table 4.6: The level of job security (job technological change, job characteristics and economic condition) among teachers in Oyo State secondary schools?

Job Technological Change	VH	H	L	VL	Mean	Std.
	4	3	2	1		Dev.
Knowledge of ICT.	150 12.9%	325 27.9%	417 35.9%	271 23.3%	1.38	0.87
Proficiency in ICT.	163 14.0%	387 33.3%	448 38.5%	165 14.2%	1.44	0.80
Proficiency in the use of internet.	182 15.6%	367 31.6%	417 35.9%	197 16.9%	1.70	0.88
Proficiency in operation of computer hardware.	177 15.2%	442 38.0%	371 31.9%	173 14.6%	1.69	0.85
Proficiency in E-instructional materials.	152 13.1%	428 36.8%	349 30.0%	234 20.1%	1.48	0.98
Level of ICT compliance	182 15.6%	152 13.1%	388 33.4%	441 37.9%	1.21	0.73
Average Weighted Mean					1.48	0.85
Job Characteristics						
Good working condition.	154 13.2%	353 30.4%	453 39.0%	203 17.5%	1.28	0.84
Conducive working environment.	199 17.1%	316 27.2%	485 41.7%	163 14.0%	1.46	0.97
Response to job safety.	169 14.5%	471 40.5%	377 32.4%	146 12.6%	1.53	0.90
Job location is very near.	224 19.3%	418 35.9%	384 33.0%	137 11.8%	1.54	0.95
Job tenure is very long.	152 13.1%	362 31.1%	508 43.7%	141 12.1%	1.46	0.92
condition of service	166 14.3%	440 37.8%	424 36.5%	133 11.4%	1.36	0.95
Average Weighted Mean					1.44	0.92
Economic Condition						
Delay in payment of salary	171 14.7%	255 21.9%	319 27.4%	418 35.9%	1.25	0.84
Systematic demotion.	275 23.6%	423 36.4%	309 26.6%	156 13.4%	1.51	0.97
Reduction in salary	312 26.8%	454 39.0%	252 21.7%	145 12.5%	1.65	0.90
Non-payment of salary	315 27.1%	182 15.6%	293 25.2%	373 32.1%	1.43	0.95
Staff downsizing	285 24.5%	174 15.0%	292 25.1%	412 35.4%	1.33	0.92
Average Mean					1.40	0.92
Overall Average Mean for Job Security					1.44	

VH = Very High H = High L = Low VL = Very Low
Remark: Low = 0.01-1.99 High = 2.00 – 4.00

Table 4.6 presents the level of teachers job security in the studied area, the result of the analysis revealed that 40.8% of the teacher agreed that their level of ICT knowledge is very high while 59.2% disagreed (mean = 1.38, SD = 0.87). More so, 47.3% of the teachers agreed that their proficiency in ICT was very high while 52.3% said that it was very low (mean = 1.98, SD = 0.80). In the same vein, 47.8% of the respondents agreed that the level of their working condition is high while 52.2% said it was low (mean = 1.98, SD = 0.84). Moreover, 55.0% of the teachers said that their response to job safety was low while 45.0% objected to this (mean = 1.53, SD = 0.90). The table shows a weighted average mean of 1.48, 1.44 and 1.40 for job technological change, job characteristics and economic condition respectively. This means that job security among secondary school teachers' in Oyo State is low with overall average mean of 1.44.

4.3 Hypothesis 1

There is no significant relationship among the variables of government support services, teachers' professionalism, job security and teachers' task performance in Oyo State public secondary schools.

Table 4.7: Relationship among Government Support Services, Teachers' Professionalism, Job Security variables and Teachers' task performance

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
X1	1									
X2	- 0.029	1								
X3	0.009	0.650**	1							
X4	- 0.101*	0.601**	0.623**	1						
X5	0.001	0.000	0.073*	0.028	1					
X6	0.068*	0.222**	0.307**	0.244**	0.268**	1				
X7	- 0.038	0.223**	0.283**	0.282**	0.102**	0.367**	1			
X8	- 0.008	0.404**	0.452**	0.420**	0.076**	0.410**	0.456**	1		
X9	0.014	0.121**	0.155**	0.124**	0.048	0.103**	0.142**	0.110**	1	
X10	0.031	0.112**	0.150**	0.154**	0.065*	0.261**	0.134**	0.102**	0.019	1

**significant at $p < 0.05$

Key: X_1 =Teacher's qualification, X_2 =Welfare service, X_3 = Career advancement programme, X_4 =Motivation strategies, X_5 = Compliance to code of ethics, X_6 = Teacher's job autonomy, X_7 = Job Technological change, X_8 = Job Characteristics, X_9 = Economic Condition, X_{10} =Task Performance.

Table 4.7 shows the correlation matrix of the relationship among the variables in the study, welfare services ($r = 0.11$), career advancement programmes ($r = 0.15$), motivation strategies ($r = 0.15$), compliance with code of ethics ($r = 0.07$), teacher's job autonomy ($r=0.26$), job technological change ($r = 0.13$) and job characteristics ($r = 0.10$) all have significant relationship with teachers' task performance. However, other variables such as teacher's qualification and economic condition have no significant relationship with teachers' task performance. Out of all the variables in the study it is teacher's autonomy ($r = -0.10$) and motivational strategies ($r = 0.07$) that are significantly related to teacher's qualification. More so, it is only compliance with code of ethics ($r = 0.00$) that has no significant correlation with teacher welfare services. Whereas variables such as career advancement programmes ($r = 0.65$), motivation strategies ($r = 0.07$), teacher's autonomy ($r = 0.22$), job technological change ($r = 0.22$), job characteristics ($r = 0.404$), economic condition ($r = 0.12$) and teachers' task performance ($r = 0.11$) are all significantly correlated with teacher's welfare services. Also, all the variables are significantly related with career advancement programmes and teacher's motivation strategies except economic condition. Likewise, all the variables in the study correlated with teacher's job autonomy, job technological change and job characteristics.

Hypothesis 2

There is no joint contribution of government support services, teachers' professionalism and job security to teachers' task performance in Oyo State public secondary schools.

Table 4.8: Joint Contribution of Government Support Services, Teachers' Professionalism and Job Security factors to Teachers' task performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.286 ^a	0.082	0.075	11.90022		
a. Predictors: Government Support Services, Teacher Professionalism, Job Security						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	14534.752	9	1614.972	11.404	0.000 ^b
	Residual	162857.523	1150	141.615		
	Total	177392.275	1159			
Dependent Variable: Teacher Task Performance						
b. Predictors: (Constant), Government Support Services, Teacher Professionalism, Job Security						

Table 4.8 shows the regression analysis of the joint contribution of independent variables (welfare service, career advancement programmes, motivational strategies, economic condition, compliance with code of ethics, job technology, job characteristics, motivation strategies and teacher's qualification) to the dependent variable (teachers' task performance). The result presents the value of multiple correlations (R), R square of multiple correlations (R^2) in the model summary. In the Table, it was revealed that a multiple correlation of 0.286 exists between independent and dependent variables, this implies that, independent variables could influence teachers' task performance to some extent and R^2 of 0.082 is an indication that independent variables accounted for 8.2% of the total variance observed in dependent variable (teachers' task performance). Leaving the remaining 91.8% to other factors that were not considered in the study. The table equally showed that the combination of all the independent variables also allowed reliable prediction of teachers' task performance $F(9,1150) = 11.404, p < 0.05$). Hence, there is significant joint contribution of government support services, teachers' professionalism and job security variables to teachers' task performance.

Hypothesis 3

There is no significant relative contributions of government support services, teachers’ professionalism and job security to teachers’ task performance in Oyo State public secondary schools.

4.9: Relative Contribution of Teachers Professionalism Factors, Administrative Support, and Teachers’ Job Security and Teachers Task Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.745	3.180		.234	0.000
Welfare Services	-0.015	0.121	-0.005	-0.122	0.903
Career Advancement Programmes	0.133	0.120	0.021	1.108	0.012
Motivational Strategies	0.307	0.131	0.091	2.337	0.000
Compliance to Code with Ethic	0.008	0.074	0.019	0.110	0.026
Teacher Autonomy	0.543	0.075	0.240	7.224	0.000
Job Technological Change	0.116	0.085	0.046	1.359	0.000
Job Characteristics	0.219	0.109	0.072	2.005	0.000
Economic Condition	-0.077	0.003	-0.003	-0.802	0.423
Teacher qualifications	-0.176	0.195	-0.008	0.902	0.367

a. *Dependent Variable: Teachers’ Task Performance*

4.9 The mathematical relationship between the dependent variable and the independent variables is further shown in the model specification hereunder.

Model specification

Teacher Task Performance Model

$$T_{TP} = f(G_s, T_p, J_s) \dots\dots\dots \text{equation (i)}$$

T_{TP} = Teacher task performance

G_{ss} = Government support services

T_p = Teacher professionalism

J_s = Job security

$T_{TP} = f(A_s)$

$G_{ss} = f(C_1, C_2, C_3)$ equation (ii)

C_1 = Welfare Service, C_2 = Motivational Strategies, C_3 = Career Advancement

Programme

$T_{TP} = f(T_p)$

$T_p = f(D_1, D_2, D_3)$ equation (iii)

D_1 = Teacher Qualification, D_2 = Compliance with Code of Ethics, D_3 = Teacher Job
Autonomy

$T_{TP} = f(J_s)$

$J_s = f(E_1, E_2, E_3)$ equation (iv)

E_1 = Job Technological Change, E_2 = Job Characteristics, E_3 = Economic Condition

$T_{TP} = f(C_1, C_2, C_3) + f(D_1, D_2, D_3) + f(E_1, E_2, E_3) + e_o$

$T_{TP} = 0.745 + (-0.005) C_1 + (0.021)C_2 + (0.091) C_3 + (0.019) D_1 + (0.240) D_2 + (-0.008) D_3$
 $+ (0.046) E_1 + (0.072) E_2 + (-0.003) E_3 + e_o$ equation (v)

e_o = Constant error term

Table 4.9 presents the coefficients of regression analysis for relative contributions of government support services, teachers' professionalism and job security to teachers' task performance. The result revealed that of all the variables considered in the study, teachers 'job autonomy ($\beta = 0.240$) made the highest contribution to teachers' task performance, followed by motivational strategies ($\beta =0.091$) which was significant and job characteristics ($\beta =0.072$), Career advancement programmes ($\beta =0.021$) and compliance with code of ethics ($\beta =0.019$) were also significant. Teachers' qualification ($\beta = -0.008$), welfare services ($\beta = -0.005$) economic conditions ($\beta =-0.003$) are shown not to have a significant contribution to teachers' task performance. This then implies that, teachers' job autonomy, motivational strategies, job characteristics, career advancement programmes and compliance with code of ethics significantly contributed to teachers' task performance while teachers' qualification, welfare services and economic conditions which were not significant to teachers' task performance.

4.5 Discussion of Findings

Level of Task Performance among Teachers

Research question one revealed that the level of task performance among teachers in Oyo State public secondary schools is low. This could be as a result of poor conditions of service, irregular organization of in-service training programmes and lack of motivation for teachers. Also, this could be as a result of delay in the payment of teachers' salary. This result corroborates the work of Emunemu and Isuku (2011), Kukuru (2011) and Anhwere (2013) who confirmed that there is a low level of task performance among secondary school teachers. This, then, implies that secondary school teachers in Oyo State perform below expectation in the area of lesson preparation, classroom organization, subject mastery, commitment to work and teaching pedagogy. Mduma and Mkulu (2021) laid credence to this that, the quality of teachers' task performance in most of public secondary schools nowadays has been put in doubts due to the poor attitudes manifested by several secondary school teachers who appear to be non-committed to their jobs. Some public secondary school teachers do not go to school on time, some rarely teach students, writing notes of the lesson appears a boring task to many teachers who ought to have professional behaved. The truant nature of public secondary school teachers as exhibited in their poor attitude towards instructional duties; lateness to work, inconsistent attendance to school or classes, poor record keeping attitude, and their poor disciplinary attitudes, is a pointer to the fact that many teachers are ineffective in their task ob performance.

Adequacy of Government Support Services to Teachers' Task Performance

The finding of research question two shows that the adequacy of government support services to teachers' task performance in Oyo State public secondary schools was very low. This then implies that government is not providing adequate support services to encourage better teachers' task performance in Oyo State secondary schools. This finding is in consonance with the views of Akuoko, Dwumah and Baba (2012), Anhwere (2013), Chinomona and Sandada (2014) and Manafa (2020). According to them, when teachers are not given adequate support from their employer, their task performance may likely be reduced.

Level of Teachers' Professionalism affects Teachers' task performance

The finding of research question three shows that the level of teachers' professionalism (teachers' compliance with code of ethics and teacher's job autonomy) to teachers' task performance in Oyo State secondary schools is low. This implies that, the display of ethical behaviour among secondary school teachers and allowing them to discharge their duties freely with little or no interference have no influence on secondary school teacher's performance. This finding aligned with the view of Maphosa, Bhebhe, and Dziva (2015), Al-Siyabi (2016) and Aja-Okorie, (2016) who revealed that teachers' professionalism had no influence on employees' performance.

Level of Job Security determines Teachers' task performance

The finding shows that the extent to which job security (job technological change, job characteristics and economic condition) determines teachers' task performance is low. The above finding is in line with Dauda and Akingbade (2011) and Fisk (2016). According to them, job security such as job technological changes, job characteristics and economic condition had no significant influence on employees work performance. They were of the view that with high job security will not necessarily improve performance but will make it harder to recruit and retain talented teachers. This implies that job security do not necessarily amount to high performance among secondary school teachers.

Government support services and secondary school Teachers' task performance

Career Advancement Programmes and Teachers' task performance

The finding from the study further revealed that the relationship between career advancement programmes and teachers' task performance among Oyo State public secondary schools teachers was significantly positive ($r=0.150$; $p<0.05$). In other words, career advancement programmes had a significant relationship with teachers' task performance in Oyo state secondary schools. This result is in consonance with the findings of Shaikh, Ghumro, Shah, Shaikh and Afridi (2011), Ekpoh, Edet, and Nkama (2013), Yusuf and Dada (2016) and Mduma and Mkulu (2021) that there was a significant positive relationship between career advancement programmes and employees' performance. This shows that career advancement programmes in terms of seminar, training, conference, workshops etc. are critical to enhancing the performance of teachers. This implies that a well structured and subject targeted career advancement

programmes would always guarantee teacher's productivity while those which are not well structured along teachers' area of specialization or subject will achieve little or no result. Therefore, career advancement programmes will improve both the teachers and school performance.

Welfare Services and Teachers' task performance

Going by the result of this study, it was revealed that welfare services had a significant relationship with teachers' task performance among Oyo State secondary schools teachers ($r = 0.112$; $p < 0.05$). This result confirmed the findings of Okereke and Daniel (2010), Arena (2013), Bolt, Geoffrey Tarus and Kemboi (2013), Mazaki (2014) and Otieno, Ajiwo and Bosire (2015) and Abiodun-Oyebanji and Adelabu (2016) which all affirmed that welfare services had positive influence on employees' task performance. This means that welfare services such as pension scheme, housing scheme, medical/health facilities, transport facilities, recreational facilities etc would significantly improve employees' self-confidence and intellectual level and result in a positive task performance among them. When the issue of employees' welfare is properly taken care of, the employees' performance would greatly improved. This implies that the provision of staff welfare services by the government to secondary school teachers would have great impact on their commitment and job satisfaction, which in-turn may have huge impact on teachers' task performance.

Motivational Strategies and Teachers' task performance

The finding in the study revealed a significant relationship between motivational strategies and teachers' task performance ($r = 0.154$; $p < 0.05$). From the finding, the result showed that increase in motivation impact positively on teachers' task performance. It is clear that the performance of teachers in secondary schools may be influenced by the expected intrinsic/internal and extrinsic/external rewards from the school. Therefore, when teachers are not properly motivated, they show their frustration by not committing to work. The result was in consonance with Akinwumi (2000), Akor (2010), Jabuya (2010), Fadeyi, Sofoluwe and Gbadeyan (2015), Ayeni (2015), Shehnaz and Hadi (2015) and Ali, Dahie and Ali (2016) who found that there was a connection between motivation and the performance of workers in the workplace. This, then shows that increase in motivation, will lead to higher productivity of teachers while performing their assigned role in the workplace. This implies that work place

motivation influences secondary school teachers' morale, commitment and productivity, hence, their performance.

Teachers' Professionalism and secondary school Teachers' task performance

Compliance with Code of Ethics and Teachers' task performance

The finding in the study shows that, there was a significant relationship between compliance with code of ethics and teachers' task performance among Oyo State secondary school teachers ($r = 0.065$; $p < 0.05$). The implication of this finding is that teacher's compliance with code of ethics is a strong determinant of their task performance. This finding is consistent with the result of Anangisye (2008), Sakyi and Bawole (2009), Youze, Fanta, Balyaga and Makewa (2014) and Maphosa, Bhebhe and Dziva (2015) who revealed that professional ethics had a positive significant relationship with employees' performance. They noted that teachers' relate well with their fellow colleagues, students and the school management, participate in beneficial activities and also communicate with kind words. This means that the embodying ethical knowledge gives teachers the ability to practice their teaching skills with morals and ethics and not just perceiving their jobs as being casual. This implies that secondary school teachers comply with the code of ethics guiding their profession which in turn improve their task performance.

Teacher's Qualification and Teachers' task performance

The finding in the study revealed that there was no significant relationship between teacher's qualification and teachers' task performance among Oyo State secondary schools teachers ($r = 0.031$; $p > 0.05$). This result affirmed the findings of Asikha (2010), Owolabi and Adebayo (2012), Abe (2014) and Dele-Rotimi and Oyinlana (2014) and Musua and Abere (2015) who revealed that there was no significant difference in mean between teacher's qualifications and teacher's job performance. They argued that many subject teachers have at least minimum required level of education. They summarily explained that no matter the higher level of educational qualification attains by secondary school teachers, it will have little or no effect on their level of task performance, as long as they have minimum required qualification for teaching.

Teacher's Job Autonomy and Teachers' task performance

Teacher's autonomy and teachers' task performance were significantly correlated ($r = 0.26$; $p < 0.05$). Thus, it can be inferred from this result that teacher's autonomy had a significant relationship with task performance among Oyo State secondary schools teachers. This finding supported the view of Saragih (2011) and Shamina, (2016) which confirmed that, there was a significant positive correlation between professional autonomy and job performance. This implies that teachers with job autonomy would likely be more motivated to higher performance. They further explained that if teaching is to be regarded as a standardised profession as it played out in other field of area of discipline such as medicine and law, they will be giving the freedom to use the best method of teaching in the classroom. Therefore, secondary school teachers would display high level of task performance when they are fully in control of their teaching role/activity, the teaching guide and pedagogy.

Job Security and Secondary School Teachers' task performance.

Job Technological Change and Teachers' task performance

The finding revealed that there exist a strong relationship between job technological change and task performance among secondary school teachers in Oyo State. The degree of relationship which was indicated by ($r = 0.134$, $p < 0.05$) revealed that job technological change could be regarded as a good deciding factor of teachers' task performance. This result confirmed the view of Atanda and Jaiyeoba (2010), Erwat, Isah and Emunemu (2010), Hazlm and Feridah (2010), Okonwa-Ojo (2014), Abosede and Akintola (2015) who revealed that there was significant influence between job technological change and employees' performance.

It is instructive to note from the finding of the study that employees' work performance and devotion could be enhanced when job technologies are supportive and trusting. The scholars further explained that members of teaching staff have been expected by the government to upgrade their ICT knowledge to cope with the technology driven era in the world which operates as a global village. To this effect, teachers will enable to relate and pass information, ideas, knowledge content and instructions to their students and even carry out other functions with ease. This then means that, the use of technology at workplace helps secondary school teachers to be more productive and achieve more with little efforts, hence, increasing their performance. Also, job

technology in secondary schools would makes education to be more accessible to learners. In view of the above discussion of findings, job technology change which is characterize by knowledge of ICT, proficiency in ICT, proficiency in the use of internet, level of ICT compliance, proficiency in the operation of computer hardware by secondary school teachers is significantly correlated to teachers' task performance.

Job Characteristics and Teachers' task performance

The finding showed that there was a strong relationship between job characteristics and task performance among Oyo State secondary school teachers ($r = 0.102$; $p < 0.05$). This revealed that indices of job characteristics used in this study such as job safety, working conditions, condition of services, tenure of services and working environment have a positive strong relationship with teachers' task performance. The above result is aligned with the view of Kahya (2007), Answan, Aslam and Tariq (2011), Eluka and Nwonu (2014) and Oosterlink (2015) who revealed that job characteristics have significant relationship with organization performance. This implies that schools that are able to offer their teachers a safe and conducive atmosphere in the workplace can help employee and keep quality teachers and even propel them to render excellent/outstanding services which will eventually lead to better task performance.

Economic Conditions and Teachers' task performance

The finding showed that there was no strong relationship between economic condition and task performance among secondary school teachers in Oyo State. The degree of relationship was demonstrated by $r = 0.013$, $p < 0.05$. The result of the finding confirmed with the view of Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011), Nagler, Piopiunik, and West (2015), Kotherja and Rapti (2015) and Shamina, (2016) who revealed that economic condition had no significant relationship on employees' performance. This finding could be as a result of recent delay in the payment of salaries and non-payment of allowances among others to workers in the state (teachers inclusive). With this situation, teachers' task performance is still high, according to the findings of this study; it then implies that, economic condition is not a factor in teachers' task performance.

Joint contribution of Government Support Services, Teacher's Professionalism and Job Security to Teachers' task performance

The finding revealed the regression analysis of the joint contribution of the independent variables (government support services, teachers' professionalism and job security) to dependent variable (teachers' task performance). The result showed a significant joint contribution of government support services, teachers' professionalism and job security to teachers' task performance. This finding corroborates the work of Kemboi, Geoffrey, Tarus and Keter (2013) who found a positive correlation between government support services and job performance. Similarly, Chinomona and Sandada (2014) and Shehnaz and Hadi (2015) found positive relationship of government support services on teachers' job satisfaction with their retention and attrition in teaching. In support of the finding likewise, Ozano (2013) and Anumaka (2016) found a strong and direct connection between professionalism and employees' performance and job commitment.

Relative contributions of Government Support Services, Teachers' Professionalism and Job Security to Teachers' task performance

The results showed the coefficients of regression analysis for relative contributions of government support services, teacher's professionalism and job security to teachers' task performance. The result shows significant relative contributions of government support services and teachers' professionalism to teachers' task performance except for job security which was not significant to teachers' task performance. This result affirmed the findings of Abdullah, Bilau, Enegbuma and Ali (2011), Abdullah and Ramay (2012), Chiang and Hsieh (2012), Nzulwa (2014), Odeku and Odeku (2014) which showed that there was positive relationship among government support services and teachers' professionalism and employees' job fulfilment and performance. They further showed that employees who are job fulfilled appear to be hard working, work extra hours and are devoted to the organization.

However, the finding negates the works of Akpan (2013) and Anhwere (2013). Their work revealed that there was no significant correlation between job certainty and task performance of school teachers. They further established that workers could be committed to their jobs and their organisations, even if they are not assured of their jobs. This implies that without job security, secondary school teachers in Oyo State

would still go ahead and perform their duties. This then indicates that job security is not a significant to teachers' performance in Oyo State secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated government support services, teachers' professionalism and job security and teachers' task performance in secondary schools in Oyo State, Nigeria. The study identified government support services, teachers' professionalism and job security indicators that could influence the task performance of the respondents. The variables that the study critically examined included career advancement programmes; welfare services; motivational strategies; compliance to code of ethics; teachers' qualification; teachers' job autonomy; job technological change; job characteristics and economic condition. In an attempt to do justice to the study, literatures were reviewed and a conceptual model was designed for the purpose of this study.

The descriptive survey research design was adopted in the study while the multi-stage sampling procedure was used to select the samples. Proportional to size technique was used to select 50% (11) out of 20 Local Government Areas across the sampled zones. Also, the same simple random sampling technique was used to select 30% of schools in each of the selected Educational Zones (EZs) giving a total of 78 schools. The proportional to size technique was adopted at 20% to select 1,189 teachers in all the sampled EZs of the State. The total enumeration technique was used to select principals within the sampled schools, which gave 78 respondents (principals) in all.

Four instruments titled: Government Support Services Questionnaire, Teacher Professionalism Questionnaire, Job Security Questionnaire and Teacher Task Performance Questionnaire were developed and used to collect data for the study. Reliability coefficients of: $r = 0.84$, $r = 0.90$, $r = 0.89$, $r = 0.73$, $r = 0.84$, $r = 0.89$, $r = 0.86$, $r = 0.76$ and $r = 0.84$ were obtained for the Welfare Services, Motivational Strategies, Career Advancement Programmes, Compliance with Code of Ethics, Teacher Job Autonomy, Job Technological Change Job Characteristics, Economic Conditions and Teachers' Task Performance respectively, through Cronbach alpha method. The data collected were analysed by using descriptive statistics to answer the

research questions. The inferential statistics of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis were used to test the hypotheses at $p < 0.05$ level of significance. The findings of this study revealed that:

The relationship between career advancement programmes and teachers' task performance among public secondary schools teachers in Oyo State was significantly positive ($r = 0.150$; $p < 0.05$). Likewise, welfare services had a significant relationship with teachers' task performance among Oyo State secondary school teachers ($r = 0.112$, $p < 0.05$).

There was also a significant relationship between motivational strategies and teachers' task performance among Oyo State secondary schools teachers ($r = 0.154$, $p < 0.05$).

There was a significant relationship between compliance with code of ethics and teachers' task performance among Oyo State secondary schools teachers. The degree of relationship was demonstrated by ($r = 0.065$, $p < 0.05$).

However, there was no significant relationship between teacher's qualification and teachers' task performance among Oyo State secondary schools teachers ($r = 0.031$, $p > 0.05$). This implies that higher qualifications such as M.Ed and Ph.D had little or no impact on teacher's job performance. Teacher's job autonomy and teachers' task performance were significantly correlated ($r = 0.26$, $p < 0.05$). Thus, it can be inferred from this result that teacher's job autonomy had a significant relationship with task performance among Oyo State secondary schools teachers.

There was a significant relationship between job technological change and teachers' task performance among Oyo State secondary school teachers. Consequently, upon this finding, hypothesis seven (7) was outrightly rejected. The degree of relationship which was indicated by ($r = 0.134$, $p < 0.05$) revealed that job technological change could be regarded as a good predictor of teachers' task performance.

There was a significant relationship between job characteristics and teachers' task performance among Oyo State secondary schools teachers. The degree of relationship was demonstrated by ($r = 0.102$, $p < 0.05$). This showed that the indices of job characteristics used in this study such as job safety, working conditions, condition of

services, tenure of services, working environment have a positive significant relationship with teachers' task performance.

There was no significant relationship between economic condition and teachers' task performance among Oyo State secondary school teachers. The degree of relationship was demonstrated by ($r = 0.121$, $p > 0.05$). This showed that economic condition had no significant relationship on teachers' task performance.

Government support services, teachers' professionalism and job security variables $F_{(9,1550)} = 11.404$; $R^2 = 0.082$ jointly influenced teachers' task performance among Oyo State secondary school teachers and contributed 8.2% to its variance.

The finding presents the coefficients of regression analysis for relative contributions of government support services variables, teachers' professionalism and job security to teachers' task performance. The result reveals that, of all the variables considered in the study, teachers' job autonomy ($\beta = 0.240$); motivational strategies ($\beta = 0.091$); job characteristics ($\beta = 0.072$); job technological change ($\beta = 0.046$); job technological change ($\beta = 0.021$) and compliance with code of ethics ($\beta = 0.26$) were significant. The contribution of teacher qualification ($\beta = 0.008$); welfare services ($\beta = -0.005$) and economic conditions ($\beta = -0.003$) are shown not to have a significant contribution to teachers' task performance.

5.2 Conclusion

Based on the major findings of this study and the analyses carried out, the study concluded that government support service, teacher professionalism and job security had significant influence in the prediction of task performance of secondary school teachers in Oyo State, Nigeria. Therefore, in order to improve the task performance of these categories of teachers, those factors should be considered by the managements of secondary education in Oyo State, Nigeria.

5.3 Implications of the findings

Going by the discussion of the findings, it implies that there was no significant relationship between teacher's qualification and teachers' task performance in Oyo State secondary schools. The implication of this finding is that advanced teacher's qualification has little or no influence on teachers' task performance. Although, the first

two stages of teacher's qualification, which are NCE and B.Ed, may affect the task performance of secondary school teachers because these are the minimum qualifications required of teachers in the secondary school system. The advanced level of teacher's qualification of M.Ed and PhD has little or no effect on teachers' task performance.

It could be inferred from the finding also that motivation is an important factor that influences teacher's commitment and satisfaction with their jobs. This implies then that work place motivation does affect secondary school teacher's morale, commitment and productivity, hence, their performance. Thus, for secondary school teachers to perform their task satisfactorily, they must be motivated.

Also, it could be deduced from the finding of the study that teachers' compliance with code of ethics has influence on secondary school teachers' task performance. This implies that, secondary school teachers need to comply with the code of conduct/ethics guiding their profession for an improved performance.

More so, from the finding, if teachers perceive that they are given some elements of freedom in the performance of their duties, their performance may likely improve and they would be able to perform their tasks well.

It can also be implied from the findings of this study that there is a relationship between career advancement programmes and teacher's performance. This implies that a well structured and subject specific/targeted career advancement programme would always guarantee teachers' productivity while those which are not well structured along specialization or subject would achieve little or no result.

It could be inferred from the findings of the study that welfare services such as free health services, car loans/allowances, genuine and well coordinated pension scheme, educational reimbursement, etc. are necessary ingredients for keeping employees happy and committed to their works, thereby enhancing their performance at the work place. This implies that government and school administrators who intend to achieve improved performance must put in place a sustainable and genuine welfare package for their employees.

Job technological change which is characterised by knowledge of ICT, proficiency in ICT, proficiency in the use of internet, level of ICT compliance, proficiency in the operation of computer hard ware by secondary school teachers contributed to teachers' task performance at the work place. This implies that the use of technology at work would help secondary school teachers to be more productive and achieve more with little or no effort, hence, enhanced task performance.

5.4 Recommendations

Based on the discussions and findings, the following recommendations were proffered:

- i. Since the task performance of secondary school teachers is revealed to be low, government should ensure that proper attention is given to those factors (government support services, teacher professionalism and job security) so as to improve the performance of secondary school teachers.
- ii. Government should improve the level of motivation given to secondary school teachers so as to make them perform better on their jobs.
- iii. Government and secondary school administrators should ensure that printed copies of the code of ethics guiding teaching profession are made available to each secondary school teacher. Also, government should enforce total compliance of teachers to the code of ethics, since it is an acceptable standard that guide the teaching profession.
- iv. Government should allow teachers some level of autonomy that will enable them carry out their duties in such a way that will enhance their productivity and make them perform well on the job.
- v. Secondary school administrators should ensure that teachers are made to attend career advancement programmes that are tailored along the area of their specialization or subject they teach in school. This will enable them to be more productive and perform their jobs well.
- vi. The government through TESCOM should ensure that teachers' welfares are focused on those areas where teachers have difficulties in coping with life/work. Such area include accommodation problem, transportation problem, late in paymeny in salary and delay in teacher promotion. It is also important for government to design a sustainable

welfare policy that will cater for teachers' welfare services and also set aside a considerable percentage of the budget allotted for education on teachers' welfare.

- vii. Government and education administrators should ensure the adoption of modern technologies such as ICT and its facilities in secondary schools. The training of teachers and learners in the use of such technology should also be emphasised. Government and policy makers should also ensure that computer courses are introduced into the course curriculum in colleges of educations and universities faculties where teachers are trained.
- viii. Government should make compulsory the first two stages of teachers' qualification which are NCE and B.Ed for secondary school teachers. Less emphasis should however be placed on secondary school teachers acquiring higher education degree such as M.Ed and Ph.D which is said to have little or no impact on teachers' performance.

5.5 Contributions to knowledge

This study has contributed to the body of knowledge in the following areas:

The study has established that welfare services improved secondary school teacher task performances.

It is evident that career advancement programmes enhanced secondary school teachers' task performance in Oyo State.

It has also been shown in the study that compliance with code of ethics is one of the ways of enhancing high task performance of secondary schools teachers.

The study also proves to stakeholders that when teachers are having desirable educational qualification, their task performance could be improved.

It shows that job technological change is relevant for effective secondary school teachers' task performance.

It would also aid job autonomy to promote the task performance of secondary school teachers.

The study has also provided empirical knowledge on the joint and relative contributions of government support services, teachers' professionalism, job security and secondary school teachers' task performance in Oyo State.

The study has also established empirical knowledge on conceptual framework on government support services, teachers' professionalism, job security and public secondary school teachers' task performance in Oyo State.

It evidently shows that the study provided empirical knowledge of mathematical models of government support services, teachers' professionalism, job security and public secondary school teachers' task performance in Oyo State.

The study was able to provide empirical knowledge on functional relationship among government support services, teacher professionalism and job security indicators to public secondary schools teachers' task performance in Oyo State.

When this thesis is published, other researchers and students of educational management would find it useful and relevant guide to carry out more researches in this area.

5.6 Limitation to the study

The first limitation of this study is that the respondents were majorly drawn from the teaching staff of selected public secondary schools in Oyo State, Nigeria, without the inclusion of the teaching staff in private secondary schools in the State. Also, the study only covered one out of the six existing states in the southwestern Nigeria. Moreso, one thousand one hundred and eighty-nine (1,189) questionnaires were administered on the respondents out of which the researcher with the field assistants were able to retrieve one thousand one hundred and sixty-three (1,163) representing 98.0% return rate. In addition, the non-challant attitudes of some respondents to return the questionnaires on time constituted limitation to this study. That is, not all the questionnaires distributed were returned and not all retrieved questionnaires were filled-up. The study also limited to certain variables presumed to have influence on task performance of public secondary school teachers in Oyo State, whereas, there could be more variables that could determine the quality of teacher task performance. The study involved limited number of teachers due to time, financial constraints as well as location of schools in the interior part of sampled Education Zones.

5.7 Suggestions for further studies

The study did not lay claim to have exhausted all the issues bordering on government support services, teachers' professionalism, job security and secondary school teachers' task performance in Oyo State. Since research is a continuous process, therefore, the results of this study have opened avenues for further studies in related areas. It may also be useful to replicate the study for other levels of education other than the secondary education. Further studies on teachers' task performance could be conducted to include additional independent variables other than government support services, teachers' professionalism and job security indicators. The same study could also be carried out in other geo-political zones and states of the federation including FCT. Further studies could be carried out in private secondary schools, which may serve as a measure/yardstick for comparative analysis. In addition, further researches with the inclusion of all categories of secondary school teachers and students may be needed to understand more about the relationship among independents and dependent variables.

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Appendix i

**University of Ibadan
Faculty of Education
Department of Educational Management**

TEACHER QUESTIONNAIRE ON GOVERNMENT SUPPORT SERVICES

Dear Sir/Madam,

This questionnaire is designed to collect data only for academic purpose of research, towards the fulfillment of requirement for a higher degree. Your name or identity is not required and all your responses shall be used strictly for research purpose and will be treated with utmost confidentiality and anonymity.

Thank you in advance for your usual commitment and support.

SECTION A

1. Gender: Male () Female ()
2. Age range (years): Under 30 () 30 – 40 () 41- 50 () 51- 60 ()
3. Marital Status: Single () Married () Divorced ()
Widow/Widower ()
4. Professional Qualifications obtained: OND () HND () B.A/B.Sc (Ed)/B.Tech () HND & PGDE () B.A/B.Sc/B.Tech & PGDE ()
NCE () B.Sc(Ed)/B.A(Ed)/B.Ed ()
5. Years of Teaching Experience:
1 – 5years () 6 – 10years () 11 – 15years () 16 – 20 ()
21 – 25years () 26 – 30years () 31years and above ()
6. Employment status: Permanent () Contract staff ()

SECTION B

In your opinion and understanding:

1. Which of the following best describe your position as a teacher?
 - (a) I teach for the time being.
 - (b) I teach because there are no other more viable options.
 - (c) I teach by professional choice and interest.
2. Are you registered with the TRCN? Yes () No ()

GOVERNMENT SUPPORT SERVICES

Indicate the level of support given to teachers in the school with respect to the following item.

Instruction: Tick (√) the options that most suitably expresses your view on the following items VA = Very Available (4) A = Available (3) NA = Not Available (2) NVA = Very Not Available (1)

S/N		VH 4	H 3	L 2	VL 1
	Welfare Services				
1.	Provision of health care services				
2.	Health insurance scheme				
3.	Provision of pension/retirement scheme				
4.	Provision of housing scheme				
5.	Provision of transport facilities				
6.	Provision of recreation facilities				
	Career Advancement Programmes				
7.	Support for teacher capacity building programme				
8.	In-service training programmes				
9.	Access to regular conference				
10.	Support for academic advancement.				
11.	Support for teacher workshops.				
12.	Support for seminars.				
	Motivational Strategies				1
13.	Regular payment of salary.				
14.	Regular/timely promotion.				
15.	Timely reward for outstanding performance.				
16.	Recognition for outstanding performance.				
17.	Compensation for brilliant performance				

Appendix ii

University of Ibadan
Faculty of Education
Department of Educational Management
TEACHER QUESTIONNAIRE ON TEACHER PROFESSIONALISM

Dear Sir/Madam,

This questionnaire is designed to collect data only for academic purpose of research, towards the fulfillment of requirement for a higher degree. Your name or identity is not required and all your responses shall be used strictly for research purpose and will be treated with utmost confidentiality and anonymity.

Thank you in advance for your usual commitment and support.

SECTION A

1. Gender: Male () Female ()
2. Age range (years): Under 30 () 30 – 40 () 41- 50 () 51- 60 ()
3. Marital Status: Single () Married () Divorced ()
Widow/Widower ()
4. Professional Qualifications obtained: OND () HND () B.A/B.Sc
(Ed)/B.Tech () HND & PGDE () B.A/B.Sc/B.Tech & PGDE ()
NCE () B.Sc(Ed)/B.A(Ed)/B.Ed ()
5. Years of Teaching Experience:
1 – 5years () 6 – 10years () 11 – 15years () 16 – 20 ()
21 – 25years () 26 – 30years () 31years and above ()
6. Employment status: Permanent () Contract staff ()

SECTION B

TEACHER PROFESSIONALISM

Instruction: Tick (√) to any of the options that most suitably expresses your view on the following items where VH= Very High (4) H = High (3) L = Low (2) and VL = Very Low (1)

Kindly respond to your level of adherence to the following Items on the table.
Indicate the extent of conformity with the following code of ethics.

S/N	TEST ITEMS	VH	H	L	VL
	Code of Ethics	4	3	2	1
1.	Dress formally to school everyday				
2.	Use of abusive language on students				
3.	Communicate in comprehensible language with students				
4.	Avoidance of corporal punishment				
5.	Avoidance of corrupt practices in school				
6.	Avoidance in improper conduct among students of opposite sex				
7.	Adherence to moral codes of the society				
8.	Exhibition of proper conduct within the school				
9.	Maintaining cordial relationship with students				
10.	Maintaining cordial relationship with colleagues				
11.	Maintaining cordial relationship with school administrative staff				
Indicate the level of your autonomy in the school with respect to the following item. Instruction: Tick (√) the options that most suitably expresses your view on the following items where VH = Very High (4) H = High (3) L = Low (2) VL = Very Low (1)					
	Teacher Job Autonomy	VH	H	L	VL
12.	Responsibility for students' performance				
13.	Accountability for teachers' decision making				
14.	Involvement in school decision making				
15.	Interaction with school administrator				
16.	Freedom to personal decision				
17.	Freedom of control over work				
18.	Freedom of interaction with students				
19.	Freedom of interaction with parents				

Appendix iii

University of Ibadan
Faculty of Education
Department of Educational Management
TEACHER QUESTIONNAIRE ON JOB SECURITY

Dear Sir/Madam,

This questionnaire is designed to collect data only for academic purpose of research, towards the fulfillment of requirement for a higher degree. Your name or identity is not required and all your responses shall be used strictly for research purpose and will be treated with utmost confidentiality and anonymity.

Thank you in advance for your usual commitment and support.

SECTION A

1. Gender: Male () Female ()
2. Age range (years): Under 30 () 30 – 40 () 41- 50 () 51- 60 ()
3. Marital Status: Single () Married () Divorced () Widow/Widower ()
4. Professional Qualifications obtained: OND () HND () B.A/B.Sc (Ed)/B.Tech () HND & PGDE () B.A/B.Sc/B.Tech & PGDE () NCE () B.Sc(Ed)/B.A(Ed)/B.Ed ()
5. Years of Teaching Experience:
1 – 5years () 6 – 10years () 11 – 15years () 16 – 20 ()
21 – 25years () 26 – 30years () 31years and above ()
6. Employment status: Permanent () Contract staff ()

SECTION B

JOB SECURITY

Instruction: Tick (√) the options that most suitably expresses your view on the following items where VH = Very High (4) H = High (3) L = Low (2) VL = Very Low (1)

S/N	Job Technological Change	VH 4	H 3	L 2	VL 1
1.	Knowledge of ICT.				
2.	Proficiency in ICT.				
3.	Proficiency in the use of internet.				
4.	Proficiency in operation of computer hardware.				
5.	Proficiency in E-instructional materials.				
6.	Level of ICT compliance				
	Job Characteristics				
8.	Good working condition.				
9.	Conducive working environment.				
10.	Response to job safety.				
11.	Job location is very near.				
12.	Job tenure is very long.				
13.	condition of service				
	Economic Condition				
14.	Delay in payment of salary				
15.	Systematic demotion.				
16.	Reduction in salary				
17.	Non-payment of salary				
18.	Staff downsizing				

Appendix iv

University of Ibadan
Faculty of Education
Department of Educational Management
PRINCIPAL QUESTIONNAIRE ON TEACHER TASK PERFORMANCE

Dear Sir/Madam,

This questionnaire is designed to collect data only for academic purpose of research, towards the fulfillment of requirement for a higher degree. Please, kindly assist the researcher to assess the teaching effectiveness of the teachers by rating their performance on the following items.

Thank you in advance for your usual commitment and support.

SECTION A

1. Name of school.....
2. Gender: Male () Female ()
3. Age range: Under 30 years () 30 – 40 years () 41- 50 years ()
51years and above ()
4. Marital Status: Single () Married () Divorced ()
5. Qualifications obtained: NCE () OND () HND ()
B.ED/B.Sc (Ed)/BA () BA () B.Sc () PGDE () PGD () M.Sc ()
M.ED () MA () Ph.D ()
6. Years of Work Experience:
1 – 5years () 6 – 10years () 11 – 15years () 16 – 20 ()
21 – 25years () 26 – 30years () 31years and above ()
7. Position Occupied: Principal () Vice-principal ()

SECTION B

Please tick the most appropriate box to indicate your view about the state below on VH = “Very High”, H = “High”, L = “Low” and VL = “Very Low”.

Indicate here the level of teacher task performance in the table below.

S/N	ITEMS	VH 4	H 3	L 2	VL 1
	Teacher Task performance				
1.	Timely preparation of lesson plan				
2.	Timely preparation of scheme of work				
3.	Timely preparation of report.				
4.	Regularly give assignment.				
5.	Set examination questions on time				
6.	Mark examinations timely				
7.	Maintain students’ discipline				
8.	Mutual respect among his/her students				
9.	Mutual respect among his/her colleagues				
10.	Punctual to the classroom				
11.	Attendance of staff meetings				
12.	Administer test regularly				
13.	Marking test regularly				
14.	Demonstrates good teaching skills				
15.	Maintain class discipline				
16.	Align instruction with assignment				
17.	Encourage students’ participation during lesson				
18.	Check students’ note book regularly				
19.	Attend school functions regularly				
20.	Mark attendance regularly				
21.	Effective class control				
22.	Effective use of instructional materials				
23.	Effectiveness of classroom management				
24.	Effective preparation of school record				
25.	Effectiveness in evaluation technique				
26.	Effectiveness of classroom arrangement				
27.	Effectiveness of teaching method				