

**RECRUITMENT FACTORS, ORGANISATIONAL CULTURE, WORK  
ENVIRONMENT AND TEACHER TASK PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN OYO STATE, NIGERIA**

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## **Certification**

I certify that this thesis was carried out by Taiwo Ebenezer ADELEKE with Matriculation Number 144067 in the Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Nigeria under my supervision.

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## **DEDICATION**

This thesis is dedicated to the Almighty God, my creator, the source of human knowledge, One that knows the end from the beginning, and the Anchor of my life.

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## ABSTRACT

Teachers' Task Performance (TTP), the extent of duty performance by teachers, is required for accomplishing educational goals of school. However, reports have shown that tasks performance of Secondary School (SS) teachers in Nigeria was low, particularly in Oyo State. Previous studies focused more on professionalism, management practices and motivational packages than on Recruitment Factors-RF (Personnel Needs-PNs and Recruitment Process-RP); Organisational Culture-OC (Leadership Styles-LSs, Task Autonomy-TA and Capacity Building-CB) and Work Environment-WE (Safety/Security-SS, Reward System-RS and Physical Environment-PE). This study, therefore, was carried out to investigate the contributions of RF, OC and WE to TTP in public SSs in Oyo State, Nigeria.

The Fredric Herzberg's Two-factor Theory served as the anchor, while the study adopted the mixed methods design. The multi-stage sampling procedure was adopted. Three educational zones (Saki, Oyo, and Ibadan Zone 1) were randomly selected out of the existing six in Oyo State. The probability proportionate to size sampling technique was used to select 59 SSs and 1296 teachers, while 59 principals and three zone inspectors were enumerated. The instruments used were Personnel needs (0.78), Recruitment process (0.81), Leadership styles (0.93), Task autonomy (0.87), Capacity building (0.84), Safety/ security (0.74), Reward system (0.76), Physical environment (0.72) scales and Teacher task performance questionnaire (0.83). Key Informant Interview was conducted with zonal inspectors. The quantitative data was analysed using Pearson Product Moment Correlation and multiple regression analysis at 0.05 level of significance, while the qualitative data was content analysed.

Teachers and principals age were  $45.5.0 \pm 1.09$  and  $51.00 \pm 0.44$  years, respectively. The TTP ( $\bar{x}=2.47$ ), RF ( $\bar{x}=2.24$ ) were low, while LS ( $\bar{x}=3.05$ ), TA ( $\bar{x}=2.96$ ), CB ( $\bar{x}=2.65$ ) and WE ( $\bar{x}=3.53$ ) were high against threshold of 2.50. There were positive significant relationships between PN ( $r = 0.38$ ); RP ( $r = 0.34$ ); LS ( $r = 0.64$ ), TA ( $r = 0.37$ ), CB ( $r = 0.59$ ); SS ( $r = 0.97$ ), RS ( $r = 0.55$ ), PE ( $r = 0.58$ ) and TTP. The RF, OC and WE had significant composite contribution to TTP ( $F_{(3, 55)} = 44.958$ ; Adjusted  $R^2 = 0.695$ ), accounted for 69.5% of its variance. The LS ( $\beta = 0.52$ ), PN ( $\beta = 0.43$ ), RP ( $\beta = 0.35$ ), TA ( $\beta = 0.30$ ), PE ( $\beta = 0.29$ ), CB ( $\beta = 0.28$ ), SS ( $\beta = 0.25$ ) and RS ( $\beta = 0.22$ ) made significant relative contributions to TTP. The TTP was revealed not satisfactory, while RF was not given attention until the 2020 teachers recruitment exercise but WE was good.

Recruitment factors, organizational culture, work environment, influenced teacher task performance in public secondary schools in Oyo State, Nigeria. The Teaching Service Commission and other stakeholders should pay attention to these factors to enhance teachers' task performance in Oyo State Secondary Schools.

**Keywords:** Teacher's recruitment factors, Teacher's capacity building, Teacher task performance, Organisational culture, Work environment

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Task performance is a considerable factor that influences the realisation of organisational goals and objectives. The extent to which task is being performed could influence the level of organisational effectiveness. A well performed task would assist in achieving organisational goals while ineffective task performance could jeopardise the realisation of organisational objectives. Effective task performance by teachers is important to any school as an organisation because it leads to the achievement of both short and long term educational goals and objectives. Teachers play very significant roles in the smooth running of the school system, thus, they are indispensable factors in the realisation of secondary schools educational goals and objectives. They are also needed in order to achieve efficiency and effectiveness in the school system. They put in their efforts, skills, knowledge, experiences and ideas, among others, into the schools' tasks for personal and educational development of their students. Therefore, the effective performance of a school and its ability to produce students who are sound in mind and knowledge seem to be the reflection of teachers' performance of tasks assigned to them within the school system.

Teachers' task performance is described as how effective a teacher is in discharging the assigned duties and responsibilities in the school system. Byars and Rue (2000) viewed the task performance of a teacher as a kind of outcome after a job is completed. It represents the levels of achievement on each job and the fulfillment of schools' regulations, expectations and requirements to achieve educational goals and objectives. Parvin, Mahamuda, Kabir and Nurul (2011) asserted that the task performance of a teacher is the effectiveness in teaching, classroom management, students' discipline, motivating and creating leadership roles in the school system. The teacher's task is crucial to effective learning in the school as the teacher is expected to provide professional services like adequate planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students' performance. Also, a

teacher is charged with providing regular feedback on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ayeni, 2010). Over the years, educational stakeholders (parents, students, policy makers, and the government) have expressed concern over the apparent ineffective task performance of teachers in Oyo State. For instance, some teachers seem not perform their duties as expected and their ineffectiveness in the area of teaching and administration could affect the realisation of secondary school education goals. Al-Omari and Okashe (2017) revealed that ineffectiveness in teaching, poor student motivation, poor attitude towards student discipline and poor leadership roles are major indicators of poor task performance of teachers which eventually prevent them from achieving secondary school education goals and objectives. Oladiran (2019) categorised teachers' task in secondary school into teaching and administrative tasks, which are significant indicators of teachers' task performance. The scholar further asserted that teaching tasks are lesson notes preparation, choosing appropriate methods of teaching, using relevant instructional materials, students' evaluation and classroom arrangement while administrative tasks include students' discipline, taking students' attendance, record keeping, students' motivation and moral upbringing of students. Hence, task performance in this study is described as teaching and administrative task performance of teachers in public secondary schools.

Teaching is one of the core tasks of teachers in the school system as they are expected to prepare lesson notes, use suitable instructional materials for the lesson, use adequate and appropriate teaching methods to communicate fluently and show a mastery of the subject content during teaching in the classroom. However, this seems not to be the case with some teachers in Oyo State. The teaching task of teachers is one of the crucial indicators of their performance. Ineffective teaching is one of the problems that appear to be associated with the task performance of teachers. The indices of teaching task would be discussed in terms of lesson notes preparation, usage of instructional materials and teaching methodology, which are seen to be germane to teaching activities in secondary schools.

Lesson note is a very significant part of teaching tasks; writing of up-to-date lesson notes always seems to be an issue for disagreement between teachers and the principals. It appears that some teachers have formed the habit of not writing up-to-date lesson notes while some

may not even write at all. In so doing, they neglect the implication on their teaching profession. Classroom teaching without lesson notes could hinder the realisation of learning objectives. Any teacher that is found teaching without a lesson note could be regarded as an accidental teacher because the entire lesson that such a teacher would take may not be systematically arranged and the targeted objectives of the lesson may not be realised. nomatterhow knowledgeable such a teacher may be in the mastery of the subject matter, when sequential arrangement of thought and systematic delivery of the lesson is missing in a class, the objectives of such lesson may not be totally achieved. So, the teaching task of such a teacher could be regarded as ineffective.

The usage of suitable instructional materials is another aspect of teaching task in secondary schools. Instructional materials are very germane to the realisation of teaching and learning activities in the classroom. These materials make learning to be practical and enable students to see, touch and practice the oral instruction given by a teacher in the classroom. This act results in clear lesson delivery and simplifies the efforts of a teacher (Jamwal, 2017). Some teachers find the usage of instructional materials a difficult task, while others battle with how to choose relevant instructional materials for certain concepts. Even when some teachers attempt to use such materials, they use it ineffectively, displaying it at the wrong time or using it to distract the attention of students. Another problem is that, it appears that some teachers usually display instructional materials that are not readable and lack improvisation techniques. These identified issues and many others could mar the task performance of teachers in secondary schools.

Method of teaching is another index of teaching task that may be responsible for poor task performance of teachers in secondary schools. The right methods of teaching could facilitate teaching effectiveness in schools; some teachers tend to use the same method of teaching in delivering lessons in the classroom, while others become so attached to the same manner of introducing concepts to their students, failing to take into cognisance the individual differences of the students and the modes of evaluation during and after the lesson. This monotony in teaching methodology indicates a lack of dynamism among some teachers in secondary schools. Eventually, this may result to poor task performance of teachers.

Administrative task is another indicator of task performance of teachers in this study. Teachers are also saddled with administrative tasks in the school system. The tasks include record keeping, disciplining errant students and marking of students' attendance to mention but a few. Inactive involvement in record keeping, students' discipline and marking of students' attendance in schools somewhat reflects poor administrative task performance of teachers as observed in public secondary schools.

Students' discipline is one of the indices of administrative tasks performance by teachers. It involves the development of an informed conscience within the individual student as part of his or her personality. Jeng (2011) pointed out that indeed, it encompasses training of the mind and character of a person in a way that results into cultivating self-control and a habit of obedience. Nowadays, students' discipline seems to be left in the purview of principals alone as teachers no longer take an active part in this even though it is expected to be a joint effort of the principal and members of the teaching staff in secondary schools. The negligence of this aspect appears to be the catalyst in breeding hoodlums and student cultists who potentially disrupt the peace and safety of the schools and frustrate the task performance of teachers. Poor record keeping methods, neglect of students' motivation, irregular taking of students' attendance among others appear to be the characteristics of poor task performance of teachers in secondary schools.

Record keeping is another administrative task of teachers in secondary schools. Marks book, schemes of work, time tables, text books, prepared notes and past question papers are expected to be kept by teachers to enable them discharge their duties effectively. These materials are important for the administration of schools and make teachers to be effective in their duties. However, some teachers seem to have a poor attitude towards record keeping in the school system. Durosaro (2002) attested that some teachers find it difficult to keep some statutory records while some put them in bad conditions (torn, rough and misplaced parts of the documents). The scholar reiterated that there used to be frequent incidences of missing records among teachers which sometimes make teachers' task performance ineffective and this seemed to be reflected in marking of students' attendance in secondary schools.

Marking of students' attendance is one of the administrative tasks of teachers in secondary schools. Students' attendance speaks volume about the students and also an indication of the

level of participation of students in the school activities. The perceived poor attitude of teachers to record keeping also reflected on inconsistency in the marking of students' attendance, it appears that some teachers are not faithful to this task. Students' school attendance is expected to be marked twice daily (morning and after on) but some teachers do mark the attendance in the morning only and assumed that the students will still be in school till after on. Some teachers are not effective in marking students' attendance as they do not take attendance regularly, some used to give the attendance to the class leader or captain to mark, while some teachers mark based on assumptions, and they may not balance up the class attendance weekly. These and lots more could make it impossible for teachers to give accurate information about students' attendance which could mar teachers' task performance.

The perceived low task performance of teachers in Oyo State secondary schools seems to have resulted into a serious setback for the realisation of secondary schools education goals and objectives. The situation has deteriorated to the extent that the results of students in external examinations are now a cause of serious worry to educational stakeholders (parents, government and policy makers). The percentage of students who obtained credit passes in a minimum of five subjects including English Language and Mathematics in the examinations conducted by West Africa Examinations Council (WAEC) keeps dwindling yearly. Oyo State, from 2016 to 2019, still maintained 26<sup>th</sup> position in Nigeria but the State recorded a remarkable achievement by rising to 11<sup>th</sup> position in 2020 which is commendable but still the performance was deflated to 33<sup>rd</sup> position in 2021 which seems not too good for a "pacesetter" state that is expected to be found within the range of 1<sup>st</sup> to 3<sup>rd</sup> position in the country (see details shown in Table 1).



**Table 1.: Position and percentage of students who obtained credit pass in five subjects including English Language and Mathematics in WASSC Examinations in Oyo State**

Year	Oyo State Position	Percentage of Students that Passed (%)	Percentage of students that Failed (%)
2010	32	13.40	86.6
2011	34	16.97	83.03
2012	23	21.35	78.65
2013	24	21.79	78.21
2014	24	19.19	80.81
2015	27	21.61	78.39
2016	26	22.12	77.88
2017	26	54.19	45.81
2018	26	49.98	50.02
2019	26	39.35	60.65
2020	11	42.41	57.59
2021	33	54.8	45.2%

Source: *West African Examinations Council (WAEC) Yearly publications (2010-2021)*

From Table 1.1, the percentage of students that obtained five credits pass including English language and Mathematics are as follows: 11.92% in 2009, 13.40% in 2010, 16.97% in 2011, 21.35% in 2012, 21.7% in 2013; and 19.19% in 2014 in all public secondary schools in Oyo State. In 2015, the percentage of candidates that obtained credits in five subjects and above including in English Language and Mathematics was 21.61%. From the above, it is clear that all is not well with students' academic performance in Oyo State. Oyo State ranked 26<sup>th</sup> among the 36 states of the federation going by the results released by the West African Examination Council (WAEC) in 2016, falling further below other states in the region. In 2018 and 2019 respectively, Oyo State maintained 26<sup>th</sup> position still. The statistics revealed that students' academic performance leaves much to be desired. Significantly, there may be a link between this low students' achievement and the poor task performance of teachers.

The implication of the persistent ineffective task performance of teachers in public secondary schools could be continuous increase in poor performance of students in Senior Secondary School Certificate Examinations. By implication, this means that majority of the students would not have the opportunity to gain admission into tertiary institutions. From the feedback on students' performance in public secondary schools, it is observed that the high rate of failure among the students may be a reflection of the poor task (teaching and administrative) performance of teachers. Thus, this raises a pertinent question: how can these teachers be more effective in the performance of their tasks since the problem of decline in students' learning achievement persists within the educational system? Mbon (2017), Akinola (2018) and Faremi (2021) have worked on teachers' professionalism, job security, administrative support, management practices, motivational packages, principal leadership style as factors that can improve task performance of teachers in Oyo State. However, the failure of students in public examinations in Oyo State still persists.

Recruitment factors, organisational culture, school location, resource availability, and work environment were identified as factors that could have relationship with the task performance of secondary school teachers (Demet and Erkut, 2018). Hence, effective task performance of teachers may not be achieved without giving attention to recruitment factors, organisational culture and the work environment of teachers as the variables used in this study as they could be germane to teachers' task performance in secondary schools.

Recruitment could be described as a positive process of generating a pool of candidates by reaching the right audience suitable to fill a vacancy. This could be possible by considering some factors such as organisational needs, organisational objectives, and the recruitment process. Recruitment factors are very significant to the educational system in order to get qualified applicants that can effectively fill any vacant position within a school system due to the increase in staff retirement, death, turnover and competition within the educational system. The necessary factors that must be considered before recruitment is considered are personnel needs and recruitment process which are the indicators of recruitment factors (Adeyemi, Dumade and Fadare, 2015). These indicators of recruitment factors identified in this study are those factors that could necessitate effective teachers' recruitment in the school system; these are personnel needs and recruitment process.

Personnel needs are described as the quality, quantity, characteristics and category of work force that are needed by the education system for effective and greater task performance of teachers. Thus, Ekwoaba (2015) stated that "recruitments based on personnel needs (specialisation, age, gender and qualification) have become essential because individuals need to be attracted on a timely basis, in sufficient numbers and with appropriate qualifications." For an appropriate recruitment to be made, the needs of the schools are expected to be considered in order to achieve the intended task performance of teachers. There is need to have adequate information on the quality and quantity of staff, the vacant positions and the specialisation by subject that is needed in each school and educational zone so as to recruit the right quality and quantity of teachers to improve teachers' task performance. The teachers' characteristics should be clearly defined in terms of qualification, experience, age and gender of any staff to be recruited for effective task performance to be achieved within the school system. Regardless of the economic climate, if the educational system at any level recruits teachers based on possession of the necessary skills, knowledge, requisite qualification and capabilities to work effectively and efficiently as possible, teachers' task performance could improve significantly in Oyo State.

Recruitment process is identified in this study as another index that is expected to impact positively on teachers' task performance if followed to the letter. It is described as the procedure expected to be followed in recruiting teachers into the educational system. The

recruitment process seems to be significant to the realisation of the goals and objectives of secondary school education. Section 79 (a) of the National Policy on Education, 2013 edition (Federal Republic of Nigeria, 2013), requires the appointment of academically and professionally qualified persons (Nigeria Certificate in Education and Bachelors Degree in Education) as teachers and head teachers in public secondary schools. In Nigeria, the recruitment process into public schools includes placing advertisements in both the print and electronic media; thereafter, a selection committee is established to screen the applications and then interview the shortlisted candidates. Staying faithful to the practices in vied in this process usually ensures that qualified and skilful teachers are brought into the system. Potentially, this would in turn improve teachers' task performance. Selection is usually based on performance during oral and written interviews. The criteria for selecting new teachers in a school include knowledge of subject matter, physical appearance, verbal ability and medical fitness (Babarinde, Olujuwon, Abegunrin and Jimoh 2019). An established pattern of best practices in the recruitment process in the educational system is expected to produce teachers that would likely be effective in the teaching profession. However, if the process is politicised or marred by favouritism, it may jeopardise the realisation of the educational objectives. The interested applicants for a teaching position are expected to fill and submit an application letter to show interest in the opening, and they may be invited to take an aptitude test and oral interview. The successful applicant would be considered and posted to the school of assignment. Teachers that are recruited without following the due process may not give their best to the teaching profession. If all the necessary processes are not followed to the letter in the recruitment exercise of teachers, this may negatively affect the task performance of such teachers.

Organisational culture is another key variable that could influence the task performance of teachers in a school system. Culture is a mixture of values, set of beliefs, communication contexts and behaviours that provide guidance to people within an organisation. Therefore, it is described as the value, belief, and behaviour that holds workers together for better performance of their jobs (Stewart, 2010). The scholar explained that the attraction of organisational culture such as leadership style, communication flow, teamwork, capacity building and task autonomy may have strong influences on the task performance of teachers and the sustainability of schools. In this study, organisational culture is operationalised to

mean leadership style, capacity building and task autonomy, as these factors could potentially influence the task performance of teachers within a school system.

One of the indicators of organisational culture is leadership style. Leadership is an influence from the school administrator who runs a school system, and it is directed through the process of communication toward the achievement of educational goals and objectives. Moses, Akinyi, and John (2015) ascertained a significant influence of democratic and autocratic leadership styles on staff task performance. So, democratic and autocratic leadership styles are key determinants of the success or failure of any organisation. Leadership style could influence morale, job satisfaction, security and quality of work life, and especially, the level of task performance of teachers. Hence, the success or failure of a teacher may depend on the leadership style adopted by such school head and this may eventually influence the task performance of such a teacher. This implies that the more the leadership styles are effectively demonstrated in schools, the better the task performance of teachers would likely be.

Successful blend of the democratic and autocratic styles of leadership as used by schools' administrators seem to improve teachers' effective task performance within a school system. In carrying out its activities, leaders have different styles in the process of influencing and directing their staff. The leadership styles demonstrated in schools may go a long way in achieving educational goals and objectives in the school system. Hence, effective application of democratic and autocratic leadership style by the school administrators could influence teachers' task performance. Babalola, (2012), Ayeni, Jaiyeoba and Atanda (2008) consider factors which can affect staff task performance in schools to include leadership styles, infrastructural facilities and environmental factors among others. Since the problems being faced by each school management vary, the leader is required to apply a variety of leadership styles which are in accordance with the goals of the educational system for effective teachers' task performance.

Regular training of teachers (capacity building for teachers) is another indicator of organisational culture which appears to be an important instrument for effective task performance of teachers. Capacity building is described as the process by which staff are provided with knowledge and skills that are required for them to operate well within their

work environment (Sommerville, 2007). Training is an important tool for effective teachers' task performance in secondary schools. Hence, many schools have come to realise the importance of training and development in their workplace for effective task performance of teachers. Emunemu and Isuku (2011) pointed out that majority of the seemingly poor performance of students can be traced to the deficiencies and ineffectiveness of poorly trained and poorly motivated members of staff. Inadequate training and development may affect job satisfaction and task performance of teachers. In turn, this impinges on the quality and standards of the school system.

Teachers could be equipped with more skills in the use of new technologies to bring about effective performance in the school system. Staff training enhances harmonious work environment, accurate work specifications and a passion to work. It may also encourage team spirit amongst workers. It could also strengthen the capabilities of staff and give them a competitive advantage. Teachers' personal character and professional abilities may improve with adequate and timely training and development (Sommerville, 2010).

Task autonomy is a degree or level of freedom and discretion allowed to a teacher over his or her job for effective performance. Autonomy is the degree to which a teacher has the freedom to decide how to perform his or her tasks. Job autonomy increases motivation at work, but it also has other benefits such as engendering trust and a sense of belonging. Giving staff autonomy at work could enhance individual as well as schools' success because such staff members would feel free to choose how to do their jobs and can therefore be more creative and effective. This kind of autonomy is also a great way to train teachers on the job. The relationship between job autonomy has been extensively observed to influence the task performance of teachers. Hassan (2020) ascertained that job autonomy has been seen to be related to higher job involvement and higher teachers' task performance.

Work environment also appears to play a significant role in shaping the task performance of staff in the school system. This could be job safety, reward system and physical environment in the work place. Amin (2015) categorised it into two broad dimensions such as work and context. Work includes all the different characteristics of the job like the way the job is carried out and completed. In the school system, it involves the tasks like classroom control,

lesson notes preparation, lesson evaluation, students' motivation and the fundamental value for a task to mention but a few.

Research has shown a positive link between work environment and task performance of teachers as it could influence their behaviour, sense of belonging, commitment and task performance in an organisation. To substantiate this, findings of Abiodun-Oyebanji (2019) affirmed that the work environment has a significant relationship with task performance of staff in an organisation. It is apparent that many schools' administrators ignore the working environment within their schools and this usually has an adverse effect on the task performance of their staff. Furthermore, work environment consists of job safety, job security, good relations with co-workers, rewards for good task performance, physical condition of the schools, motivation for performing well and participation in the decision making process of the school (Lane, Esser, Holte, and Anne, 2010). Job safety/security, reward system and physical environment would be considered as indices of work environment as they appear to be very critical to teachers' task performance in secondary schools. Conducive work environment in the schools could improve task performance of teachers in Oyo State. This implies that work environment, if properly managed, could improve the level of task performance of teachers in Oyo State.

Within the school system, job security and safety have become indispensable in staff and organisation preference lists. Thus, they have become the most essential and important factors on teachers' preference list as well as that of the schools. It deals with the chances of staff keeping their jobs or risk becoming unemployed and the safety measures put in place within the schools for effective task performance of teachers (Simon, 2011). There seems to be lack of job security when teachers' jobs are not backed by definite contracts and guaranteed for reasonable periods. Presently, the most important desire of every teacher seems to be maintaining their jobs for as long as they wish. In the light of this, it appears that job security is now one of the major determinants and key elements influencing teachers' decision on whether to join a school system or not. More so, teachers' task performance may also be affected by the nature of job safety available in the schools. The teacher who often works in a safe environment may have the tendency of putting his/her best into the job. Therefore, the crucial challenge facing schools is not just to employ and retain staff, but also

to ensure that teachers are assured of safety and security to improve their task performance within the school system, especially in the face of high level of insecurity confronting the Nigeria educational system.

Reward system is another factor that may contribute to the task performance of teachers. It refers to the employer's available mechanism that may be used to attract, retain, motivate and satisfy staff (Armstrong, 2009). It seems that there is a relationship between the reward system and task performance of teachers. To retain any staff in an organisation, such workers have to be comfortable with the motivation and welfare packages of the organisation. Also, there are certain aspects of reward system which have to be taken care of. These could be availability of rewards, values of rewards, amount of rewards, timing of rewards, likelihood of rewards, and their fairness. All these may give insight to teachers to judge whether the work environment is favourable or not, and it may determine the task performance of the staff to a great extent. Abiodun-Oyebanji and Adelabu (2016) explained that facilities such as housing, medical and health services, office accommodation, pension funds and recreational facilities among others are very significant to the task performance of teachers and advise that these have to be adequately put in place so as to enhance their productivity.

The conduciveness of the physical environment is part of work environment that is critical to task performance of teachers. This may include the nature of air factor, temperature, sound, lighting and space factor available to make the teachers function effectively. It is generally understood that the physical design of offices and the environmental conditions at schools are important factors in teachers' task performance. Poor lighting, poor ventilation, polluted environment or more, may reduce teachers' task performance in schools. Good room temperature increases productivity and reduces stress in staff as it plays a notable role in school environment. Effective temperature indicates how hot or cold the environment really makes one feel and this may influence the task performance of teachers (Aamodt, 2004). High temperatures can affect staff performance, particularly duties required on cognitive, physical, and perceptual abilities (Badayai, 2012).

The recruitment factor, organisational culture and work environment seem to have a significant role to play in enhancing effective task performance among teachers, which could be linked to the type of organisational culture that would be practised within the school to



improve task performance of teachers. The culture of a school system could picture the nature of the work environment that may influence the mobility of teachers, their attitude and in general, their task performance in an educational system. Scholars like Mbon (2014), Akinola (2018) and Faremi (2021) have worked on several factors such as teachers' professionalism, job security, administrative support, management practices, motivational packages, principal leadership style as factors that can improve task performance of teachers in Oyo State. However, the failure of students in Oyo State in public examinations still persists. There seems to be few researches on the combination of recruitment factors, organisational culture and work environment in relation to teachers' task performance in public secondary schools in Oyo State. Also, many of the scholars that have worked on teachers' job performance measured it with teaching task of teachers but this study captured teachers' task performance in the context of their teaching and administrative task which is the gap this work intends to fill. It is against this backdrop that the researcher investigated recruitment factors, organisational culture, work environment and task performance of teachers in public secondary schools in Oyo State, Nigeria.

## **1.2 Statement of the Problem**

There seems to be a persistent increase in poor task performance of teachers in Oyo State. It seems that some teachers in secondary schools appear not to be effective in their teaching and administrative tasks. Poor lesson note preparation, wrong usage of methodology, non-usage of instructional materials, poor students' discipline, poor record keeping, inconsistency in marking students' attendance among others were factors implicated in teaching and administrative tasks of teachers. The implication of the poor task performance could be the reason why the state has never attained 1<sup>st</sup> to 10<sup>th</sup> positions in the past ten years. Also, in the past one decade, a steady dwindling in the rate of students' academic performance in external examinations has been a recurring issue. The West African Senior School Certificate Examinations (WASSCE) results that were released in 2019 showed that Oyo State still remained 26<sup>th</sup> among other states in Nigeria, but Oyo State attained 11<sup>th</sup> position in 2020, which is commendable. The situation still puts the state behind some states in the South West geo-political zone. This seems not too good for a pace setter State. The consequences of these situations could be disastrous because there could be an increase in students' failure in

external examinations, difficulty for the students to gain admission to higher institutions of their choice; reduction in the manpower of the state and national workforce. These stated consequences may jeopardise the realisation of secondary school education goals and objectives. Though, scholars have worked on professionalism, management practices, motivational packages, principals leadership styles as factors that are significant to teachers' task performance, the issue of teachers' poor task performance still lingers, especially among public secondary schools in Oyo State. The researcher therefore examined how recruitment factors, organisational culture and work environment could improve task performance of teachers in public secondary schools in Oyo State, Nigeria.

### **1.3 Purpose of the Study**

The study investigated the relationship between recruitment factors (personnel needs, recruitment process); organisational culture (leadership styles, capacity building and task autonomy); work environment (job safety/ security, reward system and physical work environment); and task performance of public secondary schools teachers in Oyo State, Nigeria. Specifically, the study:

- i. established the level of teachers' task performance in public secondary schools in Oyo State, Nigeria.
- ii. assessed the frequency in the usage of recruitment factors in public secondary schools in Oyo State, Nigeria.
- iii. examined the prevailing organisational culture being practised among public secondary schools in Oyo State, Nigeria.
- iv. ascertained the conduciveness of work environment in public secondary schools in Oyo State, Nigeria.
- v. established the relationship between personnel needs, recruitment process (recruitment factors) and teachers' task performance in public secondary schools in Oyo State, Nigeria.
- vi. ascertained the relationship between organisational culture (leadership style, task autonomy, capacity building) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

- vii. established the relationship between work environment (job safety/security, reward system, physical environment) and teachers' task performance in public secondary schools in Oyo State, Nigeria.
- viii. ascertained the joint contributions of recruitment factors, organisational culture, and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria.
- ix. established the relative contribution of recruitment factors, organisational culture, and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria.

#### **1.4 Research Questions**

The following research questions were raised and answered in the study

- i. What is the level of teachers' task performance in public secondary schools in Oyo State?
- ii. How frequent is recruitment factors being used in the appointment of teachers in public secondary schools in Oyo State?
- iii. What is the prevailing organisational cultures being practised in public secondary schools in Oyo State?
- iv. What is the extent of conduciveness of work environment in public secondary schools in Oyo State?

#### **1.5 Hypotheses**

The following hypotheses were formulated and tested for the study:

**H<sub>01</sub>:** There is no significant relationship between personnel needs, recruitment process (recruitment factors) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**H<sub>02</sub>:** There is no significant relationship between organisational cultures (leadership style, task autonomy, capacity building) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**H<sub>03</sub>:** There is no significant relationship between work environment (job safety/security, reward system, physical environment) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**H<sub>04</sub>:** There is no significant joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria.

**H<sub>05</sub>:** There is no significant relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria.

## **1.6 Significance of the Study**

The study would be of great benefit to the following stakeholders: teachers, students, parents/guardians, policy makers, researchers and the general public.

The study is quite important as it would assist teachers to assess their task performance and its consequences on the students in particular. It would also help the teachers to have the understanding of the importance of their task performance on the lives of the students and also help them to realise that their roles / tasks determine the extent to which the state achieves her secondary school education goals and objectives.

It would also assist students who are at the receiving end of teachers' task performance to understand the impact of task performance on their academic performance and make them see the need to be more responsible in school, become more serious with their studies and to increase the chances of the number of students that would eventually transit to higher institutions, which seems to be the major target of many secondary school students.

The parents/guardians would also benefit from the findings of the study as it would provide insights on the effects of the poor task performance of teachers on their children/wards. This could further provide the need for them to assist the school system in providing a work environment conducive for the teachers to bring about effective task in public secondary schools in Oyo State.

The study would benefit the policy makers to understand the importance of recruitment factors (personnel needs and recruitment) to the realisation of effective teachers' task performance in the educational system. Also, the findings of this study would make government to have the understanding of the importance of a work environment conducive to

teachers' task performance in Oyo State by providing policies on favourable work environment for better task performance by secondary school teachers in the state.

The study would benefit future researchers in the field of personnel administration as relevant literature for research relating to personnel needs, recruitment process, leadership styles, training and development, task autonomy, job security/safety, reward system, physical environment and task performance would be provided through the study.

Finally, for the general public, the findings of this study could contribute to provide them with knowledge that would enable contribute to helping teachers achieve effective task performance which would help the education system to produce disciplined and reliable products that could be of great benefit to the society at large.

### **1.7 Scope of the Study**

The study investigated the recruitment factors, organisational culture, work environment and teachers' task performance in public secondary schools in Oyo State. The geographical scope of the study is Oyo State, Nigeria. Oyo State was used because of the dwindling academic performance of students in the state which seems to contradict its earlier position as a "pace setter" state in Nigeria and located in Southwestern part, an educationally advantaged zone.

The contextual scope was recruitment factors (personnel needs and recruitment process), organisational culture (leadership style, job autonomy, capacity building), work environment (job safety and security, reward system and physical environment) as they influence the teachers' task performance (teaching task such as poor lesson notes preparation, poor methodology, instructional materials and administrative task such as poor discipline ability, record keeping, and marking of students' attendance register) in public secondary schools in Oyo State. The respondents in this study were teachers, principals and zonal inspectors in public secondary schools in the Oyo State, Nigeria.

### **1.8 Operational definition of Terms**

For better understanding of this study, the following terms were operationally defined:

**Task performance:** this is the extent of role performed by teachers in the school system to accomplish educational goals and objectives. It was measured in terms of teaching tasks

(lesson note preparation, teaching methodology, instructional materials classroom management) and administrative tasks (discipline ability, keeping of record and marking of student attendance).

**Recruitment factors:** Recruitment factors are those conditions that necessitate the hiring of workers into an organisation. These are conditions that could be used to hire teachers into the educational service, which was measured in terms of personnel needs and recruitment process.

**Personnel needs:** is described as the characteristics of teachers that are needed for effective task performance in public secondary schools. This is measured using specialisation, age, gender and qualification

**Recruitment process:** this is described as the procedures that prospective teachers follow in getting the teaching job, such as submitting application form, attending aptitude test, oral interview, and placement.

**Organisational cultures:** are the predominant beliefs, values and norms that could influence staff task performance in the school system. This was measured in terms of leadership styles, capacity building and task autonomy.

**Leadership style:** this is described as the mode of leadership that is employed by the principal or administrator of the school that could improve teachers' task performance. It was measured across two indicators; democratic and autocratic leadership styles.

**Capacity building:** it is described as the training provided to teachers for effective performance of tasks in the school system. It was measured by in-service trainings, workshops and seminars provided for the teachers in public secondary schools.

**Task autonomy:** this is the level of freedom in terms of discretion allowed to teachers in the process of carrying out their jobs.. It was measured in terms of personal opinion and discretions.

**Work environment:** this is the work situation within the school vicinity which was measured in terms of job safety and security, reward system and physical environment.

**Job safety / security:** is defined as the protection of teachers from any form of hazard and the assurance of job continuity and safety within the school environment with the possibility or probability of an individual keeping his/her job.

***Reward system:*** this refers to all the available measures that may be used to attract, retain, motivate and satisfy teachers. These are availability of rewards, values of rewards, amount of rewards, timing of rewards, likelihood of rewards, and their fairness. It was measured by salary, leave bonus, and promotion.

***Physical environment:*** this is described as the physical design of offices and the environmental conditions at work place where teachers work. It was measured by the (non) availability of furniture, office spaces, ventilation in the staff rooms and lightings in the offices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literatures for this study were reviewed under the following sub headings:

#### **2.1 Conceptual Review**

2.1.1 noteachers' task performance in secondary school

2.1.2 Recruitment factors in secondary school

2.1.3 Organisational culture in secondary school

2.1.4 Work Environment in secondary school

#### **2.2 Empirical Review**

2.2.1 Recruitment factors and teachers' task performance

2.2.1.1 Personnel needs and teachers' task performance

2.2.1.2 Recruitment process and teachers' task performance

2.2.2 Organisational Culture and teachers' task performance

2.2.2 .1 Leadership style and teachers' task performance

2.2.2 .2 Capacity building and teachers' task performance

2.2.2 .3notask autonomy and teachers' task performance

2.2.3 Work environment and teachers' task performance

2.2.3.1 Job security and teachers' task performance

2.2.3 .2 Reward system and teachers' task performance

2.2.3 3 Physical environment and teachers' task performance

2.3 Theoretical framework

2.4 Conceptual model

2.5 Appraisal of literature



## **2.1 Conceptual Review**

### **2.1.1 Teacher Task performance in secondary schools**

Task performance comprises job explicit behaviours which include fundamental job responsibilities assigned as a part of job description. Task performance requires more cognitive ability and is primarily facilitated through task knowledge (requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments), task skill (application of technical knowledge to accomplish task successfully without much supervision), and task habits (an innate ability to respond to assigned jobs that either facilitate or impede the performance) (Conway, 1999). Therefore, the primary antecedents of task performance are the ability to do the job and prior experience.

In an Organisational context, task performance is a contractual understanding between a manager and a subordinate to accomplish an assigned task. Entrusted task performance is broken into two segments: technical–administrative task performance and leadership task performance. The expected job performance comprising of planning, organizing, and administering the day-to-day work through one’s technical ability, business judgment and so on are called as technical–administrative task performance. Leadership task performance is labeled through setting strategic goals, upholding the necessary performance standards, motivating and directing subordinates to accomplish the job through encouragement, recognition, and constructive criticisms (Borman, and Brush, 1993; Tripathy, 2014). Borman, and Motowidlo (1997) defined job performance in the context of task performance as “effectiveness with which job occupants execute their assigned tasks, that realizes the fulfillment of Organisation’s vision while rewarding organization and individual proportionately.” Werner (1994) has synthesized the earlier propositions of task performance through relating it to Organisational formal reward stating as “the demonstrated skill and behaviour that influences the direct production of goods or service, or any kind of activities that provides indirect supports to Organisation’s core technical processes.”

An individual’s ability to acclimatize and provide necessary support to the task profile in a dynamic work situation is referred to as adaptive performance (Hesketh, and Neal, 1999). Earlier studies have found that once the teachers derive a certain amount of perfection in their assigned tasks, they try to adapt their attitude and behaviour to the varied requirements

of their job roles (Huang et al., 2014; Ilgen and Pulakos, 1999). An effective adaptive performance necessitates teachers' ability to efficiently deal with atile work circumstances (Baard, Rench, and Kozlowski, 2014), for example, tech logical transformations, changes in one's core job assignment, restructuring of organisationand so on. E tutions of various new occupations as an offshoot of tech logical in vation need teachers to engage in fresh learning and get oneself adaptable with changes in an efficient manner (Griffin, Parker, and Mason, 2010; Hollenbeck, LePine, and Ilgen, 1996). The teachers are also expected to adjust their interpersonal behaviour in suchchanged circumstances to work successfully with a wide range of peers and subordinates. In the context of wholesome work performance, Griffin, Neal, and Parker (2007) cited that job proficiency may aid for task performance, but adaptability and proactiveness to one's job role is important to address uncertain business environments.

Along with the task and adaptability, efforts have been carried out toward ascertaining the significance of non-tassk components of performance to create a better workplace (Austin, and Villa va, 1992; Viswesvaran, and Ones, 2000). Industrial psychologists have referred such non-job components as Organisational citizenship behaviour (OCB) or contextual performance that refers to untary actions of teachers (Bateman, and Organ, 1983) that benefit employers intangibly. Contextual performanceis a kind of pro-social behaviour demonstrated by individuals in a work set-up. Such behaviours are expected of an teacher but they are not overtly mentioned in one's job description. These kind of unstated expectations are called pro-social behaviour or extra role behaviour. Jack and Vanden (2020) defined it as a behaviour that is (i) accomplished by a member of an organisation, (ii) which is directed towards an individual, group, or school with whom the member interacts while carrying out his or her school role, and (iii) finally such behaviour is performed with the intention of encouraging the betterment of individual, group, or school towards which it is directed.

Supporting the aforesaid ideology, many prominent researchers in this field have advocated that expected job performance carries two vital dimensions; one as the work required by a school concomitant to one's role and the other one as the discretionary work behaviours (LePine, Erez, and Johnson, 2002; Van Dyne, and Lepine,1998). Impressing on the importance of untary work behaviour or non task performance, later researchers have coined

it as contextual performance which conotes helping others to adapt with the varied job roles (Borman, and Motowidlo, 1993, 1997; Motowidlo, and Van Scotter, 1994; Motowidlo, Borman, and Schmit, 1997). Bergeron (2007), recommends that contextual performance should consist of multiple “sub dimensions” such as teamwork, allegiance, and determination.

It is believed that an engaged teacher works with a sense of passion which leads to translation into not only high task performance but extra role behaviour as well (Kahn, 1990). The contextual performance of teacher is elaborated on the ground of “feeling and viewpoint” that teacher embraces about their colleagues, which is termed as esprit-de-corps (team spirit). A kind of fellow feeling gets intensified through team spirit, wherein teachers are able to share their issues and problems willingly and freely with each other within the Organisation (Jaworski, and Kohli, 1993). Esprit-de-corps is an excellent endeavor for deriving Organisational success (Jones, Richard, Paul, Sloane and Peter 2007; William, Sweet-Lim, and Cesar, 2005) and earlier researchers in this context have advocated that growth in team spirit within an Organisation results in better teacher performance and a happier workplace (Alie, Beam, and Carey, 1998; Boyt, Lusch, and Naylor, 2001; Cohen, and Bailey, 1999). Contextual performance is a kind of attitude like unteering for extra work, helping others in solving difficult task, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organisational development, abiding by the prescribed rules and regulations, and supporting organisational decisions for a better change (Coleman, and Borman, 2000; Motowidlo, and Schmit, 1999). This kind of behaviour contributes for creating a stimulating culture and climate of the organisation which aids in achieving individual productivity and organisational effectiveness. For selecting and inducting the right personnel in organisations, introducing personality tests and group discussion for measuring a prospective candidate’s ability for contextual performance along with the efficiency tests (ability and experience tests) to measure their task performance is proposed.

### **Teachers’ task performance**

According to Byars and Rue (2000) teachers’ task performance is kind of outcomes after a job is completed. It represents the levels of achievement of each task and the fulfillment of organisational regulations, expectations, or requirements for an official role. Parvin,

Mahamuda, Kabir and Nurul (2011) assert that job performance is the attained result of actions with the skills of teachers who perform in some situation. According to Chen and Francesco (2003), task performance is productivity that expresses the quantity, quality and contribution of a job. Schermerhorn (1993) argues that task performance is the results of quality and quantity after completion of a mission by an individual or a group. According to Cole (2003), overall performance encompasses all behaviours, task or otherwise, necessary for the successful performance of a job. Motowidlo, Borman and Schmidt (1997) see job performance as the aggregated value to the organisation of the discrete behavioural episodes that an individual performs over a standard interval of time. This depicts that the behaviour or attitude of the teacher will go a long way in achieving effective task performance. Task performance in this study will be defined as attitude or behaviour and the level of job commitment exhibited by teacher for greater task performance.

### **Teachers' teaching task**

Teachers' task performance could be described as the duties performed by a teacher at a particular period in the school system in achieving the organisational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

Adepoju (2021) asserted that variables of teachers' task performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matters, competent, teachers commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

The degree of an achievement to which a teacher's fulfill the organisational mission at workplace is called job performance (Cascio, 2020). Performance has been perceived differently by various researchers, but most of the scholars relate performance with

measurement of transactional efficiency and effectiveness towards Organisational goals (Stannack, 1996; Barne, 1991).

The performance of a teacher is build up by degree of achievement of a particular target or mission that defines of performance (Cascio, 2020). Certain researchers have identified different thought, attitudes and beliefs of performance as it helps in measurement of input and output efficiency measures that lead to transactional association (Awad and Saad, 2021)

Attitudes are developed as a result of some kind of work experiences, or Attitude can also be formed simply by adapting the example and opinion of co-teachers, friends and managers. This is mimicry or imitation, which also has a vital to play in developing negative attitude at workplace. Poor task performance according to Aremu (2003) is a performance that is adjudge by the administrator, students and some other education stakeholders significant as fallen below an expected standard. Ineffective task performance of teachers has been observed among teachers in both public and private schools.

The poor task performanceof teachers has been and is still a source of concern to the school administrators, parents and members of the community as a whole. This is because of the great influence that teachers have on the nationaldevelopment of any formal society. All over the world there is unanimity of opinion about the low level of teachers' performance (Morakinyo2021). Government and school administrators are in total agreement that their huge investment on secondary schools is not yielding the desired results. Parents also complain of teachers' poor attitude to job at both within and outside the school curriculum. Aremu (2010) stressed that poor task performance is not only frustrating to the school administrators and the students, its effects are equally grave on the society in terms of dearth of manpower for all spheres of the eco my and politics.

Task performance as a concept is all about individual way of thinking, acting and behaving. It has serious effect on work/teacher themselves. Positive attitude to tasks at work place is supposed to be the bedrock and foundation toward higher task performance in a school setting. It is an investment as well as resources that can be used to achieve a higher profit, good reputation and overall educational goals and objectives. The role of teachers' teaching task performance is to lay the foundation for further performance and if a good foundation is

laid by teachers in terms of teaching there likely to be improvement at other level and general performance of a school system. However, different stakeholders at different level have passed the blame worthiness of poor task performance in secondary schools to the teachers, because of their ineffective achievement in teaching, low motivation and the likes. It was agreed about how tangible influences on teachers' performance are internal factors, such as motivation, ability, attitude, knowledge and skills. It was stated that the fallen level of worker performance is attributable to owner's non-use of supervisory strategies (Morakinyo, 2021). The scholar found out that reactions of some school administrators to their school system reflected in their poor attendance in school, lateness, unsavory comments about teaching performance that could damage their ego, poor method of teaching, denying of on-job training and the likes affected teachers' performance. Schools are seriously facing the peril of this ineffective teaching task with the erratic provision of teaching services which has become an increasing constant problem facing the educational system and seriously affecting the society at large.

### **Teachers' administrative task**

Administrative task is another teachers' activity in secondary schools that concerned with organising the task of secondary schools. Teachers are the main agents in assigning different tasks in their schools. Babajide (2020) points out that administration means all acts and procedures essential to make policies and procedures essential for the organisation effectiveness. This means that administration is composed of activities which make the schools to strive. Such activities include the co-ordination of resources so as to obtain the ends of the objectives for which the school is established. In education for example, administration is the process of establishing structures, policies and procedures that will effectively accomplish various educational objectives.

In the context of Nigeria, there are five dimensions of administration. A dimension refers to the size, magnitude, and directions of the region under administration's control. Teachers' administrative processes in secondary schools are defined by dimensions. Administrative tasks are defined and processes are established within these constraints. Purpose and mission, productive work and job performance, social effect and social responsibility, time dimension, and entrepreneur dimension are some of these dimensions (Babajide, 2020).

A position's task is a dynamic or behavior component. A person holds a task such as head teacher or Head of Department in a school setting. Each position is assigned a role, which consists of the proper patterns of behavior for the individual in that position. A task can be defined in great detail or it can be decided by task norms, expectations held by people in similar positions, or how a person in that position should act.

Teachers in secondary schools play an important role, the following are the roles: A teacher comprises a society's moral perceptions or ideals. A teacher is seen as a judge since he assigns grades and grades the students. A teacher is a person who teaches others. A teacher is a helper and counselor; he guides pupils in settling disputes. Teacher discovers rule breakers. He is an object of identification; pupils imitate the trait that he possesses.

Teacher is an object of affection because he meets the psychological needs of his pupils. He is a group leader; he establishes climate of group. He is a friend; he establishes a warm relationship with pupils and shares confidentiality with them. He is a limiter of anxiety; he helps pupils control their emotions. He is an ego – supporter; he helps students develop confidence in themselves. Also, as seen already, there are a number of administrative roles which teachers perform in schools, all of which make teachers' workload heavier, especially in community secondary schools where the problem of shortage of teachers is prominent. Furthermore interactive function executive function and Organisation function of teaching are performed by teachers in secondary schools (Mbunda, 2006).

In the same manner, a teacher is also assumed to be good citizens. As a leader, a teacher is expected to display good manners in broad terms. The community strongly scrutinizes both the private and the public life of a teacher. Teachers are required to be models both in speech and in the way they dress. They are expected to be sensible and careful in making judgments, thus, they are expected prudent, honest and responsible people. Generally the administrative task done by the teachers in secondary schools increase teachers' workload and affect teachers' task performance as teachers spent most of their time performing those responsibilities instead of teaching.

### **Task commitment dimensions**

Miller and Lee (2001) identify three dimensions of task commitment; affective commitment, continuance commitment, and normative commitment. According to Porter, Lyman, Steers,

Mowday and Boulian (1974), three dimensions of Organisational commitment includes; (a) the belief of Organisational goal and value acceptance, (b) the willingness to pursue the Organisational benefit, and (c) the intensive desire of Organisational position maintenance.

**Affective commitment:** is defined as the emotional attachment, identification, and in vement that a teacher has with school and goals. Mathew and Shepherd (2002) further characterized affective commitment by three factors (1) “belief in and acceptance of the Organisation’s goals and values, (2) a willingness to focus effort on helping the Organisation achieve its goals, and (3) a desire to maintain Organisational membership”. Naser (2007) also further stated that affective communication is “when the teacher identifies with a particular Organisation and its goals in order to maintain membership to facilitate the goal”.

**Continuance commitment:** is the willingness to remain in an Organisation because of the investment some teachers hav with “non-transferable” investments. non-transferable investments include things such as retirement, relationships with other teachers, or things that are special to the Organisation Miller and Lee (2001) further explain that teachers who share continuance commitment with their employer often make it very difficult for an teacher to leave the Organisation.

**rmative commitment:** is the commitment that a person believes that the organisation or their feeling of obligation to their workplace. rmative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to ones commitment to their place of employment they often feel like they have a moral obligation to the Organisation (Porter, 2010).

### **2.1.2 Recruitment factors in secondary schools**

Recruitment is a vital function of human resource management for any type of business organization including school system. The term refers to the process of attracting and choosing candidates for employment. The quality of the human resource the education system has heavily depends on the effectiveness of this function (Gamage, 2014). Recruiting the wrong candidates who are not capable comes with a huge negative cost which businesses cannot afford thus; the overall aim of recruitment within the organisation is to obtain the



number and quality of teachers that are required to satisfy the strategic objectives of the organisation, at minimal cost (Ofori and Aryeetey, 2011).

As explained by Opatha (2010) recruitment is the process of finding and attracting suitably qualified people to apply for job vacancies in the school system. It is a set of activities an educational system uses to attract job candidates who have the needed abilities and attitudes. Recruitment is the process of generating a pool of qualified applicants for teaching job vacancies. For Ofori and Aryeetey (2011) recruitment is the process of generating a pool of competent individuals to apply for employment within an organisation. Evidence has shown that larger corporations or institutions like schools are more likely to use recruitment factors than smaller organisations to achieve the targeted educational objectives such as recruitment processes and personnel needs of the school with majority of some schools relying on referrals and advertising as their recruitment practices of choice.

The general purpose of recruitment according to Gamage (2014) is to provide the organisation with a pool of potentially qualified job candidates using the recruitment factors such as personnel needs of the school as the yardstick for the basis of recruitment. The quality of human resource in a school highly depends on the quality of applicants attracted because school is going to select teachers from those who were attracted. In the same vein, (Holm, 2014), construed recruitment as the entry point of manpower into a school system and the path an organisation must follow from there on in order to make sure that they have attracted the right individuals for their culture and vibes so that the overall strategic goals are achieved .

On the other hand, selection is the process of making the choice of the most suitable applicant from the pool of applicants recruited to fill the relevant job vacancy (Opatha, 2010). Selection is the process by which specific instruments are engaged to choose from the pool of individuals most suitable for the job available (Ofori and Aryeetey, 2011). Selection involves the use of one or more methods to assess applicant's suitability in order to make the correct selection decision and can be alternatively seen as a process of rejection as it rejects a number of applicants and select only a few applicants to fill the vacancy. Thus, selection function may be a negative function rather than a positive function (Gamage, 2014).

Recruitment is an extremely important aspect to consider for schools due to a number of reasons. Often the performance of school relates directly to the people working within it, meaning the right people need to be hired to ensure success in a school using the appropriate recruitment factors. It is also an expensive process to hire someone new into the school. So it is not something schools want to put time and money into just to find they have hired somebody who is not suitable following recruitment process to the letter. Holm, (2014) emphasized that it is vital that schools get the process right the first time round, because resources are scarce enough as it is. Getting the right applicant can be a difficult task, but at the end of the day, the school's reputation is held by the teachersemployed.

### **Recruitment source**

Sinha and Thaly (2013) noted that there is a variety of recruitment approaches (e.g. teacher referral, campus recruitment, advertising, recruitment agencies/consultants, job sites/portals, company websites, social media); and most organisations do use a mixture of two or more of these as part of a recruitment process or to deliver their overall recruitment strategy. However, which recruiting channels should be used depends on the job position, on the company's employer brand, on the resources the schoolhas on its recruiting team, on how much recruiting budget the schoolhas, etc. One can use them all and find out which suits the best. Every recruiting channel offers different benefits and limitations and works better for certain situations and companies. The key is collecting real-time recruitment metrics on these recruiting channels to figure out what works best for the school in different situations. The recruiting experience of each school is different and the best way to draw out what works best is to analyze metrics based on the past recruiting efforts, not the efforts of everybody else. Once the institution has its recruiting metrics solution in place, it is time to start using the recruiting channels that the school thinks will work for it (Sinha and Thaly, 2013).

### **Recruitment quality in the school system**

The quality of recruitment criteria in term of referrals by current personnel, in-house job postings, and the re-hiring of former teachers in term of rates of turnover, job survival have a significant influence on Teachers' task performance (Zottoli and Wanous, 2000). The scholar emphasized the importance of a quality process during the time of recruitment and hiring

given that the right type of labor is hard to come by. In fact, while lending credence to the importance of hiring quality candidates who are hard to find Tendon (2006) warned that talent deficiency is unrelated to huge population. While reporting that recruitment is the only component for attracting and retaining knowledge workers, Unwin (2005) gave significance to the process involved during the time of recruiting and hiring good candidate.

Although the study conducted by Subbarao (2006) explained the recruitment sources used by individual job seekers at various levels, the study further highlighted the importance of different types of approaches used at the time of recruitment which in turn makes any school well-established or less established. According to Sarkar and Kumar (2007) teacher's task performance is hinged on the approach which the school adopts in the recruitment of teachers. To this end, Sarkar and Kumar (2007) spoke of a holistic model of recruitment i.e. emphasizing the importance of the whole process of recruitment and the interdependence of its parts (Sinha and Thaly, 2013).

Vyas (2011) asserted that the current trend is that schools are looking for methods of reducing the time and effort in the recruitment process. However, Alsabbah and Ibrahim (2013) admonished that methods of team staffing should translate to competitive advantages to a school. The scholars demonstrated that recruitment strategies can lead to positive teachers' task performance and secondary school's outcomes. Qualitative system in recruitment has helped schools to grow as they have been able to get the right people for their vacancies. In addition, the appropriate channels have helped the schools to get the different and varied sources to which they can turn to for effective staff hiring (Sinha and Thaly, 2013).

### **Recruitment practices**

Recruitment in any educational sectors is a serious business as the success of any organization or efficiency in service delivery depends on the quality of task performance of its workforce who was recruited into the organization through recruitment exercises. Since recruitment involves getting the best applicant for a job (Dickson and Nusair 2010), it has been emphasized that recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime, will have a substantial influence over the quality and type of skills new teachers possess, according to Mullins (2010), the important

thing is for some suitable plan to be used, complying with all legal requirements relating to employment and equal opportunities, to follow recommended codes of practice and to ensure justice and fair treatment for all applicants.

Alsabbah and Ibrahim (2013) reported that it is important for principals to understand the objectives, policies and practices of the school policies before hiring. More importantly, those responsible for making recruitment decisions should have adequate information upon which to base their decisions. As Robbins (2005) observed, human resource policies and practices in education represent important forces for shaping teacher behaviour and attitudes which could equally affect their task performance. It could be observed that not just secondary school recruitment practices determine who is hired, the use of the proper recruitment criteria will increase the probability that the right person will be chosen. When the best people are selected for the job, Teachers' task performance increases and productivity increases (Osemeke, 2012).

### **2.1.3 Concept of organisational culture in secondary school**

Culture is described as a mixture of values, sets, beliefs, communications and explanation of behaviour that provides guidance to people.

The main idea of culture comes from sharing in learning processes that have been based upon systematic allocation of resources. Awad and Saad, (2021) affirmed that the cognitive systems of human that helps in improving thinking and decision making were based upon organization culture. Hellriegel, Jackson and Slocum, (2021). The multifaceted set of beliefs, assumptions and values helps in presenting different level of culture by conducting business at an effective manner. The formative glue based upon organisational culture helps in holding overall management effectiveness. The concept of effective organization culture helps in improving business decisions. The survival of culture in schools lies upon national and foreign culture differentiation in culture management. The culture of schools has been affected by attitudes, norms and beliefs that lead to strong communication between teachers.

now a day's organisation culture has generally been interrelated to school management (Kotter and Heskett, 1992). The two essential factors that lead to effective culture management include structural stability and integration of superior standard of organisation

culture (Schein, 2004) Certain characteristics of organisation culture have been established in which set of norms, values and beliefs helps in perfect association between them at different level of organisation culture different background, ethics and racial differences impact upon performance. The similar organisation culture with different backgrounds has common set of values and beliefs to be effected by school systems. The attraction of Organisation norms, values and beliefs have strong affect upon performance and sustainability. (Stewart, 2010) The norms of teachers impact upon sustainable performance and management of school culture as it leads to attainment of high task performance of teachers and the realisation of educational goals and objectives.

Leadership styles were considered as one of the important culture of a school system Ali, (2012) defined leadership as “interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of the specialized goal or goals”. Leadership is directing a group of people to accomplish designated goal (Packard, 2009) and Yukl (2008) defined leadership as a process where one person exerted influence intentionally to a group of people in an organisation through relationship, structure, and guide. Leadership, as defined by Gharibvand (2012) is how the leader communicates in general and relates to people, the way in which the leader motivates and trains the subordinates and the way leaders provides direction to his/her team to execute their tasks. Sharma and Jain (2013) defined leadership as a process of which a person influences other people to accomplish an objective and directing in a way that makes it more cohesive and coherent.

Democratic leadership influences people in a manner consistent with the basics of democratic principles and processes, such as deliberation, equal participation and inclusiveness. Democratic leaders actively encourage and stimulate group decisions and group discussions (Choi, 2007). Khan, (2015) defined characteristic of democratic leaders as influential, helpful, knowledgeable, a good listener, encouraging, guiding, respecting and situation-centered (Ray and Ray, 2012). Mullins (2010) stated that democratic leadership style centralised more on people and interaction is greater within the group (Puni, 2014).

According to Khan, (2015), autocratic leadership is where school administrator retains as much power and decision-making authorisation as possible. Autocratic leaders are high-

handed leaders and are the centre of every activity that goes on in the establishment and all authority emanated from them and ends with them (Akor, 2014). According to Iqbal, (2015), autocratic leaders are characterized by an “I tell” philosophy. Nwankwo (2001) described autocratic style, leaders exclusively make decisions and production is emphasized at the expense of any human consideration.

Laissez-faire leadership style is associated with unproductiveness, ineffectiveness and dissatisfaction (Koech and Namusonge, 2012)., laissez faire leaders avoid making decisions, the provision of rewards and the provision of positive/negative feedback to subordinates (Mester, et al., 2003). Jones and Rudd (2007) described laissez-faire leadership as leadership in an inactive form characterized by unwillingness to be actively involved and a view that the best leadership comes from disassociation from activities. These leaders avoid active participation in responsibility of goals setting and avoid being involved when leadership direction is needed (Ejimabo, 2015).

Classical styles of leadership in decision making: autocratic, democratic and laissez-faire (Billig, 2015). Democratic leaders believe in group participation and majority rule in the decision making, autocratic leadership style imposes tight control and expects obedience and laissez-faire leadership style has low involvement of activities, leaving matters to their followers and very little involvement in decisions making. Managerial grid reflected two dimensions of leadership; “Concern for People” reflecting to the degree to which leader care for team member’s needs, areas of personal development and interest when deciding how best to achieve goal, whereas “Concern for Production” refers to the degree how leader focuses on company productivity, efficiency and objectives when deciding how best to achieve goals (Bolden, et al., 2003).

Situational leadership originally was developed and described to describe leadership style and stress the need to connect leadership style to the maturity level of the followers (McCleskey, 2014). This theory emphasized that instead of applying just one leadership style, successful leaders should change the leadership style based on the details of tasks and the maturity of their followers as well as having a rational understanding of a situation (McCleskey, 2014).

## **Teacher training and development**

Training and development is another indicator for organisational culture be an important instrument for staff effectiveness in every organisation.

Training is defined as the process by which teachers are provided with knowledge and skills that are required to operate within their work environment (Sommerville, 2007). It is also an activity that changes workers' behavior. In this study training and development is define as type of training and development practiced and frequency of the training that is available to the teachers in public secondary schools.

Training is an important tool in Human Resource Management practices, and hence many organisations have come to realize the importance of training and development in their workplace. It helps to improve organisation productivity and enhance Teachers' task performance. Staff teachers could be developed with more skills in the presence of new technologies. Teacher training commands harmonious work environment, accurate work specifications and a passion to work. It also encourages team spirit amongst workers (Trai l, 2009). It strengthens the capabilities of teachers and gives them a competitive advantage. Worker's personal characters and professional abilities will be improved (Sommerville, 2007). Moreover, it increases teacher job satisfaction and will help them to have a better understanding of their work. Training and development enhances self development and self confidence in the workplace and also allows them to become more effective problem solvers. For the organisation, training leads to increased productivity, reduces teacher accidents and safety violations, helps with organisational development and reduces wastage and teacher turnover.

In public secondary schools, the competences and qualities of workers are considered as essential. The quality of services delivered depends or is a product of quality teachers recruited. Teacher qualities also depend on how much training and development is acquired through the organisation, as well as knowledge and skills gained. Teacher training generally increases productivity, motivates workers and inspires skills by providing all the information that workers need to do their work (Yang, 2010). Training and development could help organisations to implement Human Resources Management practices and policies, training and development seem to be an important development strategy for all organisations to help

in improving skills that could influence positive behaviour and improve the Teachers' task performance.

### **Skills development within secondary schools**

The nature of work and employment in the public secondary school discourages training and causes a shortage of skills in school system. According to Baum (2014), teaching profession is attributed to have a tendency to low wages and skills shortage; unsocial hours; is family unfriendly, non-existence of career structures; high levels of labour turnover; and informal recruitment practices. Public secondary schools, generally, is dominated by low skilled workers that are not professional, unmotivated, untrained, unskilled and minimally productive. Again, Baum (2021) states that school systems operate within a business culture where labour is regarded as costs and skills, and are not valued or developed. He further states that work provides opportunities that range from senior global business management through to work within the reach of people with a range of physical and learning disabilities, but owing to low skilled workers, these opportunities are neglected.

### **Poor training and development in educational system**

Teacher training and development helps workers to behave well with their customers (Poulston, 2019). Most public secondary schools have a poor reputation for training and are unwilling to empower their workers with training in case they subsequently leave the teaching service (Lowry 2002 and Maxwell 2001). A teaching job is a job that are done under conducive and healthy environment because of direct consumption that the products in ves, which means that insufficient skill will place great risk to the product and services rendered to their customers. The main argument in this article is that some public secondary school teachers do not receive enough training to enable them do their work effectively. Inadequate training and development affects job satisfaction and work performance of workers, which, in turn, results in staff turnover and also threatens quality standards (Lashley and Best, 2002). One of the biggest problems experienced in the schools is shortage of skills; the public secondary schools display the lowest level of training. Recent research on training in the public secondary schools found that only few percent of education ministry had a training plan, while some had a training budget but refuse to implement it.



Additionally, training is said to be a systematic process via which an organisation's human resources gain knowledge and develop skills by instruction and practical activities that result in improved corporate performance. As stated earlier, school administrators do not always practice training in their organisations. Many reasons have been given why they do not engage in training. According to Boella (1996), reasons for a lack of training are as follows: first, many teachers do not prepare for formal training themselves and hence are not aware of training benefits. Second, employers are more interested in the operational problems of the Organisation rather than training and do not have time to plan ahead. Third, many industries cannot afford sufficient capital to invest in training.

Teachers could be equipped with more skills in the use of new technologies to bring about effective performance in the school system. Staff training commands harmonious work environment, accurate work specifications and a passion to work. It also may encourage team spirit amongst workers. It may also strengthen the capabilities of staff and give them a competitive advantage. Teachers' personal character and professional abilities will be improved with adequate and timely training and development (Sommerville, 2010). Moreover, it may increase staff job satisfaction and may help them to have a better understanding of their work which will increase the task performance. Training and development could enhance self-development and self confidence in the school system, allowing teachers to become more effective problem solvers. For the school, training leads to increased productivity, reduces staff accidents and safety violations, helps with organisational development, reduces wastage and staff turnover

Finally, they believed that it is the responsibility of colleges to equip their candidates with enough training. Hence, in many industries, training is a theory rather than a reality. However, principals, instead of viewing training as an on-going process, regard it as a one-time activity that is designed to equip teachers with skills to work. Teachers in secondary schools are known for poor reputation of training (Maxwell, 2004).

School administrators do not empower their teachers with training in case they decide to leave. This leads to poor performance of workers. Though the workers are not trained, they

are punished for poor performance. Training and development could affect teachers' job performance, which, in turn, affect teacher retention..

### **Task autonomy**

Considering a person's job usually involves a variety of tasks that differ by nature, it may be difficult to give teachers full discretion over their job, but rather organisations can satisfy an individual's need for autonomy by providing tasks with high autonomy. A main focus of the current study is task autonomy, which is more specific than job autonomy. Job autonomy provides substantial discretion, freedom, and independence to a person, in determining the procedures used to carry out work (Hackman and Oldham, (2020)), and is comprised of multiple tasks that have various degrees of autonomy within each task. Task autonomy also gives individuals discretion over important job decisions, but it is the variation at the level of the task that is most important. Task autonomy gives individuals control over the process of completing a particular task, including the freedom to choose the methods and strategies necessary to reach a goal. For instance, some tasks are provided with instruction as to how to carry out a task in order to reach a goal, while other tasks allow teachers to determine the best strategy as to how to perform a task to reach a goal. Task autonomy also differs from participation (Langfre and Moye, 2021)), which refers to a decision-making process that usually includes more than one person (e.g., an incumbent and a supervisor). The end result of participation is typically a joint decision, whereas task autonomy is an individual decision.

When individuals are given task autonomy, this independence in determining the scheduling of work, how to perform work and the setting of performance goals can positively affect work behaviours. When teachers are given discretion within their jobs, they are able to eliminate unnecessary tasks, discover and utilize shortcuts which ultimately can make teachers more efficient. Task autonomy has also been shown to promote high task performances (Joo, Jeung, and Yoon, 2010; Deci and Ryan, 2011), reduce absenteeism and has been related to levels of perceived competence and perceptions of control. A feeling of control creates a sense of goal ownership and dedication, which consequently increases one's to effectively performing their task. As mentioned in goal setting theory, having high task performance is important for goal attainment, especially difficult goals, because these goals take longer to achieve and are harder to reach. Also, when a goal is perceived to be under a

person's control, the goal is more likely to be accepted, and more effort and persistence is expended toward reaching the goal leading to higher rates of goal attainment and higher performances (Erez and Kanfer, 2020; Latham and Yukl, 2021). On the other hand, when individuals are not given the control to develop the methods and processes to achieve a goal, these controlling strategies can reduce an individual's sense of control over the initiation and regulation of activities. Being controlled establishes the idea of having to engage in certain behaviour and creates a sense of pressure, and situations that appear controlling (e.g., classrooms or business settings) can result in decreased learning and poorer attitudes (Flowerday and Schraw, 2003). To avoid negative work outcomes it is important to have an environment that promotes perceptions of individual control and choice.

Task autonomy gives individuals the opportunity to choose how to complete a task (Flowerday and Schraw, 2003). Experiencing a sense of choice is an important element in autonomous behaviour, but as the term choice is not referred to as a cognitive concept, where one is choosing among behavioural options, but rather refers to the intrapersonal or interpersonal forces that give one a sense of integrated functioning. Cordova and Lepper (1996) found that compared to no choice, allowing people to choose how to complete an activity led to greater liking of the task and higher levels of perceived competence. This provision of choice produced substantial increases in participants' motivation, level of aspiration, engagement in learning, self determination and sense of control, and also led to participants preferring more difficult tasks. Situations that provide task autonomy encourage individuals to engage in self determined behaviour (Deci and Ryan, 2011), which has been related to positive outcomes, such as increases in creativity, achievement, flexibility, and comprehension. Researchers look for ways to best design individual jobs to exploit the benefits of high task autonomy, understanding that other task characteristics may influence the effects of task autonomy on performance.

#### **2.1.4 Work environment in secondary schools**

The working environment consists of two broader dimensions such as work and context. Work includes all the different characteristics of the job like the way job is carried out and completed, involving the tasks like task activities training, control on one's own job related

activities, a sense of achievement from work, variety in tasks and the intrinsic value for a task. Many research papers have focused on the intrinsic aspect of the job satisfaction. Results have shown that there is a positive link between work environment and intrinsic aspect of the job satisfaction. Further they described the second dimension of job satisfaction known as context comprises of the physical working conditions and the social working conditions (Sousa-Poza and Sousa-Poza, 2000; Gazioglu and Tanselb, 2006; Skalli, Theodossiou, and Vasileiou, 2019).

Spector (2020) observed that most businesses ignore the working environment within their organization resulting in an adverse effect on the performance of their teachers. According to him, working environment consists of safety to teachers, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision making process of the school. He further elaborated that once teachers realize that the school considers them important, they will have high level of commitment and a sense of ownership for their organisation.

Different factors within the working environment such as wages, working hours, autonomy given to teachers, organisational structure and communication between teachers and management may affect job commitment (Lane, Esser, Holte, and Anne, 2010). In a school it can be observed that mostly teachers have problems with their supervisor who is not giving them the respect they deserve. Supervisors also show harsh behaviours to teachers due to which they are not comfortable to share good and innovative ideas with their supervisors. Furthermore, he describes that top management limits teachers to their tasks rather than creating a sense of responsibility in teachers by making them work in teams to attain high performance.

Sell and Bryan (2011) argues that the interaction between teachers within a school is crucial for accomplishing the secondary educational goals. Further he describes that the communication of information must be properly done in a timely manner so that the operations of the school are running smoothly. If there is a clash between co-workers then it is difficult to achieve the objectives of the school.

## **Job security**

Job security is defined by James (2012) as the assurance in an teacher's job continuity due to the general economic conditions in the country. According to Adebayo and Lucky (2012), it is concerned with the possibility or probability of an individual keeping his/her job. It deals with the chances of teachers keeping their jobs in order not be unemployed. Jobs which are not backed by indefinite contract or cannot be guaranteed for reasonable period are deemed to lack job security (Simon 2011). It is also seen as the teachers free from the fear of being dismissed from his/her present employment or job loss. Some professions and employment activities have greater job security than others. Job security is teacher's assurance or confidence that they will keep their current job for a longer period as they so wish (businessdictionary.com).

It is the assurance from the school or organisation that their teachers will remain with them for a reasonable period of time without being wrongly dismissed Adebayo and Lucky, (2012) 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 agreed that job security has become indispensable in teacher and organisation preference list, particularly due to economic reasons. Schappel (2012), it has become one of the most crucial and important factors among the teacher preference list as well as the organisation. (Watson, 2010) found out that globally, about 75% of the teachers preferred to keep their jobs compared to other factors in their preference list. This indicates that job security is as important as the teachers' salary and healthcare. Presently, the most important desire of every teacher is to keep their jobs for as long as they wish. In this view, it implies that job security has become the most determinant and key element influencing teacher's decision on whether to join an organisation or not. Therefore, the crucial challenge facing the organisation is not just to employ and retain workers but to ensure that teachers are assured of their jobs for as long as they wish.

In Nigeria, the teachers are fast becoming aware of the importance of job security. Hassan, 2012, Bunmi, 2011)However, the big picture for job security is grim and doubtful due to dominance of some ethnic groups in most organisations. Another extreme is that teachers may decide to leave the organisation if they are not the same ethnic group with the leadership of the organisation. The importance of job security to Malaysian teachers cannot

be underestimated. For instance, in the midst of economic crisis, Malaysian teachers rank job security as their most important and crucial employment criteria. The recent data provided by the global professional services company Tower Watson indicates that 11% of Nigeria teachers want to remain in their jobs. Therefore, to ensure effective performance, organisations have resolved to create a friendly environment by focusing on teachers' job security, knowing fully well that teachers perform better when they are assured of their jobs and this will be reflected in the overall performance of the organisation. Although, studies examining job security and how it affects organisational performance seem to be limited and scarce. However, the few available studies have provided inconsistent results. This therefore suggests that further study is required in this domain. As a result, this concept explores job security in relation to task performance. Finally, it argues on the importance of job security in achieving a better organisational task performance especially in a multiethnic environment.

### **Reward system**

Reward systems emphasize the importance of all aspects of compensation as an integrated and coherent whole. All the elements of reward-base pay, pay contingent on performance, competence or, teacher benefits and non-financial rewards-are deliberately linked together so that they are mutually supportive. Reward systems also refer to all the employer's available tools that may be used to attract, retain, motivate and satisfy teachers (Armstrong, 2006). This encapsulates the totality of investment that an organisation makes in its people and everything its teachers value in the employment relationship. In a simplistic parlance, the notion of reward systems mean that there is more to rewarding people than throwing money at them (World at Work, 2010). It essentially connotes that the monetary values nothe reward package still matter, but they are not the only factors as rightly articulated. Reward systems are based on building a much deeper understanding of the teacher agenda across all elements in employment relationships. According to Oyedele (2015) reward systems have to do with empowering work environments in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation so as to enhance motivation and performance. Creating such an environment may be more difficult and take more time than merely turning the reward lever.

### **Features of a reward system**

Reward systems have five aspects which have to be taken care of. These are: values of rewards, amount of rewards, timing of rewards, likelihood of rewards, and their fairness. A reward system has both monetary and non-monetary elements. The importance of the mixed nature of reward systems is evident in its potency to provide the diversity needed to match the needs of individual teachers. The timing, accuracy and frequency of incentives in reward systems are the very basis of successful incentive plans. The plan requires that it should be properly communicated to the teachers to encourage individual performances, provide feedback and encourage redirection.

Reward systems include promotions and compensations. Promotion that has to do with change and calls for greater responsibilities usually involves higher pay and better terms and conditions of service, and therefore, a higher status or rank. It is an upward advancement of an teacher in an organisation to another job, which commands better pay, better status, and higher opportunities, challenges, responsibilities and authority, better working environment and a higher rank. Promotions usually put the worker in a position where he will be of a greater value to the school and at the same time derive increased personal satisfaction and/or income. It is a kind of recognition an individual's performance and a reward that is expected to build up morale, loyalty and a sense of belonging on the part of the teachers.

Compensation, on the other hand, covers monetary and non – monetary types. Both types should be integrated in a fashion that will satisfy teacher's basic needs and conform to the three parameters of external equity, internal equity and individual equity. The external equity must ensure fairness vis-à-vis compensation standards in the industry. Crucially while these three factors are related to broad force such as the cost of living, the rate of inflation, pay scale in the industry and pay scales within the Organisation, the school can link the rewards directly to its strategic goals by pegging it to the teacher's contribution towards achieving them. Thus schools will be able to ensure that their pay systems are integrated firmly into their school system.

## **Determinants of Reward System**

Most organisations believe that the reward system is designed to pay off for merit. The problem is that the definitions of merit are often data table. Some define merit as ‘deserving’, while to others, merit is ‘achieving excellence’. Deserving rewards may take into consideration such factors as intelligence, effort or seniority. A major contributor to the problem is the difficult of defining excellence is performance, we concede how problem is the difficulty of defining excellence. If excellence is performance, we concede how unsatisfactory our efforts.

## **Physical work environment**

A physical work environment can result a person to fit or misfit to the environment of the workplace and it is also known as an ergo mic workplace. There are some factors of physical work environment which help teachers to perform their job more effectively and which leads to enhance their job satisfaction, such as lightings, the floor configuration, office layout and also the furniture layout (Hammed, 2011).

According to the Akinyele (2007), physical work environment is one of the most important factor which influences on work performance. Evidence accumulated that the physical work environment in which people work affects both job performance and job satisfaction. Tramatis(2010) explained that if teachers dissatisfy with their working environment and once the teachers become stressors at the work place, the teachers tend to do their work very slowly. This will directly affects for the teachers performance and as well as for the overall productivity of the organisation.

The quality of work depends upon safe and healthy working conditions in determining teacher’s job behaviour. The organisational climate is an important indicator of teacher behaviour as a combination of social and psychological factors. It is found that working conditions are attached with teachers’ job in vement and job satisfaction that ultimately leads to better performance of the teachers (Scott, Jusanne, and Steven, 2000). It is reported that there is a positive correlation between perceived physical work environment and teacher’s task performance, the effects of stressful work environment on the performance of teachers seems to be great. The results reveal an inverse relationship between job stress and job performance. High job stress in the house of officers results in low job performance.



Similarly, it is reported that perceived adequacy or inadequacy of work environment, both physical and psycho-social, extends noticeable effect on teachers' job satisfaction, performance and perception of effectiveness of an organisation (Srivastava, 2008).

## **2.2 Empirical review**

### **2.2.1 Recruitment factors and teachers' task performance**

Alsabbah and Ibrahim, (2013) and Sinha and Thaly, (2013) carried out research on recruitment factors and teachers job performance and it was found out that there is significant relationship between recruitment factors and teacher job performance in the school system. Recruitment in any secondary school is a serious business as the success of school or efficiency in service delivery depends on the quality of task performance of its teachers who was recruited into the school system through recruitment exercises. The effectiveness of different recruitment factors of employers has a significant influence on the workers performance. This implies that recruitment factors of an organisation determine the performance of its worker in an organisation to a certain extent. The recruitment policies were described as those factors affecting recruitment factors of an rganisation; these are Personnel needs and recruitment source. The effectiveness has primarily been assessed by examining the rates of tunover, job survival and job performance along with Organisational issues such as referrals by current personnel, in-house job postings, and the re-hiring of former teachers (Zottoli and Wanous, 2000). The study by Osemeke (2012) has emphasized the importance of a quality process during the time of recruitment and hiring, given that the right type of labor is hard to come by. In fact, while lending credence to the importance of hiring quality candidates who are hard to find Tendon (2006) warned that talent deficiency is unrelated to huge population. While reporting that recruitment is the only component for attracting and retaining knowledge workers, Unwin (2005) gave significance to the process in ved during the time of recruiting and hiring good candidate.

Although the study conducted by Subbarao (2006) described the importance of recruitment sources used by individual job seekers at various levels to be very significant to the task attitude and commitment to job. The study further highlighted the importance of different types of approaches used at the time of recruitment which in turn makes any organisation well-established or less established level of staff task performance. According to Sarkar and

Kumar (2007) Organisational task performance is hinged on the approach which the organisation adopts in the recruitment of teachers. To this end, Sarkar and Kumar (2007) spoke of a holistic model of recruitment i.e. emphasizing the importance of the whole sources of recruitment and the interdependence of its parts on staff task performance (Sinha and Thaly, 2013).

Vyas (2011) asserted that the current trend is that organisations are looking for methods of reducing the time and effort in the recruitment process. However, Alsabbah and Ibrahim (2013) admonished that methods of team staffing should translate to competitive advantages to a school. In a similar vein, recruitment strategies can lead to positive Teachers' task performance and teachers' task outcomes. For Sinha and Thaly (2013) adopting qualitative system in recruitment has helped organisations to grow as they have been able to get the right people for their vacancies. In addition, the appropriate channels have helped the organisations to get the different and varied sources to which they can turn to for effective staff hiring (Sinha and Thaly, 2013).

Recruitment form a major part of educational dimension is overall resourcing strategies, which identifies and secures people needed for an Organisation to survive and succeed in the short to medium-term. In fact, the basic purpose of recruitment is to create a pool of suitably qualified candidates to enable the selection of the best candidates for the school, by attracting more and more teachers to apply in the school whereas the basic purpose of this process is to choose the right candidate to fill the various positions in the organisation (Gamage, 2014).

Available evidence indicates that there is a positive and significant relationship between recruitment and the task performance of an teacher in the enterprise (Gamage, 2014). Sang (2012) also discovered a positive association between good recruitment factors and workers task performance. Such were also of positive results between recruitment and task performance as seen i yedele (2021),Salifu (2019), and Dineen and Williamson (2012). Other studies such as Syed and Jama (2012) have equally shown that implementing an effective recruitment process is positively related to Organisational task performance.

With specific reference to recruitment factors and teachers' task performance, Huselid , (2020) maintained that recruitment include sourcing candidates by advertising or other

methods, screening potential candidates using tests and interviews, selecting candidates based on the results of the tests or interviews, and on-boarding to ensure that the candidates are able to fulfill their new roles effectively. According to Huselid , (2020) it is recruitment practice that provide a large pool of qualified applicants, paired with a reliable and valid selection regime that will have a substantial influence over the quality and type of skills new teachers possess. The implication of this line of thought is that aschool human resource policies and practices represent important forces for shaping teacher behaviour and attitudes.

For Gamage (2014) the recruitment practices will determine who is hired. If properly designed, it will identify competent candidates and accurately match them to the organisation task. The use of the proper recruitment device will increase the probability that the right person is chosen to fill a slot. When the best people are recruited for the job, it will increase task performance and productivity increases. Little wonder that literature such as Lawal (2019) reported of a positive association between the extensiveness of recruitment test validation and the use of formal selection procedures and school needs. Similarly, Rauf (2007) discovered that sophisticated recruitment procedures are positively related to task performance in secondary schools.

Writing on some of the challenges facing recruitment criteria in secondary schools, there are plenty of techniques used in recruitment and hiring today among which are some methods not accepted by experts universally, or not recommended for the hiring process. As argued by Oyeyemi (2010), recruitment methods can be evaluated in several ways. One possible approach is to compare hiring techniques on the basis of their validity, impartiality, scope of usage, and cost.

### **2.2.2 Personnel needs and teachers' task performance**

Andrews (2020); Bowen, (2003) and Griffin (2010) found out that there is significant relationship between personnel needs (age, sex and qualifications) and the job performance of teachers. Yearta (2019) showed effect of age on teachers' work performance. Smedley and Whitten (2006) recommended age as a probable factor for work performance. Shultz and Adam (2007) instituted significant differences between age groups and work performance of teachers. Kujala (2005) was not pleased with task performance of staff of public secondary

schools but study of Birren and Shay (2001) opposed this result as he found their performance hanging on the personnel need of the school.

Experience and education level effect job performance either directly or indirectly (Witt et al, 2002; Dunlop and Lee, 2004; Miron, 2004; Yun , 2005). Posthuma, (2000) reported a mean correlation of 0.09 – 0.18 between experience and job performance. He also observed, better the education level better the job performance .Griffin (2010) and Andrews (2020) found relationship between job satisfaction and work experience. Marital status and job performance are interrelated (Bowen et al, 2003; Fetsch and Kennington, 2010), also find out that married men significantly show higher performance, they found that marital status is not a significant factor in formatting the proneness of a teacher for performance. Bowen et al. (2003) found females more satisfied from their jobs than males and reported that gender did not have a significant impact on work performance. Demographic factors such as age, gender, marital status, education level and work experience have been found to be significantly related to organisational commitment and performance (Wiedmer, 2006). Education influences positively work performance and found to be a relationship between education and task performance (Olubiyi 2001).

The success of an education system appears to be linked directly to the performance of those who are in the system. Under-achievement of target in schools can be as a result of failure of teachers, hiring the wrong staff members or the inability to anticipate fluctuations in the hiring needs. It is, therefore, critical that efforts are put into improving the services of the teaching service commission, particularly in relation to proper staffing in order for the educational system to build and sustain the student academic performance (Djabatey, 2012)

### **2.2.3 Recruitment process and teachers' task performance**

According to Breugh (2008), recruiters' actions in utilizing recruitment sources intend to win the attention of potential job candidates and to influence them to apply for a vacancy in a school system which has significant influence of teachers' task performance.

Nowadays, recruiters are capable to utilize various versatile recruitment process which offer diverse, potential advantages to the user. Commonly named recruitment sources are websites, advertisements in newspapers or magazines, referrals, job centers, walk-ins, campus events,

social networking sites or organisational brochures (Baum and Kabst, 2014; Carroll, Marchington, Earnshaw and Taylor, 1999; Sangeetha, 2010; Zottoli and Wanous, 2000). The recruitment source are grouped into internal and external recruitment source these sources possess different characteristics and for instance, vary in the amount and type of information they offer to job seekers which determinethe level of task performance of staff by choosing from the variety of sources to communicate messages to applicants, “the recruitment function has responsibility for attracting new teachers with the appropriate knowledge, skills, abilities and aptitudes”, (Allen, 2004).

### **Internal recruitment**

Internal recruitment, according to Oladele (2018) is a common occurrence in the private sector as organisations ‘attempt to fill vacancies internally before they consider looking for people outside the organisation’ which is not applicable to teaching profession. Internal recruitment can take place using many different techniques as well as for many different reasons.

Tijani (2019) have identified four distinct internal recruitment methods which can be used in an organisation to increase the level of task performance of teachers in a school system. These include; promotions from within lateral transfers, job rotation and rehiring former teachers Promotions from within an organisation can serve a number of purposes not only can they address the staffing needs of the school but they can also address other issues as they can be seen as a form of reward and work incentive for the teachers with the potential to increase motivation, commitment and retention levels within the organisation. Bramham acknowledges this as he states that ‘assuming promotion remains a motivator for teachers, the school administrator will expect to improve or maintain retention and commitment by a properly managed promotion policy’ (Morakinyo, 2021). Promotion is often the common choice where more senior positions are available within the school as Chan states that ‘external recruits account for only about 15% to 20% of all appointments to top management positions’ (Oladele, 2018)

The other approaches to internal recruitment such as lateral transfers and job rotations have also proven to be beneficial in the past as they provide teachers with the opportunity to gain a more holistic understanding of the different tasks carried out in the different areas of the

organisation. This can also prove to be beneficial to organisations; where there is an unexpected absence other teachers will be able to stand in as opposed to hiring in temporary workers where it is not completely necessary (Oyedele, 2015).

Internal approaches to recruitment are often adopted in order to maintain good relations in the organisation along with high levels of staff morale and providing a form of work incentive. According to Maureen Henson 'internal recruitment provides a higher level of teacher satisfaction, so certainly it can be a retention driver'. Although these factors seems to have support school decisions to use internal recruitment organisations run the risk of filling a vacancy with a substandard teacher. It could increases the chance of inferior internal contestants being promoted to senior positions. It is important for organisations to understand that they are severely limiting the talent pool from which to recruit as there will only be a handful of potentially appropriate candidates working within the organisation compared to the numbers that may apply were they to recruit externally.

One of the more commonly cited advantages of internal recruitment is the considerable cost effectiveness of such practices. 'Vacancies can be advertised at cost at all using staff notice boards, newsletters or intranet systems' (Osemeke 2012). Through the implementation of this recruitment method organisations can experience cost savings in a number of areas including advertising, induction and training. According to Bayo-Moriones (2010) 'filling the vacancy with someone who already works with organisations realizes savings in the training costs associated with company-specific functions'. As advertisements for the new position could be done using notice boards, word-of-mouth, the school intranet and newsletters the school stands to save money by eliminating the need to spend money on agencies, advertisements, etc. When considering this approach raised by the scholars however school administrators need to ensure they possess the right caliber of staff to fill the position as any cost savings experienced in the recruitment may be cancelled further down the line. The wrong person could cost the administrator three times his or her annual salary'. Therefore although the school may have saved in the recruitment stage they run the risk of incurring greater expenses in lost opportunity cost and loss of potential in secondary schools.

Recruitment within is another approach organisations have been using as a means of internal recruitment. According to Hill 2008 'talent management systems are making a comeback as

demand for quality staff intensifies and recruitment budgets come under threat'. This allows the organisation to plan effectively for future positions which may become available as they should be able to identify immediately the appropriate candidate for the job.

### **External recruitment**

According to Adam, (2008) 'not all skills can be sourced from within, and there will always be a need for external recruitment. External recruitment is used to attract a broad range of applicants into the organisation and can take place through the formal techniques of printed media advertisements, external agencies, education liaison, other media and professional contacts'. There are a number of other approaches organisations can use in order to successfully recruit the appropriate candidate which are becoming increasingly tech logically orientated including the use of social networking sites such as LinkedIn, Facebook, Twitter, etc. According to Evans, (2011) as the talent pool becomes more diverse and more unpredictable, recruitment becomes trickier'. With the increasing availability of diverse recruitment methods school administrators need to ensure they are using the most effective methods which will appeal to the desirable candidates whether it is through the traditional means of newspapers and notice boards or the more modern techniques of online advertisements.

### **2..2.2 Organisational culture and teachers' task performance**

Organisational culture has the potential to enhance teachers' task performance, teacher job satisfaction, and the sense of certainty about problem solving (Kotter, 2012). If an organisational culture becomes incongruent with the changing expectations of internal and/or external stakeholders, the organisation's effectiveness can decline as has occurred with some organisations (Ernst, 2001). Organisational culture and task performance are clearly related (Kopelman, Brief, and Guzzo, 1990), although the evidence regarding the exact nature of this relationship is mixed. Studies show that the relationship between many cultural attributes and high task performance has not been consistent over time (Denison, 1990; Eze, 2016).

We can summarize the influence of organisational culture on teacher behaviour and performance based on four key ideas (Bulach, Lunenburg, and Potter, 2020; Hellriegel and Slocum, 2021). First, knowing the culture of a school allows the teacher to understand both

the organisation's history and current methods of operation. This insight provides guidance about expected future behaviours and would influence task level of a teacher. Second, organisational culture can foster commitment to the organisation's philosophy and values. This commitment generates shared feelings of working toward common goals. That is, organisations can achieve effectiveness only when teachers share values. Third, organisational culture, through its norms, serves as a control mechanism to channel behaviours toward desired behaviours and away from undesired behaviours. This can also be accomplished by recruiting, selecting, and retaining teachers whose values best fit the values of the organisation. Finally, certain types of organisational cultures may be related directly to greater effectiveness and productivity than others.

#### **2.2.2.1: Leadership style and teachers' task performance**

Ojokuku, Odetayo, and Sajuyigbe, (2012) conducted a research on the Impact of leadership Style on teachers Performance: in secondary schools in Nigeria. The sample size used by the researchers was 60. The study contained twenty of random picked schools in Ibadan, Nigeria. A structured questionnaire was used to collect data from the heads of accountants, heads of operations, and school principal on face-to-face basis. Inferential statistical tool was used and one hypothesis was formulated to analyse data. Regression analysis was used to study the dimensions of significant effect of leadership style on followers and performance. The findings showed that there was positive and negative correlation between performance and leadership style. There was 23 percent variance of performance found in leadership style jointly predict Organisational performance. This study concluded that transformational and democratic leadership styles have positive effect on both performance and teachers, and are highly recommended to secondary schools especially in this global competitive environment.

Dalluay and Jalagat (2016) conducted a research on title Impacts of Leadership Style effectiveness of school administrators and department heads to teachers' job Satisfaction and Performance on Selected Small-Scale Businesses in Cavite, Philippines. The sample size used was 150. Survey questionnaires were designed to study the effects of manager leadership styles on teachers' performance and satisfaction. 150 respondents were selected from corporations in Cavite, Philippines through random sampling. Data were analysed by using weighted mean, percentages, multiple regression and correlation coefficient.



Percentages specifically were used to analyse demographic variables (gender, age, length of service and leadership styles). Weighted mean were used to survey questionnaires on leadership styles, and correlation coefficient and multiple regression were used to study the relationship between variables on leadership style, job performance and job satisfaction. The finding concluded that corporations should constantly making the most of leadership style which enhances teachers performance and teacher job satisfactory level even though there is still rooms for improvements.

A researched was conducted by Widayanti and Putranto (2015) on Analysing the Relationship between Transformational Leadership and Transactional Leadership Style on Teacher Performance in Indonesia. The sample size used by the researcher is 92. The objective of this research is to find the relationship between transactional and transformational leadership to teacher performance and the significant relationship between these two variables. This research consists of primary and secondary data. Primary data was collected through Multifactor Leadership Questionnaire (MLQ) based on Slovin Theory method. Secondary data was collected from the office assessment of teacher performance. Validity and reliability test were used to measure quality of data. Multiple regression analysis is used to find the relationship because it has more than one independent variable. The result proved that transactional and transformational leadership has positive relationship and it effects to teacher performance either concurrently or partially.

Akram, Alam, Ali and Mughal (2012) conducted a research on how teachers leadership behaviours affect school organisational Performance in Pakistan. Sample size used by the researchers is 1000, where 500 questionnaires were distributed to school administrators and another 500 to teachers of various private and public schools in 66 cities through random selection. non-probability sampling technique is used in this study. Two questionnaires were designed for managers and teachers. Questions were related to leadership behaviours and organisational performance. Five point Likert scale was applied. Correlation analysis and regression analysis were applied to analyse the relationship and the effect of leadership behaviours on performance. SPSS version 16 was used to analyse the reliability of questions, and the reliability was checked in term of Cronbach's Alpha. The findings concluded that

leadership behaviours are interrelated and have high positive impact with teacher performance.

Nasir, Nordin, Seman, and Rahmat (2014) did a research on Relationship of Leadership Styles and Organisational Performance among IPTA Academic Leaders in Klang Valley Area in Malaysia. The study used correlation methods to measure the relationship between leadership styles and teachers performance. Five public universities in Selangor were chosen. 201 academic leaders were chosen as the sample size. The questionnaire prepared in a form of closed-ended questions. The survey instruments from on leadership practices inventory- Individual contribution self survey and Multifactor Leadership Questionnaire (MQL) was adapted. Likert-Scale was used. All data were analysed by using SPSS version 20.0. The hypothesis testing from normality test with normal Probability Plots for variables and other visual presentation measures such as histogram and box plot. Pilot test is used to test the consistency of questionnaire. Cronbach's alpha is used to test reliability. The findings concluded that leadership behaviours are interrelated and have high positive impact with teacher's performance.

There are different types of leadership. Transactional leadership and democratic leadership styles seem to be associated with effective task performance while the autocratic leadership brings about poor task performance which may be detrimental to the organisation's achievement. To address this complex problem, a school needs to improve quality through the performance of its human resources. Assessment of the performance of a school administrator can be seen through the work process because it is at this stage that a good leader is expected to demonstrate the desire to excel by improving the task performance of teachers.

Leng, (2014) did research on title in the impact of Leadership Styles on Teacher Commitment in Retail Industry in Malaysia. Sample size used by the researchers is 384. The researchers used questionnaires as the research instrument. SAS software version 9.3 was used to run tests of reliability, Pearson correlation and linear regression. The findings concluded that there was a significant impact of leadership styles towards Teachers' task performance

Sakiru, E ho, Kareem and Abdullahi (2013) conducted a research on relationship between Teacher Performance, leadership styles and emotional intelligence in an secondary school in Malaysia. Sample size used by the researchers is 180. Data was collected using three instruments; Multifactor Leadership Questionnaire, ECP and parastatal performance evaluation process.

Teachers' task performance was taken and recorded using teachers' performance evaluation process. ECP factors are used to measure emotional intelligence. Cronbach's alpha reliability coefficient is used for MQL factors. Linear regression analysis is used. These findings concluded that there is a substantial relationship between worker performance with emotional intelligent and leadership style.

Ismail, Tiong, Ajis and Dollah, (2011) worked on a research titled Interaction between Leaders and Followers as an Antecedent of Job Performance: An Empirical Study in Malaysia. Sample size used by the researchers is 200. This study used a cross-sectional method to integrate the research literature, the in-depth interview, pilot study and the actual survey to collect data. Convenience sampling technique was used. SPSS was used to analyse validity and reliability of data. Pearson correlation analysis and descriptive statistic is used to access research variables. Standardized coefficient of Stepwise regression analysis was used. The findings confirmed that interaction between leaders and followers does act as full antecedent of job performance.

#### **2.2.2.2 Capacity building and teachers' task performance**

Victor and Jonathan, (2019) conducted a research on influence of training on teacher productivity in public secondary schools. The study used qualitative approach since the subject matter focused on human behaviour. The study used primary data. The study applied structured questionnaires to a sample size of 75 drawn by simple random sampling. The data generated was analyzed using descriptive statistics. The findings of the study show that majority (70%) of the respondents agreed that training and manpower development has enhanced their efficiency and job productivity.

Neelam, (2014) conducted a research on the impact of training and development on teacher's task performance and productivity, a case study of higher school Peshawar City, KPK, and Pakistan. The study was quantitative in nature. The goal was to examine whether training and

development has an impact on teacher's performance and productivity. The result showed that there was significant relationship between training and teacher performance.

Frankling, (2014) conducted a study on the impact of training and development on Teachers' task performance. The findings revealed that working conditions and a lack of resources affect the training and development of teachers. It is recommended that certain areas be improved, that is, management support, the provision of feedback to teachers and the conducting of teacher training on a continuous basis. The findings show that this would improve teacher performance in secondary schools. The study assessed the effect of training dimensions on teacher performance, a case of government schools, Kenya. Results show that there was a positive and significant effect between training needs assessment and teacher performance in government schools. Training contents has a positive and significant effect on the teacher performance in government schools and training evaluation and teacher performance were positive and significant.

Romina, (2016) also found out in a research work that there is positive relationship between training/staff development and job performance. The study sought to determine the nature of the relationship between training/development and job performance. The study concluded that effective training is an investment in the human resources in education, with both immediate and long range returns. The study was to assess the effect of training on the performance of staff in the public institutions in Kenya. The target population was the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within school system. The data was collected through questionnaires. The study showed that there is a strong positive relationship between training of teachers and performance.

Falola, (2014) conducted a research on effectiveness of training and development on teachers' performance. The results show that strong relationship exists between training and development, teachers' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct. However, school administrators should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining teacher performance.

Osamwonyi (2016) conducted a research on training and development: A tool for teacher performance in the district assemblies in Ghana. In a sample of fifty (50) full time staff members of Kumasi Metropolitan Assembly, the research revealed direct relationship between training and development and teacher performance. Also the results from the data analysis indicated that significant relationship exist between training and development and task performance of teachers. Finally, the study revealed that management and teachers faced peculiar problems during training and development exercises. Management complained about funds whilst teachers' expresses concern about the time allotted to various training and development programmes.

Uzma (2015) carried out a research on impact of training on teachers' performance Evidence from schools in Karachi, Pakistan. The paper presents a concise summary of the literature on the value of training in improving the performance of the teachers. Four pharmaceutical schools were selected. A survey of 356 teachers via self administrated questionnaire The analysis showed a positive significant relationship between them and the results revealed that the more the teacher gets training, the more efficient their level of performance would be.

Job (2015) conducted a study on the impact of training and development on workers' productivity: A study of selected oil service schools in porthar court. The study was based on a combination of literature review and questionnaire surveys. It was revealed from the study that most organisations meet criteria needs for training adhoc staff in an haphazard way, while others set about identifying their training needs, then design training activities in a rational manner and finally asses the results of training. The paper concludes that there is significant positive relationship between training/development and workers productivity. There is also significant positive relationship between training/development and teachers' job security.

The study recommend that, the HR personnel generally considered the process of the performance appraisal as one of the main mechanisms for ascertaining training and development needs at the individual level. So, teacher training and development is the most significant in the performance management of teachers.

A research conducted by Olaniyan, and Ojo, (2008) on the effect of training and development on the teacher performance, submitted that, there is a solid positive correlation between both management development and teacher training and development program, and teachers' performance. This suggests that, both management and teacher development were meaningfully interrelated with organisation performance. He added that, an emphasis on teacher development, with employments safety, is possible to be common by teachers in terms of high level of schools' obligation. Committing funds into teacher training and development may also be essential for Western organisation struggling to attain a competitive advantage through high value products and services, particular features that were not paid much attention to during previous planned economy.

Other research conducted by the Kapsalis countries, Canada, the united States, Switzerland, the Netherlands, Poland, Germany and Sweden, in showing the lessons which can be learned from the combined capabilities of different countries, discovered that about 66% of Canadian and United States teachers who received job-related training from their employer stated that they uses their attained skill at work to a great level and therefore enhance teacher work performance and the organisation as a whole.

A study was conducted by Sharma and Jain (2013) to examine the issues persuading financial performance in the small hotels at Arusha in Tanzania. The outcomes of this research submitted that insufficient teacher training and development programs was among the factors accountable for low profitability in the hotels thus providing indication to HR professionals on the importance of this constituent in the business sector. notwithstanding the accessible mixed bag of strategies, an association must be careful when selecting preparing systems for its utilization. A cautious utilization of preparing routines might be an exceptionally practical financing. Despite the standout amongst the most vital stages in the preparation process, assessment and observing is regularly the most disregarded or slightest sufficiently completed part.

### **2.2.2.3 Task autonomy and task performance**

A degree of autonomy within one's job has been shown to lead to increases in self-efficacy, motivation and task effectiveness (Langfre and Moye, (2021)). Typically people prefer to have control of how they perform certain tasks within their jobs, compared to having

management direct and regulate their work tasks. If individuals have more freedom and control over aspects of their jobs, it seems likely that these types of high autonomy tasks would motivate individuals to set difficult goals. This might not be the case for all tasks.

We know that when tasks are interesting people tend to perform willingly and experience enjoyment from the task itself. Tasks that are inherently satisfying may encourage a person to set more difficult goals than tasks that are considered uninteresting and that need an external regulator to motivate desired behaviour. While some high autonomy tasks may be interesting, enjoyable, and challenging, others may be boring, repetitive, and need an incentive to induce productive behaviour. It is important to go beyond understanding the sum of the individual effects of task autonomy and understand the interaction between this task autonomy to promote the highest amount of teachers' task performance. Considering task autonomy and task interest separately stimulate goal setting, it is possible that the interaction of these variables may produce even greater goals to be set, and consequently promote greater task performances.

Task autonomy gives individuals the opportunity to choose how to complete a task (Flowerday and Schraw, 2003). Cordova and Lepper, (1996) found that compared to choice, allowing people to choose how to complete an activity led to greater liking of the task and higher levels of perceived competence. This provision of choice produced substantial increases in participants' motivation, level of aspiration, engagement in learning, self-determination and sense of control, and also led to participants preferring more difficult tasks. Situations that provide task autonomy encourage individuals to engage in self-determined behaviour (Deci and Ryan, 2011), which has been related to positive outcomes, such as increases in creativity, achievement, flexibility, and comprehension.

### **2.2.3 Work environment and teachers' task performance**

Emmanuel (2014) work on the effect of workplace environment on performance of teachers in Nakuru Town and the findings showed that psychosocial aspects are an important factor in boosting the performance of teachers than the physical workplace factors and work life factors. Naharuddin and Sadegi (2013) did a study on Factors of Workplace Environment that Affect Teachers' Performance: A case of Miyazu Malaysia. The findings showed that

only supervisor support is not significant towards the teachers' performance while job aid and physical workplace environment had a significant relationship towards teachers' task performance. Olabisi (2013) studied Work Environments and Job Performance of Librarians in Public Universities in South-West Nigeria. The findings revealed that there is significant correlation between work environment and job performance in libraries.

Various studies have been carried out on workplace environment as a factor that determines teacher performance. In his study, Ajala, (2012) studied influence of Workplace environment on Workers' Welfare, Performance and Productivity, analyzed the extent to which teachers perceive their workplace environment as fulfilling their intrinsic, extrinsic, and social needs and their need to stay in the Organisation. He also analyzed the impact of perception of workplace environments on teacher commitment and turnover in the Organisation, he concluded that if the teachers are provided with enabling workplace environmental support, they will be highly satisfied and show high level of commitment towards their organisation and hence low turnover rate.

A research by Aisha, Hardjomidjojo and Yassierli (2012) indicates that improving the working environment reduces complains and absenteeism among teachers and increasing their task performance. Better physical workplace environment will boost the teachers' morale and ultimately their task performance. When environmental supports are sound, teachers are better equipped to do what they are expected of them. Workplace environment plays a big role in increasing teachers' performance. Findings by Ajala (2012) indicated that workplace environmental elements such as sufficient light, absence of noise, proper ventilation and layout arrangement substantially increase teachers' productivity. Khan. (2015) investigated the impact of workplace environment and infrastructure on teachers' task performance from the education in Pakistan and concluded that incentives at workplace had a positive impact on teachers' performance.

Hameed and Amjad (2015) in a survey of 31 secondary schools showed that comfortable and furnished office design motivates the teachers and increased their task performance. Aisha et al. (2013) in their study "Effects of Working Ability, Working Condition, Motivation and Incentive on Teachers Multi-Dimensional Performance" found that the variables incentives,



motivation and working conditions have a significant effect on teacher performance in an Indonesian university. It is evident from these studies that a good workplace environment plays a very vital towards increasing performance of teachers in general.

### **2.2.3.1: Job security and teachers' task performance**

According to James (2012), job security has a significant effect on the overall task performance of the team as well as on the schools task performance generally. He noted that school with workers with low job security cause people to lose faith in their future which consequently affect their task performance. He affirmed that the more a teacher enjoys a high job security the more he is likely to effectively perform his task which is reflected in the overall performance of the school. For example, in schools, tasks are formally broken down into jobs which are assigned to each teacher. Each of the jobs performed by the teachers is assessed through individual performance. This individual performance is part of the overall school performance. The teacher's individual performance through his job is directly linked with the overall performance of the school. Therefore, it seems their performance is linked to school performance, their contributions to will be less and ineffective if they feel low job security in the school.

Job performance is a multi-dimensional construct (Griffin, Neal, and Parker, 2007), and in studies of job insecurity it has been assessed, for example, via self-reports, supervisory ratings (e.g. Huang, Niu, Lee, and Ashford, 2012), and objective output measures (Probst and Jiang, 2014). Job performance has been so variously defined and measured that this has even been speculated to be a reason for the conflicting results obtained on its association with job insecurity (Probst and Jiang, 2014)

Here, following Griffin et al. (2007) and Probst and Jiang (2014), found out that task performance of teachers is very high and seem to be favorable and achieved the general expectation of educational stakeholders which refers to how well an individual performs the core tasks specified in his or her job description. Task proficiency has been related to role clarity, and it has been argued that in uncertain contexts, the ability to carry out job-specific core tasks is impaired (Griffin et al., 2007). This indicates that task proficiency is sensitive to job insecurity. Since ordinary task performance is usually not something that receives

particular attention from supervisors or colleagues, the use of a self-report measure seems appropriate.

Self-report measures can provide more accurate information on a person's performance, since they assess the opinion of the person who is most familiar with it (Griffin et al., 2007). Subtle changes in vigour due to job insecurity might therefore be more likely to register on this measure than on an outsider's judgment of performance. Clearly, self-ratings of performance can be prone to several types of bias, and might even reflect elements of motivated self enhancement (Griffin et al., 2007). Empirical studies conducted by Rosekind (2015) and Probst et al (2019) all found teacher safety and security at work to be directly related to organisational performance. The scholars observed that "risk control implementation would be difficult if not impossible to achieve without appropriate monitoring of progress and outcomes". A research work carried out by Prof. Rhona Flin of Aberdeen University, pin-pointed leadership and managerial resilience as key drivers of health and safety performance. The author noted that the key to the success of any health and safety management system rests on management's driver towards making safety a "lived" value throughout the organisation rather than one that was simply talked about (cited in Pollitt 2011).

Agbola (2012) conducted a study on "impact of health and safety management on teacher safety at the Ghana ports and harbor authority". The results reveal that schools fraught with poor health and safety management practices, poor training in safety know-how, lack of information on dangerous chemicals and hazardous materials, lack of monitoring and enforcement of safety rules, unavailability of essential safety equipments, with adverse effects on teachers and the teachers' performance. He further recommended that, school must increase education and create awareness of the importance of health and safety; ensure collection and storage of data for effective monitoring and evaluation of safety performance.

Another research carried out by Lawal (2019), to examine the impact of health and safety policies on teachers' performance in the Ghana's timber industry and a case study approach was adopted for the study. The main data collection instruments used were interviews and questionnaires as well as statistical tools such as Pearson correlation was adopted to assess

the relationship between investment in health and safety and teachers performance. The data collected showed that health and safety measures put up by the school positively correlates with teachers' performance despite that the correlation is weak. There is also inverse relationship between reducing the number of accidents and injuries through health and safety promotions and teachers performance. From the findings, it was concluded that organisations need to pay much attention to their health and safety measures since apart from the fact that in other jurisdictions it is backed by law and is mandatory, it is classified as an existence need for which other motivational factors meant to improve teachers' performance.

Looking at the effect on occupational health and safety policy on teachers' performance, Lim (2012) added that when workers understand the health and safety rules and procedures of their job and the tools use for working, it helps them to work effectively and efficiently resulting in better performance of teachers. The benefit of promoting health and safety in school indicated that when teachers are provided with safe working environment through the use of effective occupational health and safety management systems, it reduces teachers absenteeism, and teacher turnover and this has direct effect in productivity, teacher/customer relationship, subordinate/management relationship which the end result will be increase in profitability for the school. Looking at health and safety of various organisations, they share similar view with Australian National Commission for Health Safety.

To them, in organisations where health and safety policies are highly promoted, teachers feel valued because they are kept from danger at work. This provides opportunities for teachers to perform very well on the job to achieve Organisational success. Hudson (2012) also sees health and safety promotion at the workplace having direct positive impact on teachers' performance. To the written good occupational health and safety management practices would help to build a positive workplace culture and this will enhance performance of all teachers. It also gives opportunity of high teacher performance that encourages creativity and innovation. Schools enjoying direct benefit in promoting occupational health and safety. To them they feels management 'cares' for teachers, there is an indication of positive management of occupational health and safety system and as such results in safer working practices and also have positive impact on teacher outcomes (example, job motivation, job involvement, safety climate, Organisational commitment, job satisfaction, mental health and well-being).

### **2.2.3.2 Reward system and teachers' task performance**

Studies have shown that the reward process is a major control or influence mechanism available to organizations and significant to effective task performance of teachers (Ajila, 2018). However, researchers do not agree on predictable influence on individual behaviour, unless the individual/group goals are taken into account. While there seem to be an agreement that rewards should focus on achieving organisation's goals, some environmental factors may help to determine the resultant effect. A proper understanding of the effect will help draw attention to the impact of reward on teacher performance.

The reward system consists of all organisation components- including people, process, rules and decision making activities involved in the allocation of compensation and benefits to teachers in exchange for their contribution to the organization task performance (Puwanenthiren, 2011). The reward system was considered as consisting of a number of interrelated processes and activities which combine to ensure that reward management is carried out effectively to the benefit of the organisation and the people who work there. Puwanenthiren (2011) also identified three main components of a reward system to include; compensation, benefits and recognition. These components encapsulate the total rewards in an organisation which include transactional and relational rewards. Benefits are described as forms of value other than payment that are provided to teachers for their contribution to the growth of the organisation. Benefits can come in two forms tangible and intangible benefits. Tangible benefits include contribution to retirement plans, life insurance, vacation pay, holiday pay, teacher stock ownership plans, profit sharing and bonuses, etc. Intangible benefits on the other hand include, appreciation from a boss, likelihood for promotion, office space, etc. Compensation is described as base pay and variable pay. Base pay is tied to the value of the job to the organization in relation to the market value and the expertise required to performing the job. While variable pay is based on the performance of the person in that role which include achieving set targets.

In considering the deployment of a robust reward system, the employer has to consider several options ranging from decisions on whether the reward would be periodic or

instantaneous, cost savings or profit based individual or group based. All these ingredients are very vital to designing a good reward system.

Hellriegel, Slocum and Woodman (2021), noted that “managers agree that tying pay to task performance is indispensable and significant to performance in secondary schools. However, the actual implementation of programmes designed to bring about such a relationship is often quite difficult” They further identified four reward systems in high-performance work setting to include gain-sharing/profit sharing, flexibility benefits, school time-off and skill based pay. All these systems involve payment of cash to teachers at various times for increasing productivity, reducing cost, or improving quality, determined by the schools’ goals at the time.

Gain-sharing involves regular cash bonuses to teachers usually tied to plant, division, or departments’ improvements. Profit sharing on the other hand, involves cash payment of a percentage of the company’s profits to all teachers.

Under the flexible benefit plans, teachers are allowed to choose the particular benefit plan that suits their interest without the management forcing it on them. Teachers earn time-off credit through high performance and can keep it for future use. Skill based pay involves paying teachers based on the number and level of job related skills they have acquired. This reward system recognizes the market value of each teacher with talent and ensures that they are rewarded accordingly.

### **2.2.3.3 Physical work Environment and teachers’ task performance**

Study conducted by Badayai (2012) found out a significant influence of physical work environment with task performance of staff. The physical environment at work is critical to staff task performance, satisfaction, social relations and health. It is generally understood that the physical design of offices and the environmental conditions at work places are important factors in organisational performance.

It will be able to put forward several factors that are included in the working environment and its effects on job performance. The study by Badayai (2012) has confirmed previous studies and classified five main factors of uncongenial working environment as shown below

### **Air factor**

Ossama, Gamal and Amal (2021), carried out a study on correlation between indoor environmental quality and task performance in secondary schools. The study established a significant correlation between air quality ventilation and teacher task performance. The air in the work environment especially its components can play a considerable function in relation to the work behaviour, specifically task performance. As indicated by the scholars indoor air quality is very significant to the health, comfort, and task performance of teachers. Indoor contamination levels frequently exceed open air levels and most of the time teacher might spend up to 90% of time alone inside. Most possibly perilous indoor air pollutants are radon, asbestos, inorganic material, environmental tobacco smoke, organics, biological and non-ionizing radiation. Other pollutants such as odors and dusts can cause critical discomfort and feelings of unwillingness that may lead to a reduction in productivity and task performance of teacher.

Good room temperature increases staff task performance significantly and reduces stress in workers as it plays notable role in workplace environment. Effective temperature indicates how hot or cold our environment really makes us feel (Aamodt, 2004). High temperatures can affect teachers' task performance, particularly duties required on cognitive, physical, and perceptual duties (Badayai, 2012). Chandrasekar (2011), state that high temperature can have a direct impact on health and lead to heat stress and heat exhaustion. Furthermore, Sehgal (2012) clarified that according to a thin person, a higher temperature may be better. However, for somebody not as thin, a lower temperature may work better. He also clarified possible effects of temperature in secondary schools.

Noise is described as unwanted sound, is the most common complaint in offices workplace that affect task performance. Many researchers indicate that noisy places and exposing teachers to such conditions can affect their job performance quality. Melamed, Fried and Fromm (2018) confirmed that exposure to high levels of sound may lead to several diseases such as cardiovascular disease, endocrine and digestive reactions particularly in complex task not in straightforward task. Schools today tend to use an open-office design to increase teamwork, communication and task performance; however, researchers' studies indicate that these open interactive spaces boost Noise in the workplace and secondary schools inclusive.

Noise can affect task performance by office workers. According to Kjelberg and Skoldstrom (1991), study showed that assignments, needed reading comprehension and memories are the most sensible to noise, especially noise sources related to staff conversations. Noise can distract staff of a school more likely when workers do not have control of the noise source and it is unpredictable. The raised noise in the workplace is caused by common office equipment, for example, printers, phones, copiers, heating and air conditioning units, and conversations of office workers. (Maxwell, 2001) The study of Mital, McGlothlin, and Faard (1992) found that significant noise sources were individuals arriving/departing, keyboard sounds, and equipment or moving cars produces larger noise in the school environment while conversations and printer beeping sounds were accounted for to be the most irritating noise in an organization that affect task performance.

Regardless of fit out design or building type, daylight, is considered to be the number one wanted natural feature in the workplace as researchers discovered that exposure to natural light in an office space impacts teachers' quality of life and improve their task performance. The amount of light needed in the workplace depends on the kind of tasks being performed, either outdoors or indoors, or when they are performed by day time, or at night. By consequence, it will either improve or reduce the task performance. Inconvenient lighting is a source of distress, thus leading to poor task performance. That happens when the teacher is exposed to uncomfortable working environment which is a high glare, dim bulk, or a lack of natural light in the office or classroom (Schultz and Schultz, 2006). The brightness of office light influences concentration, alertness, and task performance. Modifying the quality and nature of light can appreciably enhance working experience and productivity (Sehgal, 2012).

Moreover, ventilation has been found to increase productivity and task performance, and raise teachers' spirits. It plays a role in the workplace by simply providing a pleasant school working environment. Mental reviews have showed that well ventilated classroom can impact individuals' mood and stimulate feeling for effective task performance (Carruthers, Morris, Tarrier and Whorwell, 2010). Cool colours might awaken unhappy and depressive feelings, while warm colours generally motivate warming and positive emotions (Ching and Binggeli, 2012).

## **Space Factor**

The actual physical layout of an office in secondary school is highly important when it comes to maximizing tasks among teachers. Nowadays, work environments support new ways of working and flexible workplaces which displays ease of communication and interpersonal access contrasted with fully enclosed private offices, and this change to open plan office has boosted teacher's productivity paralleled to closed office spaces (Becker, 2002). The individual workstation that is too crowded and restricted, will lead to stress, pressure and other psychological effect. An individual teacher may feel unstable and have lack of freedom and motivation, on the short-run; it may lead to a very stressful environment, which decreases the quality of the job performance.

Gifford (1996), stressed that teachers whose work requires supervisory-professional and privacy are unhappy with an open-plan office. Teachers adapt to uncongenial work space when spatial arrangements are inappropriate, and they may even not realize their surroundings could be better.

According to Sehgal (2012), space components like office furniture comprises of desks chairs, the filing system, shelves, drawers, etc., have a specified part to play in the level of task performance of some teachers and the suitable functioning of any office holders. Also, one of the most essential things to be guaranteed is whether the workplace furniture is ergonomic or not. Ergonomic office furniture guarantees that every worker gets well with the things around him, like chairs, desks, office arrangement and even environmental factors.



## 2.3 Theoretical framework

### **Herzberg Two Factor Theory (1959)**

This study is anchored on Herzberg motivational theory. The theory was used to explain the relationship between recruitment factors, organisational culture, work environment and teachers' task performance in public secondary schools in Oyo State.

**Herzberg Two Factor Theory of Motivation** was propounded in 1959 when Frederick Herzberg, a behavioural scientist, proposed a two-factor theory or the motivator-hygiene theory. The hygiene factors symbolised the physiological needs which the individuals want and are expected to be fulfilled, for instance, pay /salaries, company policies, fringe benefits, physical working conditions and interpersonal relations. According to Herzberg, the hygiene factors are not motivators. Motivators are inherent to work. These factors motivate staff to perform better. They are factors involved in performing the job. Workers find these factors intrinsically rewarding. These motivational factors include: recognition, sense of achievement, growth and promotional opportunities, responsibility and meaningful job. Herzberg proposed that staff members are motivated by internal values rather than values that are external to the work. In other words, motivation to work is internally generated and is propelled by variables that are intrinsic (motivators) to the work which include achievement, recognition, the work itself, responsibility, advancement (in terms of promotion, training and development), and growth. Conversely, certain factors induce dissatisfying experiences for staff and these factors, largely from non-job related variables, are called extrinsic variables. These include company policies, salary, co-worker relationships and supervisory or management styles and work environment.

The Hygiene factors (extrinsic variables) do not motivate staff but can minimise dissatisfaction if handled properly. Effective task performance of teachers will not be at its optimum if they are dissatisfied and the hygiene factors are mishandled. Herzberg opined that once the hygiene factors are addressed, the motivators would promote job satisfaction and encourage task performance by teachers.

Nzoka (2015) anchored his study on Herzberg two-factor theory where he sought to explain the Institutional factors influencing lecturers' productivity in the Methodist University in

Kenya. Michael (2008) used the theory to establish motivational variables influencing staff retention in private and public organisations in South Africa. Likewise, this theory would guide this research in establishing the relationship between recruitment factors, organisational culture, work environment and teachers' task performance in public secondary schools in Oyo State.

### **Relevance of the theory to the study**

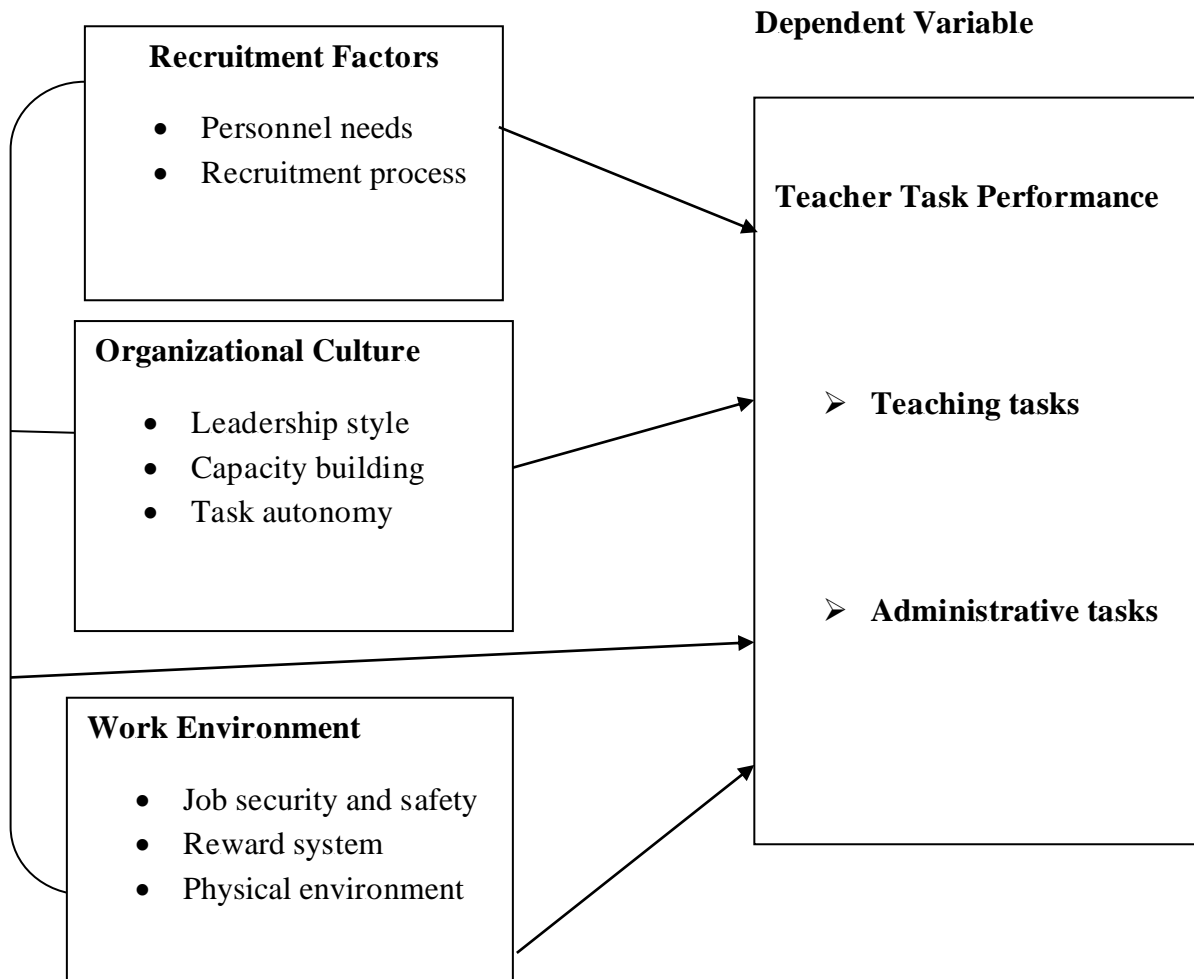
This theory helps to explain how to achieve an effective task performance among teachers of public secondary schools through recruitment factors, work environment and organisational culture.

The theory argued that there were certain factors (hygiene and motivator) that employers of labour or human resource units in the school system can introduce that would directly or indirectly make staff to work effectively. However, there were also factors that would demotivate staff if not present but would not in themselves motivate staff to work harder (hygiene factors). This study stressed the intrinsic factors such as task autonomy and teachers' capacity building identified by Herzberg, which are some of the important factors that could aid teachers' task performance, once the staff are satisfied with regulations and process guiding them, likewise it is likely that teachers would be more productive when there are opportunities for promotion as at when due and personal development through trainings and workshops.

Herzberg noted that there is a strong relationship between reward and workers' performance. Staff should not work without any reward and reward should be commensurate with the nature of the job. If reward is not commensurate with input, there may be dissatisfaction and this could lead to poor task performance. Employers of labour need to find out what reward systems can be put in place to improve staff task performance. This theory emphasised that work environment can help to motivate teachers; it also focused on motivators which could assist to improve tasks performance (teaching task and administrative task). Empirical studies have shown that extrinsic factors such as recruitment factors, organisational culture, and working environment are key motivational factors that influence staff productivity. This implies that schools management should not rely only on intrinsic factors to influence teachers' task performance, rather, a combination of both motivator and hygiene factors and these factors should be considered as means of improving and ensuring teachers' task performance.

## 2.4 Conceptual model

### Independent variables



**Figure 2.1: A Model showing the interaction between Recruitment factors, Organisational culture, work environment and teachers' task performance**

**Source:** Researcher's Conceptualisation

The conceptual model for the study shows the interaction between the independent variables and dependent variable. The independent variables are recruitment factors, organisational culture, and work environment while task performance of teachers (teaching and administrative tasks) serve as the dependent variable.

The study posited that if recruitment factors (personnel needs and recruitment process) are well practised and considered in the recruitment of teachers to public secondary schools, it is likely to improve the teachers' task performance but if not well implemented, there is likely to be poor task performance by teachers.

Personnel needs and recruitment process as indicators of recruitment factors could play significant roles in achieving effective task performance among secondary school teachers. When personnel needs in terms of specialisation, qualification, age, gender, and recruitment process such as application form, examination, aptitude test and oral interview are adequately considered in recruiting teachers to public secondary schools it would improve teachers' task performance.

Also, if the organisational culture (leadership styles, capacity building, and task autonomy) well practised with fairness, it may speed up the level of teachers' task performance. Similarly, the application of leadership styles, capacity building and task autonomy to the school system and if the indices are practised with fairness would improve the level of teachers' task performance in secondary schools

More so, a work environment (job security/safety, reward system and physical environment) that is conducive is likely to improve the level of teachers' task performance in the school system.

The model is hereby interpreted thus; that all things being equal, the combination of recruitment factors, organisational culture, and work environment would improve the teachers' task performance in public secondary schools.

## 2.5 Appraisal of literature

The literatures reviewed so far revealed the importance of teachers' task performance of teachers in public secondary school. Based on the literatures, importance of its task effectiveness is stressed and it significant for the realisation of secondary school educational goals and objectives was entrenched from different literatures. Presently, the literature review revealed that performance in the context of teachers' task performance as "job performance with which job occupants execute their assigned tasks, that realizes the fulfillment of Organisation's vision while rewarding organisation and individual proportionately" (Borman, and Brush, 1993; Borman, and Motowidlo 1997 and Tripathy, 2014). Some researchers perceived that task performance requires more cognitive ability and is primarily facilitated through task knowledge (requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments), task skill (application of technical knowledge to accomplish task successfully without much supervision), and task habits (an innate ability to respond to assigned jobs that either facilitate or impede the performance) (Faremi 2021; Akinola 2019; Aremu 2010 and Morakinyo 2003), Task performance in this study was described as teaching task and administrative task as they are germane to the realisation of goals and objectives of secondary school education.

Teaching task was reviewed as a concept that is all about individual way of acting and behaving in order to accomplish the organisational goals. It has serious influence on work/Teachers' task performance. Poor teaching task is not only frustrating to the students and the school; its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Good task performance at work place is supposed to be the bedrock and foundation toward higher performance in school setting, Parvin, Mahamuda, Kabir and Nurul (2011) other researchers see it is an investment or resources that can be used to achieve a higher profit, good reputation and overall Organisational goals. The role of worker attitude is to lay the foundation for further task performance and if a good foundation is laid at worker level there are likely to be improvement at other level. However different at different times have passed the blame of poor attitude in organisation to the workers, because of their low achievement, low motivation and the likes. Some researcher

observed teaching task in other hand as teachers commitment to the profession i.e “attachment to their duties and considering school goals like that of their own.

The recruitment factors were reviewed as those factors that are associated with recruitment of teachers; these are Personnel needs and recruitment process (Ofori and Aryeetey, 2011; Opatha 2010 and Gamage 2014). Literature described the importance of recruitment processes passed through by individual job seekers at various levels to be very significant to the task attitude and level of job commitment of an employee. The study further highlighted the importance of different types of approaches used at the time of recruitment which in turn makes any organisation well-established or less established improved level of staff task performance. The effectiveness has primarily been assessed by examining the rates of turnover, job survival and job performance along with organisational issues such as referrals by current personnel, in-house job postings, and the re-hiring of former employees. These are particular to other organization but not directly linked to school system. The two factors that considered in this study were personnel needs and recruitment process as they were not considered in that study which is the gap on the part of recruitment factors. Personnel needs in term of qualification, gender and work experience and recruitment process were considered to be internal and external recruitment in this study.

The concept of organisational culture was also reviewed by different researchers (Slocum, 2005; Stewart, 2010; Ali, 2012 and Awad and Saad, 2021) as value, norms/belief of an organisation that could have direct influence on the task performance of teachers in a school system. The attraction of organisation norms, values and beliefs have strong influence upon performance, at different level of organisation culture different background, ethics and racial differences impact upon performance. The similar organisation culture with different backgrounds has common set of values and beliefs to be effected by organisation systems. These attitude and behavior were not considered together as indices of organizational culture but the common practices or norms within the educational system which was the gap the researcher considered in this study by considering leadership style, staff training and development and task autonomy and regarded them as important indices of organisational culture which was confirmed from literature to have a significant relationship with teachers’ task performance.

Work environment was reviewed to be different factors within the working place such as wages, working hours, security/safety given to employees, organisational structure and communication between employees and management may affect task performance. It was observed that most businesses ignore the working environment within their organisation resulting in an adverse effect on the performance of their employees. According to different scholars, working environment consists of safety to employees, job security, good relations with co-workers, recognition for good performance, motivation for performing well and participation in the decision making process of the school (Sousa-Poza and Sousa-Poza, 2000; Gazioglu and Tanselb, 2006; Skalli, Theodossiou, and Vasileiou, 2019). They further elaborated that once employees realize that the school considers them important, they will have high level of task performance and a sense of ownership for their organisation. Job security/ safety, reward system and physical environment were used as indicators of work environment in this study. Job security and job safety were used interchangeably in this study. This is defined as the assurance in an employee's job continuity due to the general economic conditions in the country. It is concerned with the possibility or probability of an individual keeping his/her job. It deals with the chances of employees keeping their jobs in order not to be unemployed. Jobs which are not backed by definite tenure or cannot be guaranteed for reasonable period are deemed to lack job security. Also, safety provision for workers in the work environment goes a long way in task performance of teachers.

There is dearth of studies on recruitment factors, organisational culture and work environment, but there seems to be studies that link the three independent variables to task performance of teacher.

From literature reviewed it was observed that there was little study on teachers' task performance (teaching task and administrative task), all the available studies were on employee job performance, also there was no work that combined recruitment factors, organisational culture, work environment with teachers' task performance, knowing full well that, the composition of these variables could give better explanation of task performance of teachers in public secondary schools in Oyo state Nigeria, this study therefore investigates recruitment factors, organisational culture, work environment and teachers' task performance in public secondary schools in Oyo State, Nigeria.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the procedure used by the researcher in carrying out the study under the following sub headings: research design, variables in the study, population of the study, sample and sampling techniques, research instrument, validity of the instrument, reliability of instrument, administration of research instrument and method of data analysis.

#### **3.1 Research Design**

The descriptive survey research design using mixed method of data collection was adopted for this study. This was considered appropriate for the study because it provided the strategy for obtaining and describing existing conditions in the study since the information was already in existence. The researcher was not also interested in manipulating variables in the study. The study investigated the recruitment factors, organisational culture and work environment on teachers' task performance in public secondary schools in Oyo State, Nigeria.

The independent variables of the study are: recruitment factors (personnel needs and recruitment process), organisational culture (measured in terms of leadership styles, capacity building, task autonomy) and work environment measured in terms of (job safety/security, reward system and physical environment). The dependent variable is teachers' task performance which was measured in terms of teaching and administrative tasks of teachers in secondary schools.

#### **3.2 Population of the Study**

The population for this study consists of 15,498 teachers and 627 principals of public secondary schools in Oyo State, Nigeria. The total number of public secondary schools in Oyo State is 627 as evidenced in Table 3.1. All teachers and principals in the public secondary schools in Oyo State constituted the population of the study.



**Table 3.1: Population of public secondary schools in Oyo State**

<b>S/ N</b>	<b>Educational Zones in Oyo State</b>	<b>Number of Public Secondary Schools</b>	<b>Number of principals in the Zone</b>	<b>Number of Teachers In the Zone</b>
1	Oyo Zone	89	89	2077
2	Ibadan Zone 1	165	165	5208
3	Ibadan Zone II (Moniya)	151	151	3308
4	Eruwa Zone	51	51	1,739
5	Ogbomoso Zone	84	84	1803
6	Saki Zone	87	87	1363
7	<b>TOTAL</b>	<b>627</b>	<b>627</b>	<b>15,498</b>

*Source: Oyo State Teaching Service Commission (TESCOM), 2020.*

Table 3.1 shows the breakdown of the population of the study. The state is structured into 6 educational administrative zones. The total number of schools under the educational zones is 627 while the total number of teachers is 15,498.

### **3.3 Sample and Sampling Techniques**

The sample size of the respondents for the study is 1,355 (1,296 teachers and 59 principals). The multistage sampling procedure was adopted for this study to generate the sample size for the study.

The first stage in ved selection of educational zones. The educational zones were clustered into three A (Ogbomoso Zone and Oyo Zone), B (Ibadan Zone I and Ibadan Zone II) and C (Eruwa Zone and Saki Zone) based on the zones with the same similarities, one zone each was randomly sampled from each clustered group making three (3) zones i.e Oyo Zone, Ibadan Zone 1 and Saki Zone making 50% of the zones that were sampled all together.

The second stage in ved sampling of schools. Proportionate to size sampling technique was adopted to sample 15% of the schools in each of the zones selected making the total number of 51 schools that were sampled all together.

The third stage was on the selection of teachers. Proportionate to size sampling technique was used to sample 15% of the teachers from the schools selected thereby making a total number of 1,296 teachers all together.

At the last stage, total enumeration sampling technique was used to sample all the principals and Zonal Inspectors in the selected schools and zones making 59 principals and 3 zonal inspectors altogether. The total respondents were 1,355 altogether as shown in Table 3.2

**Table 3.2: Sample for the Study**

	<b>Zones</b>	<b>Number of schools</b>	<b>Number of sampled schools</b>	<b>Number of principals</b>	<b>Number of sampled Principals</b>	<b>Number of teachers</b>	<b>Number of sampled Teachers (15%)</b>	<b>Zonal inspectors</b>	<b>Total sampled</b>
1	Oyo Zone	89	13	89	13	2,077	311	1	324
2	Ibadan Zone 1	165	24	165	24	5,208	781	1	805
3	Saki Zone	87	22	87	87	1,363	204	1	226
<b>Total</b>	<b>3 Zones</b>	<b>405</b>	<b>59 Schools</b>	<b>405</b>	<b>51 Principals</b>	<b>1,739</b>	<b>1,296 Teachers</b>	<b>3</b>	<b>1355</b>

### **3.4 Research Instruments**

The instruments for this study are two questionnaires and Key Informant Interview (KII) which were designed for teachers, school administrators and zonal inspectors. The first instrument which is Recruitment Factors, Organisational Culture and Work Environment Questionnaire” (RFOCWEQ) was a self structured questionnaire while the second instrument which is Teachers’ Task Performance Questionnaire (TTPQ) and KII was also developed by the researcher.

#### **i. Recruitment Factors, Organisational Culture and Work Environment Questionnaire (RFOCWEQ)**

The first instrument is a self structure questionnaire titled “Recruitment Factors, Organisational Culture and Work Environment Questionnaire” (RFOCWEQ) which was designed for teachers. The (RFOCWEQ) is divided into two sections. Section A is on the demographic characteristics of the respondents such as age, gender, years of experience among others, while Section B is divided into:

- Recruitment Factors Scale (RFS) for teachers
- Organisational Culture Scale (OCS) for teachers
- Work Environment Scale (WES) for teachers

#### **Recruitment Factor Scale (RFS)**

This section is on recruitment factor which consists of 16 items on personnel needs and recruitment process that was used to elicit information from the respondents with 4 Likert scale rated as 4 = Always (A), 3= Sometimes (S), 2=Rarely (R) and 1= Never (N).

#### **Organisational Culture Scale (OCS)**

The second scale is (OCS) for teachers. It has part A which elicited information on organisational culture practices within the school system. It has 14 items on the various indicators used to measure the variable. 4 Likert scale was used to answer the items rated from 4=Mostly Practised 3 = Sometimes Practised, 2 = Rarely Practised and 1 = not Practised

#### **Work Environment Scale (WES)**

The third scale is Work Environment Scale (WES) for teachers, with 14 items on the condition of teachers work environment and it has 5 Likert scale of 5 =Very Good, 4= Good, 3=Fair, 2= Poor 1= not Available.

ii. **Teachers' Task Performance Questionnaire (TTPQ)**

The second instrument was designed by the researcher to collect information on teachers' task performance in the selected public secondary schools. Teachers' Task Performance Questionnaire (TTPQ) was designed for school administrators. It has three sections, the Section A consists of bio-data of the respondents such as gender, marital status age, work experience and so on. It also has section B which consists of 13 items on indices of teachers' task performance. It has 4 Likert scale rated as 4 = Very High, 3 = High, 2 = Low and 1 = Very Low.

iii nothe KII was additional items raised by the researcher to retrieve additional information from the Zonal inspectors on the variable of the study. It was structured in line with the research questions of the study.

### **3.5 Validity of the Instruments**

Face and content validity of the instruments was achieved by giving the drafted copies of the instrument to my supervisor and other experts in the Department of Educational Management and test construction experts in the Institute of Education, University of Ibadan, Ibadan, for the review of the content for necessary corrections and modifications. This is to ensure that the instruments measured what they are meant to measure.

### **3.6 Reliability of the Instruments**

The reliability of the instrument is the ability of an instrument to consistently measure what it is expected to measure at any point in time. According to Nwankwo and Emunemu (2015), reliability of an instrument is concerned with the consistency or stability of the measurement value over time. Therefore, a pilot test was conducted by administering 50 copies of the questionnaire meant for teachers and 10 copies of the questionnaire meant for the principals in Ibadan Educational Zone II which is not part of the sample selected. The Cronbach Alpha test of reliability was used to test the internal consistency of the instruments at 0.05 level of significance. The instrument yielded the following reliability coefficient as shown in Table 3.3.

**Table 3.3: Cronbach's Alpha Values For Study Variables**

Variables	Cronbach coefficient
Recruitment factors, organisational culture, and work environment Questionnaire (RFOCWEQ) divided into sub- scales	
Recruitment Factors (RF)	<b>0.782</b>
a. Personnel Needs (PN)	<b>0.78</b>
b. Recruitment Process (RP)	<b>0.81</b>
Organisational Culture (OC)	<b>0.86</b>
a. Leadership styles (LS)	<b>0.93</b>
b. Task Autonomy	<b>0.87</b>
c. Capacity Building	<b>0.84</b>
Work Environment (WE)	<b>0.92</b>
a. Safety and Security (SS)	<b>0.74</b>
b. Reward System (RS)	<b>0.76</b>
c. Physical Environment (PE)	<b>0.72</b>
Teachers Task Performance Questionnaire (TTPQ)	<b>0.83</b>

### **3.7 Administration of the Instruments**

The corrected instruments were administered personally by the researcher assisted by three trained research assistants. The researcher collected a letter of introduction from the Head of the Department of Educational Management through the Postgraduate Studies Coordinator to the administrator/principal of each sampled schools soliciting their cooperation, proper introduction and access to the staff of the schools. The researcher and the assistants visited the selected schools to gather the required data and all the instruments administered were retrieved after the completion by the respondents.

### **3.8 Method of Data Analysis**

The data collected were analysed using descriptive and inferential statistical tools. The descriptive statistical tools of frequency counts and simple percentage were used to analyse demographic information of the respondents and research questions 1-4. The Inferential statistical tool of Pearson Product Moment Correlation (PPMC) was used to test hypotheses 1-3 while Multiple Regression Analysis was used to test hypotheses 4 and 5 at 0.05 level of significance. The KII was contently analysed

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This section presented the results and discussion of findings of this study. The data retrieved from the field through questionnaires were used to generate the results. For the study, 1296 copies of the instruments were administered to teachers but 1284 (99.1%) retrieved from the field, so, 12 copies of the questionnaire were not returned by the respondents. Also, 59 copies of the questionnaire were administered to school administrators (principals) and were all (100%) returned. The total copies of the questionnaire retrieved from the field were 1343 (99.11%) which was used for data analysis.



#### 4.1 Demographic Information of the Respondents

**Table 4.1: Gender and Marital Status of the Respondents**

<b>Teachers</b>			<b>Principals</b>		
Gender	<b>Frequency</b>	<b>Percent</b>		Frequency	Percent
Male	651	50.7	Male	35	59.3
Female	633	49.3	Female	24	40.7
Total	1284	100.0	Total	59	100.0
<b>Mean</b>	1.41		<b>Mean</b>	1.49	
<b>Std.D</b>	0.49		<b>Std.D</b>	0.50	
<b>Marital</b>	<b>Frequency</b>	<b>Percent</b>		<b>Frequency</b>	<b>Percent</b>
Status					
Single	411	32.0	Single		
Married	864	67.3	Married	59	100.0
Response	9	0.7			
<b>Total</b>	1284	100.0		59	100.0

Table 4.1 provides demographic information on the distribution of the respondents by gender and marital status. In relation to gender, it was revealed that 651 (50.7%) of the respondents were male teachers and 633 (49.3%) of the respondents were female teachers. Also 35 (59.3%) of the respondents were male principals while 24 (40.7%) were female principals. Going by this, it is clear that the male gender was represented more in the study than the female gender. This likely pointed to the observation that there were more male teachers than female teachers in public secondary schools.

However, both genders were adequately represented and gender bias was avoided. With respect to marital status, the larger percentage of the teachers sampled, 864 (67.3%) were married, 411 (32.0) were single while 9 (0.7%) of the respondents preferred not to disclose their marital status. Significantly, the entire school administrators sampled for this study were married. This implies that a larger percentage of the respondents (teachers and principals) in this study were married. So, they may have experience in motivating members of staff to fulfill their obligation and parenting students to bring the best out of them as their loco parentis.

**Table 4.2: Age and Work Experience of the Respondents**

<b>Teachers</b>			<b>Principal</b>		
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
under 30	481	37.5	-	-	-
30-40	220	17.1	-	-	-
41-50	482	37.5	41-50	15	25.4
51 years and above	101	7.9	51 years and Above	44	74.6
<b>Total</b>	<b>1284</b>	<b>100.0</b>	<b>Total</b>	<b>59</b>	<b>100.0</b>
<b>Mean</b>		<b>45.5</b>	<b>Mean</b>	<b>51.0</b>	
<b>Std.D</b>		<b>1.09</b>	<b>Std.D</b>	<b>0.439</b>	
<b>Work Experience</b>	<b>Frequency</b>	<b>Percent</b>	<b>Work experience</b>	<b>Frequency</b>	<b>Percent</b>
less than a year	212	16.5	-	-	-
<b>1-10 years</b>	512	39.9	<b>11-15</b>	4	6.8
<b>11-20</b>	448	34.9	<b>16-20</b>	54	91.5
<b>21-30</b>	112	8.7	<b>above 20 years</b>	1	1.7
<b>Total</b>	<b>1284</b>	<b>100.0</b>	<b>Total</b>	<b>59</b>	<b>100.0</b>

Age and work experience of the respondents are presented in Table 4.2. The result shows that 482 (37.5%) of the teachers sampled were within the age range of 41-50years, followed by 481 (37.5%) respondents under 30 years of age, 220 (17.1%) of the sampled teachers were within the age range of 30-40 years of age while 101 (7.9%) are within the age range of 51 years old and above. The average age of teachers is 45.4 (30-40yrs). For school administrators, majority of those sampled were within the age range of 51 and above while only 15 (25.4%) were within the age range of 41-50 years. This indicates that the majority of the respondents (teachers) were within the range of 41-50 years of age and, implying that a larger percentage of the respondents (teachers) were still in their early age compared to respondents that are above 51 years of age. The average age of the school administrators is 51.0.

For work experience, the data revealed that 512 (39.9%) of the teachers had 1-10 years of teaching experience; 448 (34.9%) had 11-20 years of teaching experience; 212 (16.5%) had less than a year of teaching experience and 112 (8.7%) had 21-30 years teaching experience. The principals that were sampled, majority of them, 54(91.5%), had 16-20 years work experience, 4 (6.8%) had 11-15 years work experience while, 1 (1.7%) had above 20 years work experience. Based on this, it was shown that majority of the respondents had requisite years of teaching experience to provide necessary information on the variables selected for the study.

## 4.2 Analysis of Research Questions

**Research Question 1:** What is the level of teachers' task performance in public secondary schools in Oyo State, Nigeria?

**Table 4.3 Level of teachers' task performance in public secondary schools**

S/N	Items	VH	H	L	VL	Me.an	Std.Dev.
<b>Teaching tasks</b>							
1	Preparation of up to date lesson note	15 (27.3%)	40 (72.7%)	0 (0.0%)	0 (0.0%)	3.27	0.449
2	Using the appropriate methods of teaching in the class	6 (10.9%)	39 (70.9%)	6 (10.9%)	4 (7.3%)	2.85	0.705
3	Using diverse methods to make sure that students understand the lesson	8 (14.5%)	31 (56.4%)	16 (29.1%)	0 (0.0%)	2.85	0.650
4	Choosing the right instructional material for teaching in the classroom	6 (10.9%)	38 (69.1%)	11 (20.0%)	0 (0.0%)	2.91	0.554
5	Display of the instructional materials for teaching in the classroom	11 (20.0%)	20 (36.4%)	24 (43.6%)	0 (0.0%)	2.76	0.769
6	Improvisation of instructional material for teaching	4 (7.3%)	32 (58.2%)	17 (30.9%)	2 (3.6%)	2.69	0.663
7	Using teaching instruction always	10 (18.2%)	13 (23.6%)	21 (38.2%)	11 (20.0%)	2.40	1.011
<b>Weighted mean</b>						<b>2.81</b>	
<b>Administrative tasks</b>							
8	Proper classroom control	1 (1.8%)	27 (49.1%)	25 (45.4%)	2 (3.7%)	2.09	1.005
9	Active participation in students discipline in the school	12 (21.9%)	19 (34.5%)	24 (43.6%)	0 (0.0%)	2.11	0.916
10	Keeping the statutory records up to date	7 (12.7%)	27 (49.1%)	21 (38.2%)	0 (0.0%)	2.51	0.936
11	Marking of students attendance	4 (7.3%)	22 (40.0%)	24 (43.6%)	5 (9.1%)	2.11	1.066
12	Attending staff meeting	3 (5.5%)	4 (7.3%)	29 (52.7%)	19 (34.5%)	2.29	1.012
13	Frequent checking of student note	2 (3.6%)	23 (41.8%)	24 (43.6%)	7 (12.7%)	2.07	0.997
<b>Weighted mean</b>						<b>2.13</b>	
<b>Grand mean</b>						<b>2.47</b>	

note: Mean value range from 0-1.4=Very Low, 1.5-2.4= Low, 2.5-3.4= High, 3.5-4.0= Very High. Figures in parenthesis are percentages.

Table 4.3 showed the level of teachers' task performance in public secondary schools in Oyo State, Nigeria. The table revealed that 40 (72.7%), 39 (70.9%), 38 (69.1%), 32(58.2%) and 31(56.4%) of the respondents affirmed that teachers' task performance was high in terms of preparation of up to date lesson note, using the appropriate methods of teaching in the class, choosing the right instructional material for teaching in the classroom, improvisation of instructional material for teaching and using diverse methods to make sure that students understand the lesson with mean value of 3.27, 2.85, 2.91, 2.69 and 2.85 respectively but 24 (43.6%) and 21 (38.2%) of the respondents indicated that teachers' task performance was low in the area of display of the instructional materials for teaching in the classroom and using teaching instruction materials in the class with mean value of 2.76 and 2.40 respectively. The weighted mean value for teachers' teaching task performance was 2.81. The weighted mean (2.81) is above 2.50 which is the criterion mean; this implies that teachers' teaching task performance is high in public secondary schools.

Also, Table 4.3, revealed the level of administrative task performance of teachers in public secondary schools in Oyo State. It indicated that 27(49.1%) of the respondents were of the view that teachers' administrative task performance was high in terms of proper classroom control and keeping the statutory records up to date but 29 (52.7%) and 24 (43.6%) of the respondents stated that teachers' administrative task performance was low in the area of attending staff meeting, active participation in students discipline in the school, marking of students attendance and frequent checking of students' notes with weighted mean of 2.29, 2.11 and 2.07 respectively. The administrative task performance had a weighted mean of 2.13 which is less than 2.5 criterion mean. This implies that administrative task performance of teachers was low in public secondary schools. To answer the research question on the level of teachers' task performance, the grand mean for teaching and administrative tasks were calculated to be 2.47. This shows that the grand mean is less than 2.5 criterion mean which shows that the teachers' task performance was generally low in public secondary schools. This could be as a result of low administrative task performance of teachers in secondary schools, in terms of poor display of instructional materials for teaching in the classroom and using teaching instructional materials sparingly among teachers.

**Research Question 2:** How frequent were recruitment factors used for recruitment in public secondary schools in Oyo State, Nigeria?

**Table 4.4: Frequent recruitment factors for recruitment in secondary schools**

SN	Personnel Needs	Always	Sometimes	Rarely	Never	Mean	Std.Dev
1	Area of specialisation	805 (62.7%)	360 (28.0%)	92 (7.2%)	27 (2.1%)	3.51	0.721
2	Gender consideration in the process of recruitment	229 (17.8%)	433 (33.7%)	311 (24.2%)	311 (24.2%)	2.45	1.044
3	previous experience is required before giving the job	356 (27.7%)	438 (31.4%)	323 (25.2%)	167 (13.0%)	2.77	0.997
4	Age has nothing to do with teachers recruitment	408 (36.7%)	367 (31.8%)	330 (25.7%)	179 (13.9%)	2.78	1.042
5	The recruitment of teachers is based on qualification	821 (63.9%)	319 (24.8%)	100 (7.8%)	44 (3.4%)	3.49	0.782
6	Height is a factor for recruiting teachers	300 (23.4%)	165 (12.9%)	241 (18.8%)	575 (44.8%)	2.15	1.222
7	Other skills possessed is not a prerequisite for recruiting teachers	228 (17.8%)	399 (31.1%)	451 (35.1%)	206 (16.0%)	2.51	0.963
8	Quantity of teachers in a school is a factor for recruitment	132 (10.3%)	248 (19.3%)	588 (45.8%)	316 (24.6%)	2.15	0.910
	<b>Weighted mean</b>				<b>2.72</b>		
	<b>Recruitment process</b>	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>	<b>Std.Dev</b>
9	Application form alone	426 (33.2%)	295 (23.0%)	200 (15.6%)	363 (28.3%)	2.61	1.212
10	Application - oral interview	559 (43.5%)	425 (33.1%)	125 (9.7%)	175 (13.6%)	3.07	1.037
11	Application-written interview	663 (51.6%)	446 (34.7%)	133 (10.4%)	42 (3.3)	3.35	0.794
12	Application-written interview-oral interview	649 (50.5%)	473 (36.8%)	130 (10.1%)	32 (2.5%)	3.35	0.762
13	Application-aptitude test	465 (36.2%)	577 (44.9%)	173 (13.5%)	69 (5.4%)	3.12	0.835
14	Application-written- oral- aptitude test	368 (28.7%)	429 (33.4%)	352 (27.4%)	135 (10.5%)	2.80	0.971
15	nowwithout application but phone call	113 (8.8%)	186 (14.5%)	247 (19.2%)	738 (57.5%)	1.75	1.004
16	Without application but received appointment letter from politician	260 (20.2%)	280 (21.8%)	260 (20.2%)	484 (37.7%)	2.25	1.160
17	Receive appointment letter from family member without application	179 (13.9%)	335 (26.1%)	229 (17.8%)	539 (42.0%)	2.12	1.108
	<b>Weighted Mean</b>		<b>2.34</b>				
	<b>Grand mean</b>				<b>2.24</b>		

note: Mean value range from 0-1.4=Never, 1.5-2.4= Rarely, 2.5-3.4= Sometimes Practised, 3.5-4.0= Mostly Practised. Figures in parenthesis are percentages.

Table 4.4 shows the descriptive analysis of how frequent recruitment factor (personnel needs) were used in public secondary schools. From Table 4.4, the larger percentage 821 (63.9%), 805 (62.7%) and 408 (36.7%) of the respondents indicated that the recruitment of teachers was always based on qualification and areas of specialisation and that age has nothing to do with teachers recruitment as shown by the mean value of 3.49, 3.51 and 2.78 respectively. Also, 438 (31.4%) and 433 (33.7%) of the respondents specified that sometimes previous experience was required before being given job and that gender was sometimes considered in the process of recruitment. Meanwhile, 588 (45.8%) and 451 (35.1%) of the respondents indicated that the quantity of teachers in a school was rarely a factor for recruitment and that other skills possessed were rarely prerequisites for recruiting teachers with mean value of 2.15 and 2.51 respectively while 575 (44.8%) indicated that height was never a factor for recruiting teachers in the school system with mean value of 2.15. The weighted mean value for personnel need is 2.72 which is greater than the criterion mean of 2.5. This signifies that personnel needs are practices that are sometimes used in the process of recruiting staff into public secondary schools. Table 4.6 further reflects the recruitment process that teachers passed through before being recruited to secondary schools. It revealed that, 663(51.6%), 649(50.5%), 559 (43.5%) and 426 (33.2%) of the respondents indicated that some teachers always pass through application-written interview, application-written interview-oral interview, application - oral interview and only application as process of recruiting teachers with mean value of 3.12, 2.80 3.35 and 3.35 respectively.

It was also indicated that 577 (44.9%), and 429(33.4%) of the respondents indicated that teachers sometimes passed through application-aptitude test and application-written- oral-aptitude test while 738 (57.5%), 539 (42.0%) and 484(37.7%) of the respondents indicated that teachers never got teaching jobs without application or through phone call, never received an appointment letter from family members without submitting an application and never received an appointment letter from a politician without application. The mean values of 1.75, 2.12 and 2.25 were recorded in this regard. The weighted mean for recruitment process is 2.34. This implies that recruitment process is rarely practised in public secondary schools as the weighted mean is less than the decision mean of 2.50.



To answer the research question, on how frequent recruitment factors were used to recruit teachers in public secondary schools. The grand mean value for the recruitment factors is 2.24 which was less than 2.5 decisions mean. This implies that recruitment factors (personnel needs and recruitment process) are rarely practised in recruiting teachers in public secondary schools. This implies that qualified teachers may not be recruited to the public secondary schools if the employers rarely followed the recruitment factors.

**Research question 3:** What are the prevailing organisational culture been practised in public secondary schools in Oyo State, Nigeria?

**Table 4.5: Prevailing Organisational Culture being practised in Secondary Schools**

s/n	Leadership styles	MP	SP	RP	NP	Mean	Std.Dev
1	Listening to teachers suggestions by the principal	503 (39.2%)	644 (60.2)	111 (8.6%)	26 (2.0%)	3.26	0.700
2	The principal motivates teachers to work hard	553 (43.1%)	576 (44.9%)	122 (9.5%)	33 (2.6%)	3.28	3.28
3	Friendly supervision of teachers by the principal	418 (32.6%)	492 (38.3%)	292 (22.7%)	82 (6.4%)	2.97	2.97
4	Strict decision making process	301 (23.4%)	549 (42.8%)	330 (25.7%)	104 (8.1%)	2.82	0.899
5	Strict supervision of teacher in place of work	411 (32.0%)	449 (35.0%)	354 (27.6%)	70 (5.5%)	2.94	2.82
<b>Weighted mean</b>						<b>3.05</b>	
<b>Capacity Building</b>							
		<b>MP</b>	<b>SP</b>	<b>RP</b>	<b>NP</b>	<b>Mean</b>	<b>Std.Dev</b>
6	Frequent training for teachers in secondary schools	292 (22.6%)	527 (41.0%)	343 (26.7%)	122 (9.5%)	2.77	0.884
7	In-service training for teachers in place of work	186 (14.5%)	473 (36.8%)	488 (38.0)	137 (10.7%)	2.55	2.94
8	Training to meet up with the organisation demand	277 (21.6%)	390 (30.4%)	396 (30.6%)	221 (17.2%)	2.56	0.900
9	Organising staff development programmes for teachers	275 (21.4%)	536 (41.7%)	307 (23.9%)	166 (12.9%)	2.72	2.77
<b>Weighted mean</b>						<b>2.65</b>	
<b>Task Autonomy</b>							
		<b>MP</b>	<b>SP</b>	<b>RP</b>	<b>NP</b>	<b>Mean</b>	<b>Std.Dev</b>
10	Task autonomy is dominant in this Organisation	389 (30.3%)	515 (40.1%)	314 (24.5%)	66 (5.1%)	2.96	0.907
11	Encourages independent task performance among teachers	418 (32.6%)	636 (49.5%)	211 (16.4%)	19 (1.5%)	3.13	2.55
12	Allows the teachers to use their discretion on the task assigned to them	462 (36.0%)	616 (48.0%)	168 (13.1%)	38 (3.0%)	3.17	0.867
13	Personal opinion do count in this organisation because of the nature of job	238 (18.5%)	434 (35.6%)	432 (31.9%)	180 (14.0%)	2.57	2.56
14	Task autonomy can improve task performance in this Organisation	402 (31.3%)	533 (41.5%)	307 (23.9%)	42 (3.3%)	3.01	1.011
<b>Weighted mean</b>						<b>2.96</b>	

note: Mean value range from 0-1.4=not Practised, 1.5-2.4= Rarely Practised, 2.5-3.4= Sometimes Practised, 3.5-4.0= Mostly Practised. Figures in parenthesis are percentages.

Table 4.5 revealed the descriptive analysis on prevailing organisational cultures being practiced in public secondary schools. The result revealed that majority 644 (60.2%), 576 (44.9%), 549 (42.8%) 492 (2.97%) and 449 (35.0%) of the respondents observed that the following leadership style; listening to teachers suggestions by the principal; motivating teachers to work hard; strict decision making process; friendly supervision of teachers by the principal, and strict supervision of teachers are sometimes practised in secondary schools and these imply that democratic and autocratic styles are sometimes practised in public secondary schools and these have a mean value of 3.26, 3.28, 2.82, 2.97 and 2.94 respectively. The weighted mean value of leadership style been practised is 3.05 which is greater than the criterion mean of 2.5. This showed that leadership style which is an indicator of organisational culture is sometimes practised in the secondary schools.

Capacity development is another indicator of organisational culture, it was also revealed from Table 4.5 that 536 (41.7%) and 527 (41.0%) of the respondents indicated that organising staff development programmes for teachers and frequent training for teachers in secondary schools are sometimes practised in secondary schools while 488 (38.0) and 396 (30.6%) of the respondents indicated that in-service training for teachers and training to meet up with the organisation demand are rarely practised in public secondary schools with the mean value of 2.55 and 2.56 respectively. The weighted mean value of capacity development is 2.65 which is greater than the criterion mean of 2.50. This implies that capacity development is sometimes practised in secondary school.

More so, on task autonomy, it was shown that 636 (49.5%), 616 (48.0%), 533(41.5%), 515 (40.1%) and 434 (35.6%) of the respondents noted that sometimes, independent task performance was encouraged among teachers, staff were allowed to use their discretion on the task assigned to them, task autonomy improves task performance in the school system, task autonomy is dominant in secondary schools and personal opinion do count in the school system because of the nature of the job sometimes, the items have mean value of 3.13, 3.17, 3.0, 2.96 and 2.57 respectively. The weighted mean value of the task autonomy is 2.96 and this is greater than 2.5 criterion mean and this informed the opinion that task autonomy was sometimes practised in secondary schools system.

The prevailing organisational cultures practised in public secondary schools is leadership styles with weighted mean value of 3.05, followed by task autonomy with weighted mean value of 2.96 and the least organisational culture practised is capacity development with mean value of 2.65. This is an indication that leadership style is the most prominent organisational culture in the secondary schools followed by teachers' task autonomy while capacity development is the least organisational culture practised in secondary schools in Oyo State.

**Research Question 4:** What is the conduciveness of work environment in public secondary schools in Oyo State, Nigeria? How is the environment of public secondary schools in Oyo State conducive to teachers' work?

**Table 4.6 Conduciveness of work environment in public secondary schools**

S/N	Safety/security	VG	G	F	P	NA	Mean	Std.Dev
1	Perimeter fence	307 (23.9%)	340 (26.5%)	370 (28.8%)	83 (6.5%)	184 (14.3%)	3.26	.700
2	School guard	116 (9.0%)	116 (9.0%)	389 (30.3%)	116 (9.0%)	116 (9.0%)	3.28	3.28
3	First aid treatment	262 (20.7%)	253 (19.7%)	350 (27.3%)	368 (28.7%)	51 (4.0%)	2.97	2.97
4	Fire extinguisher	135 (10.5%)	177 (13.8%)	230 (17.9%)	341 (26.6%)	401 (31.2%)	1.82	1.899
5	Life insurance	119 (9.3%)	273 (21.3%)	233 (18.1%)	206 (16.0%)	453 (35.3%)	2.94	2.82
	<b>Weighted mean</b>							<b>2.85</b>
	<b>Reward system</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>NA</b>	<b>Mean</b>	<b>Std.Dev</b>
6	Payment of leave bonus	460 (35.8%)	509 (39.6%)	194 (15.1%)	102 (7.9%)	19 (1.5%)	4.00	0.980
7	Payment of salary	756 (58.9%)	400 (31.2%)	99 (7.7%)	21 (1.6%)	8 (0.6%)	4.46	0.759
8	Salary scale	336 (26.2%)	388 (30.2%)	358 (27.9%)	197 (15.3%)	4 (0.4%)	3.66	1.038
9	Increment of salary	253 (19.7%)	412 (32.1%)	512 (39.9%)	92 (7.2%)	15 (1.2%)	3.62	0.919
10	Promotion	254 (19.8%)	350 (27.3%)	573 (44.6%)	88 (6.9%)	19 (1.5%)	3.57	0.931
	<b>Weighted mean</b>							<b>3.86</b>
	<b>Physical environment</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>	<b>NA</b>	<b>Mean</b>	<b>Std.Dev</b>
11	Furniture in your office	257 (20.0%)	462 (36.0%)	380 (29.6%)	171 (13.3%)	14 (1.1%)	3.61	0.986
12	Office space in /the school	227 (17.7%)	574 (44.7%)	370 (28.8%)	88 (6.9%)	25 (1.9%)	3.69	0.906
13	Ventilation in /the office	321 (25.0%)	439 (34.2%)	384 (29.9%)	88 (6.9%)	52 (4.0%)	3.69	1.046
14	Lighting in your/ office	238 (18.5%)	430 (33.5%)	293 (22.8%)	245 (19.1%)	78 (6.1%)	3.39	1.165
	<b>Weighted mean</b>							<b>3.59</b>
	<b>Grand mean</b>							<b>3.53</b>

**note:** Mean value range from 0-1.4=not Available, 1.5-2.4= Poor, 2.5-3.4= Fair, 3.5-4.4= Good, 4.4-5= Very Good. Figures in parenthesis are percentages.

Table 4.6 is on condition of work environment in public secondary schools. The table depicts that 389 (30.3%), 370 (28.8%) of the respondents indicated that the condition of their school guard and perimeter fence is fair in the secondary schools with a mean value of 3.28 and 3.26. Also, a large percentage of respondents 368 (28.7%) signified that condition of First Aid treatment is poor in public secondary schools and it has a mean value of 2.97. 453 (35.3%) and 401(31.2%) respondents indicated that fire extinguisher and Life insurance were not available in public secondary schools in Oyo State with mean value of 1.82 and 2.94 respectively. The weighted mean value for safety/security is 2.85 which is less than a threshold mean of 3.0, by implication, the condition of safety/security in public secondary schools was fair.

On reward system, it was revealed that 756 (58.9%) indicated that payment of salary was very good in public secondary schools and it has a mean value of 4.46, also 509 (39.6%) and 388(30.2%) signified that payment of leave bonus and salary scale was good while 573 (44.6%) and 512 (39.9%) of the respondents revealed that promotion and increment of salary was fair in public secondary schools. The weighted mean for the reward system is 3.86 and this is greater than 3.00 criterion mean. This is an indication that reward system in public secondary schools was considered to be good by the respondents.

On the conducive nature of the physical environment which is the last indicator of work environment, the table indicated that 574 (44.7%), 462 (36.0%) and 430 (33.5%) of the respondents stated that office space in the school, furniture in the offices and lighting in the offices are good and this showed that they are conducive in secondary schools with mean value of 3.69, 3.61 and 3.39 respectively while 384 (29.9%) of the respondents designated that ventilation in the offices was fair in condition. The weighted mean for physical environment is 3.59 and is greater than criterion mean of 3.0. This implied that physical environment was conducive to work in public secondary schools in Oyo State.

To answer research question 4, the grand mean for work environment (security/safety, reward system and physical environment) is 3.53 and this is greater than 3.0 criterion mean. It showed that the work environment was fairly conducive in public secondary schools in Oyo State.

### **4.3 Test of Hypotheses**

The hypotheses that were formulated were tested at 0.05 Alpha level.

The unit of analysis used for the testing of hypotheses is school. School was used in to be able to correlate the responses of teachers with school administrators. Then the mean responses of teachers and administrators were generated by school based on each variable and indices of each variable as shown in appendix III.

**H<sub>01</sub>:** There is no significant relationship between each of personnel needs, recruitment process (recruitment factors) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**Table 4.7: Correlation matrix on relationship between each of personnel needs, recruitment process (recruitment factors) and teachers' task performance**

<b>Variables</b>	<b>Teachers' task performance</b>	<b>Personnel Needs</b>	<b>Recruitment Process</b>
<b>Teachers' task performance</b>	1.000		
<b>Personnel Needs</b>	.382** (0.003)	1.000	
<b>Recruitment Process</b>	.342** (0.001)	0.325** (0.012)	1.000
Mean	2.7546	2.7134	3.6108
Std.D	.26078	.26081	.39932



The relationship between recruitment factors (personnel needs, recruitment process) and teachers' task performance was shown in Table 4.7. The result showed a significant relationship between personnel needs and teachers' task performance in secondary schools ( $r= 0.382, P < 0.05$ ). Also, there was a significant relationship between recruitment process and teachers' task performance ( $r=0.342, P < 0.05$ ). The implication is that there was significant relationship among personnel needs, recruitment process and teachers' task performance in public secondary schools. The magnitude of relationship is moderate and positive. This implies that an increase in application of personnel needs and recruitment process (recruitment factors) in recruiting teachers would bring a moderate positive improvement in teachers' task performance in public secondary schools. The null hypothesis is hereby rejected.

**H0<sub>2</sub>:** There is no significant relationship between organizational culture (leadership style, task autonomy, capacity building) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**Table 4.8: Correlation matrix on relationship between organisational culture (leadership style, task autonomy, capacity building) and teachers' task performance**

<b>Variables</b>	<b>Teachers' task performance</b>	<b>Leadership Styles</b>	<b>Capacity Development</b>	<b>Task autonomy</b>
Teachers' task performance	1.000			
Leadership Styles	.644** (0.003)	1.000		
Capacity Development	.373** (0.001)	0.585** (0.012)	1.000	
Task Autonomy	.589** (0.001)	.505** (0.000)	.290*	1.000
<b>Mean</b>	2.5851	3.0624	2.9808	2.9869
<b>Std.D</b>	.37999	.37378	3.24492	.26201

\*\*=level of significance is less than 0.05.

Decision is taken based on Evans (1996) suggestion for the absolute value  $r$  which is 0.00-0.19 "very weak positive", 0.20-0.39 "weak positive", 0.40-0.59 "moderate positive", 0.60-0.79 "strong positive" and 0.80-1.0 "very strong positive" and level of significance is less than 0.05.

Table 4.8 reflects the relationship among leadership style, task autonomy, capacity building (Organisational culture) and teachers' task performance in public secondary schools in Oyo State. The results indicated a strong positive significant relationship between leadership style and teachers' task performance ( $r= 0.644, P < 0.05$ ). Also, a weak positive significant relationship between capacity building and teachers' task performance ( $r=0.373, P < 0.05$ ) and this showed that task autonomy had moderate positive significant relationship with teachers' task performance ( $r= 0.589, P < 0.05$ ). From Table 4.8, it was also indicated that all the indices of organisational culture have positive significant relationship with teachers' task performance with mean values of 3.06, 2.98 and 2.58 respectively. The null hypothesis is hereby rejected at 0.05 level of significance.

**H0<sub>3</sub>:** There is no significant relationship between work environment (job safety/security, reward system, physical environment) and teachers' task performance in public secondary schools in Oyo State, Nigeria.

**Table 4.8: Correlation matrix on relationship among work environment (job safety/security, reward system, physical environment) and teachers' task performance**

<b>Variables</b>	<b>Teachers' task performance</b>	<b>Safety/security</b>	<b>Reward system</b>	<b>Physical Environment</b>
Teachers' task performance	1.000			
Safety/security	.965** (0.001)	1.000		
Reward system	.548** (0.001)	0.404** (0.001)	1.000	
Physical Environment	.583** (0.000)	.548** (0.000)	.815**	1.000
<b>Mean</b>	<b>2.5851</b>	<b>3.1069</b>	<b>3.7471</b>	<b>3.6108</b>
<b>Std.D</b>	<b>.36928</b>	<b>.35734</b>	<b>.38306</b>	<b>.39932</b>

Table 4.8 depicts the correlation matrix result on the relationship between work environment (job safety/security, reward system, physical environment) and teachers' task performance. The result revealed that there was a strong positive and significant relationship between safety/security and teachers' task performance ( $r = 0.965$ ,  $P < 0.05$ ), reward system had moderate positive and significant relationship with teachers' task performance ( $r = 0.548$ ,  $P < 0.05$ ) and physical environment had positive moderate significant relationship with teachers' task performance ( $r = 0.583$ ,  $P < 0.05$ ). The result also revealed that all the indices of work environment (job safety/security, reward system, physical environment) have positive significant relationship with teachers' task performance with mean value of 2.58, 3.10, 3.74 and 3.61 respectively. This is an indication that work environment (job safety/security, reward system, physical environment) played a significant role in improving teachers' task performance in public secondary schools. The null hypothesis is hereby rejected at a 0.05 level of significance.

**H04:** There is no significant joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools in Oyo State.

**Table 4.9: Regression Analysis and Model Summary showing joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance**

<b>A N O V A</b>						
<b>Model</b>	<b>Sum of Squares</b>	<b>DF</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Remark</b>
<b>Regression</b>	6.570	3	2.190	44.958	.000	<b>Sig.</b>
<b>Residual</b>	2.679	55	.049			
<b>Total</b>	9.249	58				
<b>R</b>	<b>R Square</b>				<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>.843<sup>a</sup></b>	<b>.710</b>				<b>.695</b>	<b>.22070</b>

a. Dependent Variable: Teachers' task performance

b. Predictors: (Constant), Recruitment factors, Organisational culture, Work environment

Table 4.9 shows the joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools. The result presents the value of R,  $R^2$  (model summary) and ANOVA Table. The result from the table 4.9 revealed multiple correlation of 0.843 among recruitment factors, organisational culture, work environment and teachers' task performance; this implied that there is a linear relationship between the independent variables and dependent variable. Recruitment factors, organisational culture and work environment contributed to teachers' task performance to some extent.  $R^2 = 0.710$  which is an indication that recruitment factors, organisational culture and work environment accounted for 71.0% of the total variance observed in the dependent variable (teachers' task performance) leaving the remaining 29.0% to other factors that were not considered in the study. notable 4.11 equally showed that the combination of all the independent variables (recruitment factors, organisational culture and work environment) also allowed reliable prediction of teachers' task performance ( $F_{(3,55)} = 44.958, p = 0.000$ ). Hence, there is a significant joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance, the null hypothesis is hereby rejected at 0.05 level of significance.

**H05:** There is no significant relative contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria.

**Table 4.10: Regression coefficient of relative contributions of recruitment factors(personnel needs, Recruitment process), organisational culture (leadership styles, task autonomy, capacity building) and work environment (safety/security, reward system, physical environment) to teachers' task performance**

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.529	.970		.546	.588
	Personnel needs	.629	.201	.432	3.123	.003
	Recruitment process	-.211	.228	.345	2.925	.001
	Leadership Styles	.017	.153	.517	2.110	.000
	Task Autonomy	.439	.181	.303	2.423	.000
	Capacity development	.001	.001	.283	2.666	.009
	Safety Security	-.047	.157	.246	2.297	.000
	Reward System	.019	.150	.219	2.127	.000
	Physical environment	.182	.173	.291	2.053	.000

a. Dependent Variable: teacherTaskperformance



Table 4.10 reports the relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools. The result revealed that of all the independent variables that contributed significantly to teachers' task performance. Leadership styles, personnel needs, recruitment process and task autonomy made the highest contribution to the teachers' task performance  $\beta = (.517)$ ,  $t_{(8.57)} = 2.111$ ,  $p < 0.05$ ,  $\beta = (.432)$ ,  $t_{(8.57)} = 3.123$ ,  $p < 0.05$ ,  $\beta = (.345)$ ,  $t_{(8.57)} = 2.925$ ,  $p < 0.05$  and  $\beta = (.303)$ ,  $t_{(8.57)} = 2.423$ ,  $p < 0.05$  which were significant and followed by physical environment, capacity, building, safety/security and reward system with  $\beta = (.291)$ ,  $t_{(8.57)} = 2.052$ ,  $p < 0.05$ ,  $\beta = (.283)$ ,  $t_{(8.57)} = 2.666$ ,  $p < 0.05$ ,  $\beta = (.246)$ ,  $t_{(8.57)} = 2.297$ ,  $p < 0.05$ , and  $\beta = (.219)$ ,  $t_{(8.57)} = 2.127$ ,  $p < 0.05$ , respectively which were also significant. To determine the predictors that may not be useful in the model, the t-values of Table 4.10 that are less than 2.0 in magnitude indicated that the predictor is not significant. All the independent variables have their t-values greater than 2. This showed that all the variables were strong predictors of teachers' task performance. Thus, there is relative contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools, the null hypothesis is hereby rejected at 0.05 level of significance.

#### **4.4 Discussion of Findings**

The findings from this study were discussed based on the research questions raised and hypotheses formulated. The results were discussed on the following sub headings

- 4.4.1 Level of teachers' task performance in public secondary schools
- 4.4.2 Frequent recruitment factors being used in public secondary schools
- 4.4.3 Prevailing organisational cultures being practised in secondary schools
- 4.4.4 Condition of work environment in public secondary schools
- 4.4.5 Relationship between recruitment factors and teachers' task performance in public secondary schools
- 4.4.6 Relationship between organisational culture and teachers' task performance in public secondary schools
- 4.4.7 Relationship between work environment and teachers' task performance in public secondary schools
- 4.4.8 Joint contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools
- 4.4.9 Relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools

#### **4.4.1 Level of teachers' task performance in public secondary schools**

The findings on the level of teachers' task (teaching and administrative) performance in public secondary schools in Oyo State revealed that the level of teachers' task (teaching) performance was high while the teachers' task (administrative) performance was low. On the average, teachers' tasks (teaching and administrative) performance was low in public secondary schools.

The result is in line with the responses of the zonal inspectors from the Key informant interview which showed that;

Many teachers do not make use of instructional materials any longer. Also, while they have good methods of teaching and they are dynamic in the selection of teaching methods. The discipline of students has been neglected because of government policy on corporal punishment in secondary schools in Oyo State so; students are referred to the principals or vice-principals for necessary actions.

The respondents also ascertained that; indiscipline in the society has affected the school system generally. More so, teachers do not usually submit their lesson notes for marking which affects task performance of teachers in secondary schools.

The findings of this study are consistent with that of Faremi (2021) and Aremu (2010) who found out that teachers' task performance was low in secondary schools, this performance appraisal was adjudged by the administrators and some other significant educational stakeholders. The scholar stressed that poor task performance is not only frustrating to the teachers, administrators and the students but its effects are equally grave on the society in terms of consequences. This result also corroborated the findings of Adepoju (2021) and Adekola, (2012) that the reflection of ineffective administrative task performance of teachers in secondary schools is in form of poor display of instructional materials for teaching in the classroom and using teaching instructional materials sparingly which are commonly practised by teachers and has rendered teachers' task performance low in the school system.

The findings are also in congruent with that of Griffin et al. (2007) positions that task performance of teachers was very high and seem to be favourable and achieved the expectation of educational stakeholders as a result of how well an individual performed the core tasks specified in his or her job description.

#### **4.4.2 Frequent recruitment factors practised in public secondary schools**

The results on the recruitment of teachers showed that it is always based on qualification and area of specialisation while age has nothing to do it. It was also specified that sometimes previous experience is required before the job is given and gender is sometimes considered in the process of recruitment. Meanwhile, the number of teachers in a school is rarely a factor for recruitment likewise other skills possessed are rarely used as prerequisite for recruiting teachers. Height is never a factor for recruiting teachers in the school system. This signifies that personnel needs are sometimes prevailing practices in the process of recruiting staff into public secondary schools. It was also depicted that some teachers always pass through the following processes to get teaching appointment; application-written interview, application-written interview-oral interview, application - oral interview and only application while some teachers sometimes pass through application-aptitude test and application-written- oral-aptitude but teachers never get teaching job without application or through phone call; never receive appointment letter from family member without application, and never receive appointment letter from politicians without application. This implied that recruitment process is really practised in public secondary schools. In summary, recruitment factors (personnel needs and recruitment process) are really practised in the recruitment of teachers in public secondary schools. This implied that qualified teachers may be recruited to the public secondary schools if the employers really followed the recruitment factors.

The result aligned with the responses of the zonal inspectors from the interview conducted that;

Area of specialisation, qualification, skills acquired and age should be considered as factors before recruiting teachers to secondary schools but these are rarely considered for recruitment.

Some zonal inspectors indicated that;

not all these factors are considered but merit should be applied in the process of recruitment to have good and qualified teachers in this level of education. More so, it was deduced from their responses that the process of recruitment was through application, short listing and interview until recent times that the applicants were subjected to writing aptitude test.

This is a great achievement that should be encouraged to improve teachers' task performance in secondary schools.

The result of this study is in agreement with the findings of Vyas (2011) found out that the current trend is that organisations look for methods of reducing the time and effort in the recruitment process and rarely practise necessary recruitment factors to generate the right teacher. However, Andrews (2020) admonished that methods of team staffing should translate to competitive advantages of a school but it is rarely practised in the school system. More so, the result is against the findings of Ofori and Aryeetey (2011) position that recruitment factor is always used to generate a pool of competent individuals to apply for employment within a school system. Evidence has shown that this may likely be so in a school system than smaller organisations in implementing sophisticated recruitment processes with majority of smaller organisations relying on referrals and advertising as their recruitment practices of choice

#### **4.4.3 Prevailing organisational culture practised in secondary schools**

The findings on prevailing organisational cultures practised in public secondary schools revealed that leadership styles was the most prevailing organisational culture being practised in secondary schools, followed by task autonomy and the least is capacity development. This is an indication that leadership styles (democratic and autocratic) are the most prominent organisational culture in the secondary schools followed by teachers' task autonomy while capacity development is the least organisational culture being practised in secondary schools. The result also revealed that organisational culture (leadership style, task autonomy and capacity building) are sometimes practised in public secondary schools.

The result from this findings corroborates the findings of Fitria (2018) that organization culture is the most common practice among secondary school administrators. Also, Ali (2017) that leadership culture plays significant roles in a school system as it could help to bring a cordial relationship among the staff. In the same vein, Khan (2015) affirmed that the most practiced leadership styles are democratic and autocratic leadership where a school administrator retains as much power and decision-making authority as possible. Also, the result of this study is in agreement with the findings of Stewart (2010) and Ali (2012) that the task autonomy is not a common practice in secondary schools but capacity building is the least practiced among school administrators in secondary schools and this resulted to low

level attainment of high task performance by teachers thereby affecting the realisation of educational goals and objectives.

#### **4.4.4 Conduciveness of work environment in public secondary schools**

The result on the conducive nature of the work environment (security/safety, reward system and physical environment) was fair. It showed that the work environment was fairly conducive for teachers in public secondary schools in Oyo State. The condition of safety/security in the public secondary schools was fair; also, the reward system in public secondary schools was considered good while the physical environment of public secondary schools was good. From the result, on the average, the conducive nature of the work environment of teachers in public secondary schools was good. This implied that the school environment is conducive for teachers to perform their teaching profession.

The result was affirmed by the responses of the zonal inspectors from the the interview conducted that;

Principals, Vice-principals and teachers perform their duties without any form of fear as the school was safe and secured from any form of attack. The staff also watched over the students as they serve as their in-loco parentis in school from the hour of 8:00am to 2:00pm.

The result supported the findings of Lane, Esser, Holte, and Anne, (2010) that,most school administrators donot ignore the working environment within the school and this has good impact on the task performance of their staff. Furthermore, work environment consists of job safety, job security, good relations with co-workers, rewards for good task performance, physical condition of the school, motivation for performing well and participation in the decision making process of the school which were always practised in secondary schools. Also, the result is in line with the findings of Anne (2010) that the work environment of teachers are conducive in the areas of security, safety, and available physical resources in secondary schools thus school administrators should continue to sustain it for better task performance of teachers. On the contrary, Abiodun-Oyebanji and Adelabu (2016) explained that work environment; housing facilities, medical and health services, office accommodation, pension funds and recreation facilities among others are very significant to

the task performance of teachers but these were not adequately put in place to retain staff in schools.

#### **4.4.5 Relationship between recruitment factors and teachers' task performance in public secondary schools**

The result on the relationship between recruitment factors (personnel needs, recruitment process) and teachers' task performance in public secondary schools in Oyo State showed that there was significant relationship between personnel needs and teachers' task performance in secondary schools. Also, there was a significant relationship between recruitment process and teachers' task performance. This implied that there was a positive and significant relationship among recruitment factors (personnel needs, recruitment process) this indicated that an increase in the application of recruitment factors would yield a corresponding increase in teachers' task performance. The result of this study supports the findings of Osemeke (2012) who found out that there is a positive association between good recruitment factors and workers task performance. Oyedele (2021), Salifu(2019), and Dineen and Williamson (2012) affirmed that there is a positive relationship among personnel needs, recruitment process (recruitment factors) and teachers' task performance in secondary schools. From the study conducted by Syed and Jama (2012) the study found out that adequately utilization of recruitment process is positively related to teachers' task performance. According to Huselid (2020) if the recruitment process is observed that gives an outsized collection of competent candidates, paired with a reliable and valid choice regime that may have a considerable influence over the standard and sort of skills new workers possess. Similarly, Rauf (2007) discovered that sophisticated recruitment procedures are positively related to task performance in organisations.

On the contrary, the result is not in line with the findings of Andrews (2020) and Bowen (2003) positions that there is no significant relationship between personnel needs (age, gender) and the job performance of teachers. Yeara (2019) showed effect of personnel needs on work performance. Meanwhile, Smedley and Whitten (2006) recommended personnel needs as a probable factor for work performance. Shultz and Adam (2007) identified significant relationship between recruitment process and work performance of teachers. Kujala, Remes, Ek, Tammelin and Laitinen (2005) was not pleased with the task performance

of staff of public secondary schools but the study by Birren and Shay (2001) opposed this result as they found their performance hanging on the recruitment factors (personnel need and recruitment process) of the school system.

#### **4.4.6 Relationship between organisational culture and teachers' task performance in public secondary schools.**

The result of relationship between organisational culture (leadership style, task autonomy, capacity building) and teachers' task performance in public secondary schools revealed that there is a significant relationship between leadership style and teachers' task performance. There was also a positive significant relationship between capacity building and teachers' task performance. Task autonomy also had a positive significant relationship with teachers' task performance. It was also indicated that all the indices of organisational culture have positive significant relationship with teachers' task performance. This implies that a continuous well practised organisational culture in public secondary schools would bring a correspondence improvement on teachers' task performance in public secondary schools in Oyo State. The result of this study is consistent with the findings of Kotter, (2012), who found out that organisational culture, leadership styles, capacity building, and staff autonomy have the potential to enhance teachers' task performance, teachers' job satisfaction, and the sense of certainty about problem solving in public secondary schools. Also, the result from the study is consistent with the findings of Bulach, Lunenburg, and Potter, (2020); Hellriegel and Slocum (2021) that summarised the influence of an organisational culture (leadership, capacity development and task autonomy) on teacher behaviour and task performance based on two key ideas. First, knowing the culture of an organization allows the teacher to understand both the organisation's history and current methods of operation that provides guidance about expected future performance. Second, organisational culture can foster commitment to the organisation's philosophy and values that could generate shared feelings of working toward common goals and this can make schools to achieve effectiveness only when teachers share common values.

Dalluay and Jalagat (2016), Widayanti and Putranto (2015), Nasir, *et al.* (2014) uphold the result from their findings in different research and different location using different methods that there is significant relationship between leadership style and staff task performance in an



organization , schools inclusive. More so, Ismail, Tiong, Ajis and Dollah, (2011) findings confirmed that there is a relationship between leadership style and task performance.

The result from this study is also in consonance with the findings of Neelam, (2014), Frankling (2014) and Victor and Jonathan (2019) who conducted different researches in different locations using the descriptive survey design and did their data analyses using inferential statistical tools. They all found out that there is positive and significant relationship between capacity development (staff training/ development) and teachers' task performance.

Similarly, the result of this study corroborates the findings of Langfred and Moye, (2021) derived from an empirical study that a degree of autonomy within one's job has been shown to lead to increase in self-efficacy, motivation and task effectiveness. Teachers prefer to have control of how they perform certain tasks within their jobs when compared to having school administrators or management direct and regulate their work tasks. If individual teachers have more freedom and control over certain parts of their jobs, it is likely that these types of high autonomy tasks would motivate individual teachers to perform their task effectively.

#### **4.4.7 Relationship between Work environment and teachers' task performance in public secondary schools**

The results on relationship between work environment (job safety/security, reward system, physical environment) and teachers' task performance depicted that there is a strong positive and significant relationship between leadership styles and teachers' task performance, capacity development had a moderate positive and significant relationship with teachers' task performance and task autonomy had a positive and moderate significant relationship with teachers' task performance. The result also revealed that all the indices of organisational cultures have positive significant relationship with teachers' task performance. This is an indication that organisational culture (leadership styles, capacity development and task autonomy) played a significant role in the improvement of teachers' task performance in public secondary schools.

The result from the study is in consonance with the findings of Ajala (2012) that workplace environmental elements such as sufficient light, absence of noise, proper ventilation and

layout arrangement substantially increase teachers' productivity. Khan *et al.* (2011) investigated the impact of workplace environment and infrastructure on teachers' task performance and concluded that incentives at workplace had a positive impact on teachers' task performance. Also, Hameed and Amjad (2015) used a descriptive survey research design to show that comfortable and ergonomic office design motivated teachers and increased their task performance.

Also, security/safety which is one of the indicators of work environment was reported to have a significant relationship with teachers' task performance in this study. The result is in line with the finding of James (2012) that job security has a significant effect on the overall task performance of teachers as well as on the organisation's task performance. Empirical studies conducted by Rosekind (2015) and Pronovost *et al* (2019) found that teachers' safety and security at work is directly related to organisational performance. Also, Agbola (2012) conducted a study on "impact of health and safety management on teacher safety at the Ghana Ports and Harbor Authority". The results revealed that an organisation fraught with poor security/safety management practices, poor training in safety know-how, lack of information on dangerous chemicals and hazardous materials, lack of monitoring and enforcement of security/safety rules, unavailability of essential safety equipments would have adverse effects on teachers' task performance which also applies to teachers' task performance. Lim (2012) added that when teachers understand the safety procedures of their job and the tools use for working, it helps them to work effectively and efficiently, resulting in better performance of teachers. Hudson (2012) collaborated the finding that safety promotion at the workplace has direct positive impact on teachers' performance. The scholar stated further that good occupational health and safety management practices would help to build a positive workplace culture and this would enhance performance of all teachers. It also gives room for teachers' high performance that encourages creativity and innovation.

Mores so, there is a significant positive relationship between reward system and teachers' task performance in public secondary schools. This implies that the more effective the reward system is, the more task performance that would be recorded in public secondary schools. The result from this study is supported by the findings of Puwanenthiren (2011) that there was a strong positive significant relationship between reward system and Teachers'

task performance. The scholar also identified three main components of a reward system to include; compensation, benefits and recognition. These components encapsulate the total rewards in a school system which includes transactional and relational rewards. In considering the deployment of a robust reward system, the employer has to consider several options ranging from decisions on whether the reward would be periodic or instantaneous, cost savings or profitbased individual or group based. All these are essential for effective task performance of teachers in secondary schools.

The physical environment also has a significant relationship with teachers tasks' performance in the study and the result is in agreement with the findings of Badayai, (2012) and Chandrasekar (2011) whose studies discovered that there was a significant relationship between physical work environment and teachers' task performance. The scholars stated that high temperature can have a direct impact on health and lead to heat stress and heat exhaustion. Furthermore, the scholars clarified that noise in the working place can disturb and affect teachers' task performance in the classroom. Noise is described as unwanted sound and it is the most common complaint in offices and workplaces. Many researchers indicate that Noisy places and exposure of teachers to such conditions can affect their task performance. In a similar manner, the result supports the findings of Melamed, Fried and Froom (2018) that physical environment is critical to the success of teachers in public secondary schools. These scholars affirmed that exposure to high levels of sound may lead to several diseases such as cardiovascular disease, endocrine and digestive reactions, particularly in the type of complex task, not in straightforward, task engaged by teachers.

#### **4.4.8 Joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools**

Findings on the joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools revealed a linear multiple correlation among recruitment factors, organisational culture, work environment and teachers' task performance, this implied that recruitment factors, organisational culture and work environment could contribute to teachers' task performance to some extent which is an indication that recruitment factors, organisational culture and work environment accounted for a significant value of the total variance observed in the dependent variable

(teachers' task performance). The study equally showed that the combination of all the independent variables (recruitment factors, organisational culture and work environment) also allowed reliable prediction of teachers' task performance. In summary, there is a significant joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools.

The result of the study corroborate the findings of Oladele (2018) Sinha and Thaly (2013) that recruitment factors, organisational culture and work environment have strong significant contributions to teachers' job performance, which is also applicable to educational system and a strong positive significant relationship was found between recruitment factors, organisational culture, work environment and teachers' tasks' performance in the school system. Similarly, Morakinyo (2021) in a study find out that there was a significant contribution of organisational culture towards the teachers' task performance while job aid and physical workplace environment had a significant relationship to teachers' task performance.

#### **4.4.9 Relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools**

Results on the relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools revealed that of all the independent variables, work environment made the highest contribution to the teachers' task performance which was significant, followed by organisational cultures, and recruitment factors respectively which was also significant. The result also revealed that for a unit change in recruitment factors, organisational culture and work environment, there is a corresponding increase in teachers' task performance. All the independent variables (recruitment factors, organisational culture and work environment) are strong predictors of teachers' task performance. Thus, there are significant relative contributions of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools.

The result is in agreement with the findings of Sinha and Thaly (2013) who found out that adopting recruitment factor within the school system had helped educational system to grow

as it enabled getting the right people to fill vacancies. In addition, the effectiveness of recruitment factors and process has helped the educational system to get the different and varied sources to which they can turn to for effective staff hiring for schools. More so, Hellriegel, Jackson and Slocum (2021) and Bulach, Lunenburg, and Potter (2020), in different studies found out that organisational culture and work environment contributed significantly to teachers' task performance in secondary schools. It was observed that knowing the culture of a school allows the teacher to understand both the school's history and current methods of operation. This insight provides guidance about expected future behaviours within school environment.

Contrarily, the finding from this study does not align with the findings of Kotter (2012) who found that organisational culture has no potential to enhance teachers' task performance, teacher job satisfaction, and the sense of certainty about problem solving in secondary schools. The scholar asserted that if an organisational culture becomes incongruent with the changing expectations of internal and/or external stakeholders, the task performance of teachers can decline as it has occurred with some organisations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter focuses on the following sub-headings: summary, conclusion, recommendations, the study's limitations, implications, contributions to knowledge and suggestions for further studies.

#### **5.1 Summary**

The study investigated recruitment factors of organisational culture, work environment and teachers' task performance in public secondary schools in Oyo State, Nigeria. It examined the level of teachers' task performance in terms of teaching and administrative tasks engaged in by teachers in public secondary schools. The recruitment factors were assessed in relation to factors that should be considered to get teachers recruited into public secondary schools such as personnel needs and recruitment processes they pass through before they are employed into the teaching profession. The organisational culture was described as norms, values and practices (leadership styles, task autonomy and capacity development) within the school system that could influence teachers' task performance. The work environment in this study was assessed as conditions of school environments where teachers worked which was measured as safety/security of the workplace, reward system available for teachers and physical environment of the schools where teachers works. A relative and joint contribution of recruitment factors, organisational culture and work environment to teachers' task performance in public secondary schools in Oyo State, Nigeria was also considered in the study.

To guide the study, nine specific objectives were identified, in line with the stated objectives, four research questions was raised and answered, five hypotheses were formulated and tested at 0.05 level of significance. The relevant literature was reviewed based on the stated objectives and was divided into conceptual and empirical review. Herzberg Two Factors Theory of 1959 was used to anchor the study and the conceptual model was self constructed to give direction for the study. Descriptive survey research design was adopted and the

population comprised teachers and school administrators in public secondary schools in Oyo State. Multi-stage sampling procedure was used to sample 1,355 (1,296 teachers and 59 principals) respondents. Two separate instruments were used for data collection; Recruitment Factors, Organisational Culture and Work Environment Questionnaire (RFOCWEQ) and Teachers' Task Performance Questionnaire (TTPQ), the two instruments were valid and reliable at  $\alpha=.754$  and  $\alpha=.826$  respectively.

The data retrieved from the field were subjected to analysis using descriptive statistical tools of simple percentages, frequency counts, mean and standard deviation. Inferential statistical tools were employed to test the formulated hypotheses such as Pearsons Product - Moment Correlation and Multiple Regression Analysis. Research questions 1 – 4 were answered using descriptive statistical tools (percentages, frequency counts, mean and standard deviation). Hypotheses 1-3 were tested with the use of Pearson Product Moment Correlation (PPMC) and hypothesis 4 and 5 were tested using Multiple Regression Analysis at 0.05 level of significance.

Findings from the study revealed the following:

- i. Teachers' task performance is low in the public secondary schools in Oyo State (2.47)
- ii. Recruitment factors (personnel needs and recruitment process) are rarely practised in recruiting teachers in public secondary schools (2.24) but personnel needs factors were sometimes practised
- iii. Leadership style is the most prominent organisational culture in the secondary schools followed by teachers' task autonomy and capacity development is the least organisational culture being practised in secondary schools in Oyo State.
- iv. Conduciveness of work environment was fair in public secondary schools in Oyo State with mean value (3.43)
- v. There was a low positive significant relationship between personnel needs and teachers' task performance in secondary schools ( $r= 0.382$ ,  $P <0.05$ ). Also, there was a low positive significant relationship between recruitment process and teachers' task performance ( $r=0.342$ ,  $< P 0.05$ ).
- vi. There was a positive significant relationship between each of the identified organisational culture (leadership styles, task autonomy, capacity development) and

teachers' task performance in public secondary schools in Oyo State ( $r = .644, < 0.05$ ;  $r = .373, P < 0.05, r = .589, P < 0.05$ ).

- vii. There was a positive significant relationship between each identified work environment (job safety/security, reward system, physical environment) and teachers' task performance ( $r = .965, P < 0.05$ ;  $r = .548, P < 0.05$  and  $r = .583, P < 0.05$ ).
- viii. There was a significant joint contributions of recruitment factors, organisational culture and work environment to teachers' task performance
- ix. There was a significant relative contribution of recruitment factors, organisational culture and work environment to teachers' task performance of public secondary schools.

## **5.2 Conclusion**

Based on the data collected, analysed and the findings from the study, the following conclusions were derived.

The level of teachers' task performance in public secondary schools was low; only the teaching task of teachers was high but administrative task performance of teachers was low in public secondary schools. This implies that teachers in public secondary schools only focus on teaching task and do not adequately engage themselves in administrative task aspect of their profession.

The study also concluded that in general, while recruitment factors are rarely practised in public secondary schools, however, recruitment based on personnel needs was sometimes practiced in recruiting teachers but recruitment process is rarely adherent to in recruiting teachers in Oyo State.

Also, the study concluded that all the identified organisational culture are sometimes used in public secondary schools; however, leadership styles is the most prevailing organisational culture been practised in public secondary schools in Oyo State, followed by task autonomy and capacity development respectively. In addition, reward system and physical environment was good while safety/security is fair in public secondary schools, this implies that work environment is fairly conducive in public secondary schools.



### **5.3 Implications of the study for school administrators**

The results of this study have many implications for school administrators in the following ways:

The level of teachers' task performance which is low expectation could inform school administrators on the current state of teachers' task performance in their schools and could become a yardstick for school administrators to design other means of improving teachers' task performance.

The administrative task performance of teachers that was found to be low in this study is an indication that teachers in public secondary schools are not committed to their administrative task performance like they are to the teaching task, if this continues teachers' general task performance would continue to be ineffective in public secondary schools.

It was also found out in this study that recruitment factors (personnel needs and recruitment process) are sometimes used for recruiting teachers. The continuous practice of this implied that qualified and professional teachers may not be always recruited into the public schools which may be the reason why teachers' task performance was low.

Conduciveness of work environment which was good in public secondary schools in Oyo State is an indication that school administrators and the government are trying their possible best to make the school environments conducive for learning. This would make teachers to find their place of work safe and could improve their task performance.

The significant relationship established among recruitment factors, organisational culture and work environment to teachers' task performance is an indication that adequate and frequent use of recruitment factors, organisational cultures and work environment would bring tremendous improvement to teachers' task performance and there would be a reflection of improved task performance on students' academic performance in public secondary schools.

### **5.4 Limitations of the study**

The following challenges were encountered while conducting this research:

Insecurity in some parts of Oyo State limited the research work to only three educational zones in the State.

Teachers in some schools also demanded for inducement before they could provide the information requested from them which made some of them reluctant to attend to the researcher's needs.

## **5.5 Recommendations**

Based on the findings drawn from this study, the following recommendations were made:

- i. The level of teachers' task performance should be improved especially the aspect of administrative task performance of teachers which was low so as to achieve high level of teachers' task performance in public secondary schools in Oyo State.
- ii. Recruitment factors are encouraged to be practised always in public secondary schools, especially the recruitment process that is rarely practised in recruiting teachers. To have quality and professional teachers in the teaching profession, the recruitment process should be followed and practiced always.
- iii. Steps should be put in place by educational stakeholders to ensure that recruitment factors are always practised in recruiting teachers for task performance of teachers to be improved in public secondary schools in Oyo State, Nigeria.
- iv. Recruitment factor (personnel need) that is sometimes used for recruiting teachers should be encouraged to be used always for better teachers' task performance in public secondary schools.
- v. Organisational cultures (leadership styles, task autonomy and capacity development) should be encouraged to be practised to improve teachers' task performance the more in public secondary schools in the State.
- vi. Capacity development such as trainings, workshops and seminars should be practised always in the schools to increase the task performance of teachers in public secondary schools in Oyo State.
- vii. The conduciveness of work environment should be sustained to have a better work environment for teachers in public secondary schools in Oyo State.
- viii. Leadership style should be sustained by the administrators of public secondary schools as it was established in the study that the prevailing culture in public secondary schools is leadership style to increase task performance of teachers.

- ix. The security/safety aspect of work environment should also be improved upon to encourage teachers to carry out their tasks effectively as it was reported to be fair. The security/ safety of teachers go a long way in determining the extent to which teachers would achieve high level of task performance in public secondary schools.
- x. As it was inferred from this study that recruitment factors, organisational culture and work environment contributed significantly to teachers' task performance in public schools, all educational stakeholders are therefore advised to ensure the proper practise of recruitment factors, organisational culture and work environment to improve teachers' task performance in all public secondary schools in Oyo State, Nigeria.

## **5.6 Contributions to knowledge**

The followings are the contributions to existing knowledge by the study:

- i. The study has established ineffective task performance of teachers in Oyo State and its consequences on the educational development in the state which determined the extent to which secondary school education goals will be achieved.
- ii. It provides information to inspire students who are at the receiving end of teachers' task performance to understand the impact of teachers' tasks performance on their academic success and it has encouraged the students to be more serious with their studies to increase the number of students that would transit to higher institutions.
- iii. The study has been able to establish the conduciveness of work environment in Oyo State but the conduciveness of the school environment has not impacted teachers' task performance effectively in the state.
- iv. The study has been able to establish an insight for parents/guardians on the effect of poor task performance of teachers on their children and wards bringing out the need for them to join hands with schools and teachers to provide school environment conducive to engendering good teachers' task performance in public secondary schools.
- v. The teachers' work environment in Oyo state was established by the study to be conducive, this affirmed that the efforts of educational stakeholders in providing good work environment for teacher have been yielding a positive results.

- vi. The study has established the needs to formulate policy to secure a safe and conducive work environment for the teachers to have effective tasks performance in secondary schools.
- vii. The empirical reviews and conceptual model designed by the researcher has established the relationship between the independent variables (recruitment factors, organisational culture, and work environment) and the dependent variable (teachers' task performance). These have contributed to existing literature in the area of personnel administration which would be useful for future researchers to use for research adaptation and consultation for other studies.
- viii. The instruments designed for the study have contributed to existing instruments or scales which could be adopted or adapted by other researchers to collect similar data for educational research also the teachers' task performance questionnaire designed for this study could be adopted as scale for assessing teachers' job performance in secondary schools.

### **5.7 Suggestions for further studies**

Based on the limitations and findings from this study, the following were suggested for further research:

- i. The study is geographically limited to Oyo State, Nigeria. The same study could be replicated in other states by other researchers to nationalise the findings.
- ii. The dependent variable was measured using teaching and administrative tasks. Administrative task performance of teachers could be researched on for more clarification on administrative effectiveness of teachers in Oyo State, Nigeria.
- iii. The study was restricted to public secondary schools in Oyo State, Nigeria. The same study could be carried out in private schools in Oyo State, Nigeria to compare the level of task performance of public with private secondary school teachers.
- iv. Influence of organisational culture and work environment on principals' task performance could also be conducted by other researchers to assess the task performance of principals in public schools.
- v. A comparative study on the practice of recruitment factors among public and private secondary schools can also be researched into by other researchers.

- vi. Work environment and motivational factor as determinants of teachers' task performance in public secondary schools in Oyo State, Nigeria can be researched into by future researchers
- vii. The same topic can be replicated in higher institutions of learning in Oyo State, Nigeria.

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**APPENDIX I**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**Recruitment Factors, Organisational Culture and Work Environment Questionnaire**  
**(FOR TEACHERS)**

Dear sir/ma,

This questionnaire is on recruitment factors Organisational culture and work environment teachers in public secondary schools in Oyo State, Nigeria. The instrument is design to collect data for academic only. Your ultimate objectivity and truthfulness is required and will be treated with utmost confidentiality. Thanks.

Adeleke T.E.

**Section A: Demographic Information**

Gender Male ( ) Female ( )

Marital status: Single ( ) Married ( ) Divorced ( ) Separated ( )

Age range: Under 30 ( ) 30-40 years ( ) 41-50 years ( ) 51 years and above ( )

Work Experience as teacher: less than 1 year ( ) 1-10yrs ( ) 11-20 ( ) 21- 30years ( ) 30 years and above.

**SECTION B: RECRUITMENT FACTORS SCALE**

Kindly tick the option that is applicable to the following items 4 = Always (A), 3= Sometime (S), 2=Rarely (R) and 1= Never (N)

Indicate how frequent the following been considered in teacher's recruitment

S/N	Personnel Needs	4	3	2	1
1	Area of specialization				
2	Gender consideration in the process of recruitment				
3	previous experience is required before given the job				
4	Age has nothing to do with teachers recruitment				
5	The recruitment of teachers is based on qualification				

6	Height is not a factor for recruiting teachers				
7	Other skills possessed is not a prerequisite for recruiting teacher				
<b>Recruitment process</b>					
Indicate the frequency of use of the following process in the teaching job recruitment as 4 = Always (A), 3 = Sometime (S), 2 = Rarely (R) and 1 = Never (N)					
	ITEMS	4	3	2	1
8	Application form alone				
9	Application - oral interview				
10	Application-written interview				
11	Application-written interview-oral interview				
12	Application-aptitude test				
13	Application-written- oral-aptitude test				
14	Without application but phone call				
15	Without application but received appointment letter from politician				
16	Receive appointment letter from family member without application				



**SECTION C: ORGANISATIONAL CULTURE SCALE**

What are the Organisational culture practices among public secondary schools in Kindly tick the option that is applicable to the following items; **4 = Mostly Practiced, 3 = Sometimes Practiced 2 = Rarely Practiced, 1= not Practiced (NP)**

<b>Leadership Style</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ITEMS</b>					
1	listening to teachers suggestion by the principal				
2	The principal motivates teachers to work hard				
3	Friendly supervision of teachers by the principal				
4	Strict decision making process				
5	Strict supervision of teacher in my place of work				
	<b>Capacity Development</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6	Frequent training for teacher in secondary schools				
7	In-service training for teachers in my place of work				
8	Training to meet up with the organisational demand				
9	Organising staff develop programme for teachers				
	<b>Task Autonomy</b>				
10	Task autonomyis dominants in this organisation				
11	Encourages independent task performance among teachers				
12	Allows the teachers to use their discretion on the task assign to them				
13	personal opinion does not counts in this organisationbecause of the nature of my job				
14	Task autonomycan improve my task performance in this Organisation				

## WORK ENVIRONMENT SCALE

A. What are the conditions of the staff work environment?

Kindly indicate the condition of work environment in your place of work as 5 =Very Good, 4= Good, 3= Fair, 2= Poor 1= NA

	<b>Safety/security</b>	VG	G	F	P	NA
1	Perimeter fence					
2	School guard					
3	First aid treatment					
4	Fire extinguisher					
5	Life insurance					
	<b>Reward System</b>	VG	G	F	P	NA
6	payment of leave bonus					
7	payment of salary					
8	Salary scale					
9	Increment of salary					
10	Promotion					
	<b>Physical Environment</b>	VG	G	F	P	NA
11	Furniture in your office					
12	Office space in your school					
13	Ventilation in your office					
14	Lighting in the office					

**APENDIX II**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**QUESTIONNAIRE FOR PRINCIPAL**

Dear sir/ma,

This questionnaire is on task performance of teachers in public secondary schools. The instrument is design to collect data for academic purpose only. Your ultimate objectivity and truthfulness is required and will be treated with utmost confidentiality. Thanks

Adeleke T.E

**Section A**

Gender Male ( ) Female ( )

Marital status: Single ( ) Married ( ) Divorced ( ), Widow/widower ( )

Age range: Under 30 ( ) 30-40 years ( ) 41-50 years ( ) 51 years and above ( )

Work experience: less than 5years ( ) 5-10 ( ) 11-15 ( ) 16-20 ( ) above 20 years ( )

**Section B**

Rate the teacher's task performance in your school in term of;

**4 = Very High, 3 = High, 2 = Low and 1 = Very Low**

**Teaching Task**

S/N	ITEMS	VH	H	L	VL
1	Preparation of up to date lesson note				
2	Using the appropriate method of teaching in the class				
3	Using divers method to make sure that student understand the lesson				
4	Choosing the right instructional material for teaching				
5	Displays of the instructional materials for teaching in the classroom				
6	Improvisation of instructional material for teaching				
7	Using teaching aids always				
<b>Administrative task</b>		<b>VH</b>	<b>H</b>	<b>L</b>	<b>VL</b>

<b>8</b>	Proper classroom control				
<b>9</b>	Active participation in students discipline in the school				
<b>10</b>	Keeping the statutory records up to date				
<b>11</b>	Marking of student attendance				
<b>12</b>	Attending staff meeting				
<b>13</b>	Frequent checking of student note				

**APPENDIX III**

**Key Informant Interview (for Zonal Inspectors)**

1 What are your observations on the level of teacher’s performance on ;

a. lesson note,

.....  
.....  
.....

b. instructional material and

.....  
.....  
.....

c. adequate methodology usage

.....  
.....  
.....

2 What is the level of teacher performance on discipline students, record keeping, marking of student attendance and attending staff meeting?

.....  
.....  
.....

3 Do you observe that area of specialization, qualification, skills acquired, age and gender are considered in the process recruiting teachers?

.....  
.....  
.....

4. What are the processes a teacher must follow to be able to get teaching job?

.....  
.....  
.....

5. How the following Organisational culture; leadership, job Autonomy, training and development been practiced in your school

.....  
.....  
.....

6. What is the condition of work environment in your school in terms of the following?

a. Safety and security

.....  
.....

b. Reward system and

.....  
.....

c. Physical environment

.....  
.....

## APPENDIX IV

### MEAN RESPONSES OF THE RESPONDENTS BY SCHOOL

School	Personnel needs	Recruitment process	Recruitment factors	Leadership style	Capacity development	Task Autonomy	Organizational culture	Safety/security	Reward system	Physical Environment	Work Environment	Task performance
1	2.87	3.34	2.67	3.27	3.33	3.09	3.23	3.63	4.28	3.7	3.87	2.53
2	2.53	2.47	2.5	3.23	2.58	3.13	2.98	3.05	4.14	3.78	3.65	2.84
3	2.52	2.46	2.49	3.13	2.55	3.13	2.93	3.34	3.07	3.69	3.36	2.61
4	2.79	2.71	2.75	3.11	2.23	3.05	2.79	3.11	3.71	3.35	3.39	2.23
5	2.67	2.76	2.71	3.07	2.41	2.60	2.50	2.56	3.04	3.45	3.24	2.15
6	2.55	2.51	2.53	2.96	2.83	2.65	2.89	2.47	3.95	3.06	3.50	1.92
7	2.53	2.54	2.53	2.98	2.67	2.98	2.82	2.60	2.69	3.09	2.89	2.23
8	2.72	2.71	2.71	3.05	2.65	2.96	2.88	3.08	3.86	3.59	3.51	2.30
9	2.54	2.63	2.58	3.08	2.60	2.77	2.81	3.09	4.09	3.78	3.65	2.38
10	2.67	2.95	2.81	3.05	2.87	3.05	2.99	3.12	3.87	3.61	3.53	2.84
11	3.05	2.56	2.80	2.46	2.44	2.81	2.57	2.88	3.4	3.31	3.19	2.53
12	2.75	2.39	2.57	2.65	2.71	3.02	2.79	3.45	3.13	3.12	3.2	2.30
13	2.88	3	2.94	3.15	3	3.04	3.06	3.40	3.78	4.29	3.82	3.00
14	2.79	2.89	2.84	3.10	2.68	3.09	2.95	3.10	3.85	4.02	3.65	1.84
15	2.88	2.68	2.78	3.08	2.16	2.91	2.71	3.18	3.89	3.56	3.54	2.46
16	2.62	2.75	2.68	2.98	2.29	2.96	2.75	2.94	3.97	3.75	3.55	2.61
17	2.80	2.66	2.73	3.19	2.69	3.08	2.65	2.76	3.99	3.47	3.40	2.38
18	2.28	3.09	2.95	3.22	3.09	3.09	3.13	3.47	4.26	3.96	3.98	2.38
19	2.55	2.57	2.56	3.18	2.76	3.11	3.01	3.07	4.10	3.72	3.63	1.76
20	2.68	2.58	2.63	3.06	2.19	3.08	2.77	3.25	3.93	3.45	3.54	2.61
21	2.71	2.77	2.74	3.18	2.51	2.75	2.81	2.75	3.95	3.5	3.4	2.46
22	2.49	2.46	2.47	2.95	2.85	2.68	2.81	2.58	3.91	3.04	3.17	2.69
23	2.71	2.66	2.68	3.22	2.88	3.11	3.07	2.93	3.78	3.36	3.35	2.46
24	2.55	2.68	2.61	3.10	2.61	2.79	2.83	3.37	3.8	3.75	3.64	2.46
25	2.74	2.98	2.86	3.05	2.85	3.09	2.99	3.15	3.9	3.61	3.55	2.53
26	2.94	2.44	2.69	2.37	2.41	2.75	2.51	2.80	3.25	3.22	3.09	2.92
27	2.80	2.56	2.68	2.94	2.96	3.12	3.00	3.64	3.36	3.72	3.57	2.69
28	2.81	3.13	2.97	3.15	2.73	2.93	2.93	3.33	3.82	4.39	3.84	2.61
29	2.80	2.57	2.68	3.14	2.21	2.97	2.77	2.68	3.85	3.37	3.3	2.38
30	2.75	2.79	2.77	3.06	2.44	2.98	2.82	3.3	4.01	3.86	3.72	2.38
31	2.77	2.60	2.68	3.08	2.51	3.06	2.88	2.81	3.91	3.54	3.42	2.61
32	2.70	2.96	2.83	3.18	2.81	3.06	3.01	3.36	4.12	3.75	2.74	2.53
33	2.75	2.91	2.83	3.24	3.02	3.05	3.10	3.32	4.26	3.80	3.79	2.53
34	2.56	2.47	2.51	3.16	2.60	3.22	2.99	3.32	4.13	3.76	3.73	3.00
35	2.70	2.76	2.73	3.10	2.22	2.78	1.39	2.87	3.83	3.27	3.32	2.61
36	2.60	2.54	2.56	3.03	2.75	2.67	2.84	2.57	3.94	3.44	3.31	2.30
37	2.62	2.54	2.58	3.02	2.75	2.98	2.91	2.61	3.75	2.93	3.09	3.00
38	2.77	2.72	2.74	3.53	3.11	3.24	3.29	3.58	3.77	3.52	3.6	2.15
39	2.58	2.60	2.59	3.08	2.80	2.93	2.9	3.59	4.13	3.61	3.77	2.46
40	2.43	2.60	2.51	5.18	2.80	2.88	1.57	3.62	3.97	4.02	3.87	2.69
41	2.55	2.82	2.68	3.31	2.72	2.71	2.91	3.30	4.08	4.19	3.85	3.53
42	2.69	2.75	2.72	3.02	2.19	4.52	3.24	2.09	4.15	3.22	3.15	3.46
43	4.25	2.87	2.66	2.71	2.44	3.06	2.73	2.93	4.19	3.83	3.65	3.92
44	2.83	3.17	3	3.17	3.25	3.33	3.25	3.57	3.53	3.44	3.51	2.61

45	2.95	2.97	2.96	3.1	2.87	3.04	3.00	3.18	3.88	3.62	3.56	2.46
46	3.06	2.51	2.78	2.29	2.19	2.64	2.37	2.8	3.37	3.22	3.13	2.69
47	3.01	2.40	2.70	2.4	2.5	2.77	2.59	2.8	3.2	3.19	3.07	2.46
48	2.97	2.42	2.69	2.4	2.52	2.8	2.57	2.82	3.2	3.19	3.07	2.38
49	2.59	2.37	2.48	2.69	2.80	2.99	2.82	3.53	3.08	3.22	3.27	2.53
50	2.68	2.37	2.52	2.82	2.87	3.24	2.97	3.88	2.88	3.32	3.36	3.15
51	2.97	2.58	2.77	2.89	2.80	3.11	2.93	3.02	3.42	3.47	3.30	3.15
52	2.86	2.83	2.86	3.11	3.08	2.95	3.04	3.64	4.02	4.61	4.09	2.38
53	2.83	3.33	3.08	3.28	2.94	3.02	3.08	3.42	3.78	4.56	3.92	2.53
54	3.13	3.65	3.39	2.93	3.53	2.73	3.06	3.48	3.44	4.22	3.71	2.92
55	2.47	2.58	2.52	3.04	2	2.91	2.65	3.44	4.06	4.80	4.1	2.69
56	2.88	2.65	2.76	3.35	2.57	2.97	2.96	2.97	3.91	3.51	3.46	2.69
57	2.70	2.50	2.6	3.08	2.24	3.02	2.78	2.4	3.80	3.31	3.17	3.00
58	2.84	2.54	2.69	3.11	2.16	2.93	2.73	2.96	3.57	3.41	3.31	2.15
59	2.81	2.79	2.8	3.22	2.23	2.85	2.76	3.35	3.08	3.5	3.31	2.46



**APPENDIXV**

**Frequency Table**

**Demographic information of Principals**

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	59.3	59.3	58.2
Valid Female	24	40.7	40.7	100.0
Total	59	100.0	100.0	

**marital status**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	59	100.0	100.0	100.0

**age range**

	Frequency	Percent	Valid Percent	Cumulative Percent
41-50	15	25.4	25.4	27.3
Valid 51 years aND ABOVE	44	74.6	74.6	100.0
Total	59	100.0	100.0	

**work experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
11-15	4	6.8	6.8	6.8
Valid 16-20	54	91.5	91.5	98.2
above 20 years	1	1.7	1.7	100.0
Total	59	100.0	100.0	

## Descriptives

### Descriptive Statistics

	N	Mean	Std. Deviation
preparation of up to date lesson note	59	3.27	.449
using the appropriate method of teaching in the class	59	2.85	.705
using divers method to make sure that students understand the lesson	59	2.85	.650
choosing the right instructional material for teaching in the classroom	59	2.91	.554
display of the instructional materials for teaching in the classroom	59	2.76	.769
improvisation of instructional material for teaching	59	2.69	.663
using teaching instruction always	59	2.40	1.011
proper classroom control	59	2.09	1.005
active participation in students discipline in the school	59	2.11	.916
keeping the statutory records up to date	59	2.51	.936
marking of students attendance	59	2.11	1.066
attending staff meeting	59	2.29	1.012
frequent checking of student note	59	2.07	.997
Valid N (listwise)	59		

Research Question 2:How frequent are recruitment factors been used for recruitment in public secondary schools in Oyo State?

**Frequency Table**

		<b>area of specialization</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	27	2.1	2.1	2.1
	Rarely	92	7.2	7.2	9.3
	Sometimes	360	28.0	28.0	37.3
	Always	805	62.7	62.7	100.0
	Total	1284	100.0	100.0	

		<b>gender consideration in the process of recruitment</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	311	24.2	24.2	24.2
	Rarely	311	24.2	24.2	48.4
	Sometimes	433	33.7	33.7	82.2
	Always	229	17.8	17.8	100.0
	Total	1284	100.0	100.0	

		<b>previous experience is required before given the the job</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	167	13.0	13.0	13.0
	Rarely	323	25.2	25.2	38.2
	sometimes	438	34.1	34.1	72.3
	Always	356	27.7	27.7	100.0
	Total	1284	100.0	100.0	

		<b>age has nothing to do with teachers recruitment</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	179	13.9	13.9	13.9
	Rarely	330	25.7	25.7	39.6
	Sometimes	367	28.6	28.6	68.2
	Always	408	31.8	31.8	100.0
	Total	1284	100.0	100.0	

**the recruitment of teachers is based on qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	44	3.4	3.4
	Rarely	100	7.8	11.2
	Sometimes	319	24.8	36.1
	Always	821	63.9	100.0
	Total	1284	100.0	100.0

**height is not a factor for recruiting teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	575	44.8	44.9
	Rarely	241	18.8	63.7
	Sometimes	165	12.9	76.6
	Always	300	23.4	100.0
	Total	1281	99.8	100.0
Missing	System	3	.2	
	Total	1284	100.0	

**others skills possessed is not a prerequisite for recruiting teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	206	16.0	16.0
	Rarely	451	35.1	51.2
	sometimes	399	31.1	82.2
	always	228	17.8	100.0
	Total	1284	100.0	100.0

**Quantity of teachers in a school is a factor for recruitment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	316	24.6	24.6
	Rarely	588	45.8	70.4
	sometimes	248	19.3	89.7
	always	132	10.3	100.0
	Total	1284	100.0	100.0

**application form alone**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	363	28.3	28.3
	Rarely	200	15.6	43.8
	sometimes	295	23.0	66.8
	always	426	33.2	100.0
	Total	1284	100.0	100.0

**application- oral interview**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	175	13.6	13.6
	Rarely	125	9.7	23.4
	Sometimes	425	33.1	56.5
	Always	559	43.5	100.0
	Total	1284	100.0	100.0

**application- written interview**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	42	3.3	3.3
	rarely	133	10.4	13.6
	sometimes	446	34.7	48.4
	always	663	51.6	100.0
	Total	1284	100.0	100.0

**application- written interview-oral interview**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	32	2.5	2.5
	rarely	130	10.1	12.6
	sometimes	473	36.8	49.5
	always	649	50.5	100.0
	Total	1284	100.0	100.0

**application-aptitude test**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	69	5.4	5.4	5.4
rarely	173	13.5	13.5	18.8
Valid sometimes	577	44.9	44.9	63.8
always	465	36.2	36.2	100.0
Total	1284	100.0	100.0	

**application-written-oral aptitude test**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	135	10.5	10.5	10.5
rarely	352	27.4	27.4	37.9
Valid sometimes	429	33.4	33.4	71.3
always	368	28.7	28.7	100.0
Total	1284	100.0	100.0	

**without application but phone call**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	738	57.5	57.5	57.5
rarely	247	19.2	19.2	76.7
Valid sometimes	186	14.5	14.5	91.2
always	113	8.8	8.8	100.0
Total	1284	100.0	100.0	

**without application but received appointment letter from politician**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	484	37.7	37.7	37.7
rarely	260	20.2	20.2	57.9
Valid sometimes	280	21.8	21.8	79.8
always	260	20.2	20.2	100.0
Total	1284	100.0	100.0	

**receive appointment letter from family members without application**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	539	42.0	42.0	42.0
rarely	229	17.8	17.9	59.9
sometimes	335	26.1	26.1	86.0
always	179	13.9	14.0	100.0
Total	1282	99.8	100.0	
Missing System	2	.2		
Total	1284	100.0		

**Descriptive Statistics**

	N	Mean	Std. Deviation
area of specialization	1284	3.51	.721
gender consideration in the process of recruitment	1284	2.45	1.044
previous experience is required before given the the job	1284	2.77	.997
age has nothing to do with teachers recruitment	1284	2.78	1.042
the recruitment of teachers is based on qualification	1284	3.49	.782
height is not a factor for recruiting teachers	1281	2.15	1.222
others skills possessed is not a prerequisite for recruiting teachers	1284	2.51	.963
quantityof t eachers in a school is a factor for recruitment	1284	2.15	.910
application form alone	1284	2.61	1.212
application- oral interview	1284	3.07	1.037

application- written interview	1284	3.35	.794
application- written interview-oral	1284	3.35	.762
application-aptitude test	1284	3.12	.835
application-written-oral aptitude test	1284	2.80	.971
without application but phone call	1284	1.75	1.004
without application but received appointment letter from politician	1284	2.25	1.160
receive appointment letter from family members without application	1282	2.12	1.108
Valid N (listwise)	1279		

**Research question 3:** What are the prevailing organisational culture been practiced in public secondary schools in Oyo State?

**Frequency Table**

**listening to teachers suggestion by the principal**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	26	2.0	2.0	2.0
rarely practiced	111	8.6	8.6	10.7
Valid sometimes practiced	644	50.2	50.2	60.8
mostly practiced	503	39.2	39.2	100.0
Total	1284	100.0	100.0	

**the principal motivates teachers to work hard**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	33	2.6	2.6	2.6
Valid rarely practiced	122	9.5	9.5	12.1
sometimes practiced	576	44.9	44.9	56.9
mostly practiced	553	43.1	43.1	100.0



Total	1284	100.0	100.0
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**friendly supervision of teachers by the principal**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	82	6.4	6.4	6.4
rarely practiced	292	22.7	22.7	29.1
Valid sometimes practiced	492	38.3	38.3	67.4
mostly practiced	418	32.6	32.6	100.0
Total	1284	100.0	100.0	

**strict decision making process**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	104	8.1	8.1	8.1
rarely practiced	330	25.7	25.7	33.8
Valid sometimes practiced	549	42.8	42.8	76.6
mostly practiced	301	23.4	23.4	100.0
Total	1284	100.0	100.0	

**strict supervision of teacher in my work place**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	70	5.5	5.5	5.5
rarely practiced	354	27.6	27.6	33.0
Valid sometimes practiced	449	35.0	35.0	68.0
mostly practiced	411	32.0	32.0	100.0
Total	1284	100.0	100.0	

**frequent training for teacher in secondary schools**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	122	9.5	9.5	9.5
rarely practiced	343	26.7	26.7	36.2
Valid sometimes practiced	527	41.0	41.0	77.3
mostly practiced	292	22.7	22.7	100.0
Total	1284	100.0	100.0	

**in-service training for teachers in my work place**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	137	10.7	10.7	10.7
rarely practiced	488	38.0	38.0	48.7
Valid sometimes practiced	473	36.8	36.8	85.5
mostly practiced	186	14.5	14.5	100.0
Total	1284	100.0	100.0	

**training to meet up with the organizational demand**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	221	17.2	17.2	17.2
rarely practiced	396	30.8	30.8	48.1
Valid sometimes practiced	390	30.4	30.4	78.4
mostly practiced	277	21.6	21.6	100.0
Total	1284	100.0	100.0	

**organizing staff develop programme for teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	166	12.9	12.9	12.9
rarely practiced	307	23.9	23.9	36.8
Valid sometimes practiced	536	41.7	41.7	78.6
mostly practiced	275	21.4	21.4	100.0
Total	1284	100.0	100.0	

**task autonomy dominant in this organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	66	5.1	5.1	5.1
rarely practiced	314	24.5	24.5	29.6
Valid sometimes practiced	515	40.1	40.1	69.7
mostly practiced	389	30.3	30.3	100.0
Total	1284	100.0	100.0	

**encourages independent task performance among teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	19	1.5	1.5	1.5
rarely practiced	211	16.4	16.4	17.9
Valid sometimes practiced	636	49.5	49.5	67.4
mostly practiced	418	32.6	32.6	100.0
Total	1284	100.0	100.0	

**allows the teacher to use their discretion on the task assign to them**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	38	3.0	3.0	3.0
rarely practiced	168	13.1	13.1	16.0
Valid sometimes practiced	616	48.0	48.0	64.0
mostly practiced	462	36.0	36.0	100.0
Total	1284	100.0	100.0	

**personal opinion does not count in this organization because of the nature of my job**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	180	14.0	14.0	14.0
rarely practiced	433	33.7	33.7	47.7
Valid sometimes practiced	433	33.7	33.7	81.5
mostly practiced	238	18.5	18.5	100.0
Total	1284	100.0	100.0	

**task autonomy can improve my task performance in this organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
not practiced	42	3.3	3.3	3.3
rarely practiced	307	23.9	23.9	27.2
Valid sometimes practiced	533	41.5	41.5	68.7
mostly practiced	402	31.3	31.3	100.0
Total	1284	100.0	100.0	

**Research Question 4:** What are the conditions of work environment in public secondary schools in Oyo State?

**Frequency Table  
perimeter fence**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	184	14.3	14.3	14.3
poor	83	6.5	6.5	20.8
fair	307	23.9	23.9	44.7
good	340	26.5	26.5	71.2
very good	370	28.8	28.8	100.0
Total	1284	100.0	100.0	

**school guard**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	116	9.0	9.0	9.0
poor	116	9.0	9.0	18.1
fair	389	30.3	30.3	48.4
good	378	29.4	29.4	77.8
very good	285	22.2	22.2	100.0
Total	1284	100.0	100.0	

**first aid treatment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	51	4.0	4.0	4.0
poor	253	19.7	19.7	23.7
fair	350	27.3	27.3	50.9
good	368	28.7	28.7	79.6
very good	262	20.4	20.4	100.0
Total	1284	100.0	100.0	

**fire extinguisher**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	341	26.6	26.6	26.6

	poor	401	31.2	31.2	57.8
	fair	230	17.9	17.9	75.7
	good	177	13.8	13.8	89.5
	very good	135	10.5	10.5	100.0
	Total	1284	100.0	100.0	

**life insurance**

		Frequency	Percent	Valid Percent	Cumulative Percent
	not available	453	35.3	35.3	35.3
	poor	206	16.0	16.0	51.3
Valid	fair	233	18.1	18.1	69.5
	good	273	21.3	21.3	90.7
	very good	119	9.3	9.3	100.0
	Total	1284	100.0	100.0	

**payment of leave bo us**

		Frequency	Percent	Valid Percent	Cumulative Percent
	not available	19	1.5	1.5	1.5
	poor	102	7.9	7.9	9.4
Valid	fair	194	15.1	15.1	24.5
	good	509	39.6	39.6	64.2
	very good	460	35.8	35.8	100.0
	Total	1284	100.0	100.0	

**payment of salary**

		Frequency	Percent	Valid Percent	Cumulative Percent
	not available	8	.6	.6	.6
	poor	21	1.6	1.6	2.3
Valid	fair	99	7.7	7.7	10.0
	good	400	31.2	31.2	41.1
	very good	756	58.9	58.9	100.0
	Total	1284	100.0	100.0	

**salary scale**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	5	.4	.4	.4
Valid poor	197	15.3	15.3	15.7
Valid fair	358	27.9	27.9	43.6
Valid good	388	30.2	30.2	73.8
Valid very good	336	26.2	26.2	100.0
Total	1284	100.0	100.0	

**increment of salary**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	15	1.2	1.2	1.2
Valid poor	92	7.2	7.2	8.3
Valid fair	512	39.9	39.9	48.2
Valid good	412	32.1	32.1	80.3
Valid very good	253	19.7	19.7	100.0
Total	1284	100.0	100.0	

**Promotion**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	19	1.5	1.5	1.5
Valid poor	88	6.9	6.9	8.3
Valid fair	573	44.6	44.6	53.0
Valid good	350	27.3	27.3	80.2
Valid very good	254	19.8	19.8	100.0
Total	1284	100.0	100.0	

**furniture in your office**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	14	1.1	1.1	1.1
poor	171	13.3	13.3	14.4
fair	380	29.6	29.6	44.0
good	462	36.0	36.0	80.0
very good	257	20.0	20.0	100.0
Total	1284	100.0	100.0	

**office space in your school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	25	1.9	1.9	1.9
poor	88	6.9	6.9	8.8
fair	370	28.8	28.8	37.6
good	574	44.7	44.7	82.3
very good	227	17.7	17.7	100.0
Total	1284	100.0	100.0	

**ventilation in your office**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not available	52	4.0	4.0	4.0
poor	88	6.9	6.9	10.9
fair	384	29.9	29.9	40.8
good	439	34.2	34.2	75.0
very good	321	25.0	25.0	100.0
Total	1284	100.0	100.0	

**lighting in the office**

	Frequency	Percent	Valid Percent	Cumulative Percent
not available	78	6.1	6.1	6.1
poor	245	19.1	19.1	25.2
Valid fair	293	22.8	22.8	48.0
good	430	33.5	33.5	81.5
very good	238	18.5	18.5	100.0
Total	1284	100.0	100.0	