

Teacher Training Programmes as Predictors of Teacher Job Satisfaction and Performance in Oyo State, Nigeria

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Abstract

The study investigated teacher training programmes as predictors of teacher job satisfaction and performance in Oyo State, Nigeria. Teacher training programmes examined include: regular courses, workshops, seminars and academic conferences. Descriptive survey research was used. The population comprised all public secondary school teachers in Oyo State. Cluster, purposive and simple random sampling techniques were employed to select a total of 1,800 teachers on whom questionnaire was administered, while 1,500 copies of the questionnaire distributed were retrieved and found suitable for analysis. The research instrument used for data collection was Teacher Job Satisfaction and Performance (TJSP). Three research questions and six hypotheses were answered. Data collected were analysed using descriptive statistics for the research questions while MANOVA, Multiple Regression Analysis (ANOVA) and t- test were used for the hypotheses. The result revealed that the level of teacher job satisfaction was lower than the level of teacher job performance with the overall weighted average of 2.380 and 2.702 respectively. Also, there was a significant combined influence of teacher training programmes on teacher job satisfaction and performance. The study concluded that teachers in Oyo State rarely participated in teacher training programmes, especially in-service training. On the basis of the findings of the study, it is recommended that in-service-training for teachers should be given priority by the Secondary School Management Board. Also, government should

make adequate provisions for teacher training programmes in its budget, while proper follow-up and feedback should be provided.

Keywords: Teacher training, teacher job satisfaction, teacher job performance.

Introduction

Teacher job satisfaction and performance cannot be over emphasised in the realisation of the purpose of education and national objectives. A teacher is an individual who has acquired relevant training in teaching pedagogies with the goal of helping the younger generations to fully realise their potentials through the provision of right guidance and tutorship as well as proper dissemination of information which are considered useful to the socio-economic and cultural values of the society. He is a professionally trained individual who carefully and passionately guides, directs and inspires others to elicit positive and acceptable behaviors capable of enhancing individual and societal developments. Okon (2015) asserts that a teacher is a facilitator in the teaching-learning process that impacts into the students the necessary skills and education required to help them grow and become responsible members of the society. Ojomu (2016) conceived a teacher as someone who identifies with the students' problems, encourages them to overcome by turning their weaknesses into strengths. Lanham (2015) stressed that teachers play important role in constructing and molding the personality of students, understand their abilities, believes that every child has his own potentials which must not be underestimated but help them to maximise such potentials.

The job of being a teacher is both demanding and challenging. Teachers are saddled with multidimensional responsibilities ranging from effective mastery of the subject matter, effective teaching, providing guidance, counseling and direction, motivating students towards learning, monitoring students' progress through continuous assessment serving as role models to the students (Ogunleye, 2017). The teacher is equally responsible for the interpretation and implementation of the curriculum. He is the prime mover of the education system. From the foregoing, it is evidently clear that teachers are not just essential for the effective functioning of educational system of any country but as well as the attainment of education goals and national objectives. Their role is both

significant and valuable as it has far-reaching influence on the national development of the nation.

However the ability of teachers to meet the societal expectations and prepare the younger generations to meet with the challenges of a dynamic socio-economic and political environments, are all a function of the level of job satisfaction and job performance of teachers. By implication, job satisfaction and performance of teachers are undoubtedly very important not only to meeting societal expectations but also, to the quality of education process, improvement and product. Job satisfaction describes how content an individual is with his job. It is the pleasurable feelings or enjoyment an individual derives from his job. It is equally viewed as the worker's feeling and state of mind about what he does in relation to his job and a sense of happiness and fulfilment a worker has when he discovers that his expectations of the job are met (Anwoye, 2018). It is the positive emotional feelings an individual felt after the appraisal or assessment of the job and work experiences (Adams, 2018). The happy an individual is, the higher the level of job satisfaction.

Teacher job satisfaction is the positive attitude of teachers due to suitable work environment that meets their professional and prospects. Teacher job satisfaction relates to the teacher's expectations teaching and what he/she is actually getting from the job (Khan, 2017). It is the affective relation of teachers to the teaching role which is a function of what the teacher conceived in terms of the relationship between what he wants from teaching and what he perceives teaching offers (Aduloju, 2019). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. Individual teacher has his or her concerns that bring about job satisfaction or enrichment. Teacher job satisfaction might be brought about by personal interest of teachers in teaching carrier. Furthermore, the level of satisfaction varies from one teacher to another, especially with respect to different individuals, cultural backgrounds, organisational settings and environmental factors present (Oponge, 2015). Thus, teacher job satisfaction is subjective as it is made up of diverse values, which a teacher consciously or unconsciously desires to obtain from teaching job. Teachers expect teaching job to improve their livelihood. When they realise the presence of their job expectations, they get zealous with

teaching job because they feel secured and comfortable about their career.

Job performance is the entire behavior of workers in relation to the task assigned to them. It is the assessment of workers aimed at determining whether workers meet up with the job specifications and set standards. The notion of job performance can be viewed from different perspectives. Firstly, the determination of what workers are expected to do as indicated by the employers viz-a-viz what the workers are actually doing. Secondly, the determination of workers' actual workload alongside with whether it is too heavy or light. Thirdly, assuming that a worker has a clear outline of what the job description is, there are certain variables which might enhance or hinder workers' efforts as well as willingness or desire to perform effectively and efficiently (Dickson, 2015). Teacher job performance implies the degree or extent to which a teacher executes his role with reference to certain specified standards set by the educational institution. It is related to achieving stated degrees of quality, quantity, creativity and cooperation (Onuah, 2017). It implies the efforts made by the teacher within and outside the school system in order to achieve set educational goals and objectives (Ojo, 2017).

At present, a large number of public secondary school teachers in Oyo State seem to be unsatisfied and lack deep interest in teaching profession while at the same time they perform below job specifications and societal expectations. The high turnover in teaching profession, frequent strike actions and low level of interpersonal relationships between teachers and students, teachers and parents and with the society at large are likely to be pointers to this fact. It is quite disheartening to mention that public secondary school teachers in Oyo State are tends to show little commitment to the academic pursuits of their students. They hardly monitor their students' progress, they pay little or no attention to individual differences and students with learning difficulties scarcely receive special assistance. Teachers seldom attend to the basic classroom schedules as may appear on the time tables except on strict supervision and monitoring from the state inspectorate division of education. Teachers appear indisposed to their primary responsibilities and any other extra-curriculum activities. They rarely take pleasure in any school related activity especially when such activity is not confined within the school environment and it will not attract financial benefits.

The attention and loyalty of teachers for effective job performance tends to be lacking as teachers believe that their salaries alone could no longer sustain them and their immediate families. Hence, their attention is geared towards attending to some personal endeavors elsewhere in a bid to provide supplement to their economic demands. They run helter-skelter trying to seek alternative means of livelihood (Dickson, 2015). For instance, it is not uncommon to see public secondary school teachers in Oyo State floating their private businesses within the school premises even during the official school hour. Consequently, students seem to be uninterested and unmotivated towards learning because they lack proper and adequate mentoring from teachers and the relationship between them appears to be strained.

Several factors have been identified to be responsible for low job satisfaction and performance of teachers. Irregularity in payment of teachers' salary and other allowances, dilapidated structures in schools, non-availability of instructional materials, poor condition of work, poor subject mastery, level of education, age, promotion and advancement teaching experience and poor recognition of teachers (Benson, 2018; Anwoye, 2018; Gardner, 2010; Mudrak, 2015). Teacher training is another factor that could be responsible for low job satisfaction and performance of teachers.

Teacher training is a programme designed to equip teachers with the necessary skills required to meet with the challenges of teaching-learning process. It is a programme which aims at producing teachers who will be responsive to the challenging needs of students and the society at large. It is a professional development programme geared towards conscious and systematic steps to ensure teacher upgrade and continuous self-improvement (Adeosun, 2015). It is equally viewed the provision of professional and specialized training within a specified period of time aimed at the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens (Aderoju, 2018). Teacher training programmes focus on assisting teachers to adequately interpret and implement government policies on education.

The importance of teacher training programmes cannot be overemphasised. This is probably because the backbone of manpower training and development to achieve education as well as national objectives leading to nation building is a function of teacher training

programmes. A skillful teacher requires training and teaching profession should be restricted to a trained individual, that is, a teacher (by virtue of training) who has gone through a period of training, acquired the right skills to effectively deliver instructions to the learners and has developed passion for the profession.

This is why the position and activities of Teachers Registration Council of Nigeria (TRCN) are highly commendable. The TRCN has taken up the challenges of ensuring that people in the teaching profession are actually trained to do their job well. It has equally stipulated that all teachers should admit the fact that students have been entrusted to them and should avoid any breach of trust the society reposed in them by the society. Hence, to be legally recognised as a teacher in Nigeria, an individual must register with TRCN.

The importance of teacher training is equally recognised by the Federal Government of Nigeria as indicated in The National Policy on Education (NPE, 2014). The goals of teacher education are spelt out in the National Policy on Education (NPE) are to:

- produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational systems,
- encourage further the spirit of inquiry and creativity in teachers,
- help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals,
- provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and
- enhance teachers' commitment to the teaching profession.

Teacher training can be in form of pre-service training or in-service training. Pre-service training is the initial training programme which is geared towards the professional development of teachers as a body of systematic activities to prepare teachers for teaching job. While in-service training is a professional training programme designed for teachers to enhance efficient and effective performance through acquisition of new skills. It is a persistent and conscious programme which exposes teachers to new teaching pedagogies with the aim of upgrading the professional knowledge and competence of teachers. Billing as cited in Osamwonyi (2016) conceived in-service training as a deliberate and continuous process involving the identification and discussion of present

and anticipated means of individual staff for furthering their job satisfaction and career prospects and the institution for supporting its academic work plans and implementation of programmes of staff activities designed for the harmonious satisfaction of their needs. In-service training in the 21st Century is mostly designed to meet the growing needs of education in the global economy. Maduabum, (1992) identified different types of in-service training as regular courses, conferences, workshops, seminars, correspondence courses and exhibitions.

Badmus, (2018) revealed in a study on the benefits of staff development on employees' productivity level that pre-service education and training matter, while others (Werang, 2017; Okon, 2015 ; Dan, 2015) indicated that in-service training could be more effective. No doubt, the evidence is somehow complicated and mixed. This study investigated teacher training programmes as predictors of teacher job satisfaction and performance in public secondary schools in Oyo State. Teacher training programmes examined are in-service programmes such as regular courses, workshops, seminars and academic conferences.

Statement of the Problem

A close look at the educational system in Oyo State today would show that teachers who are the major role players in the teaching-learning process appear to be somehow unsatisfied with teaching job and perform below societal expectations. The low level of teacher job satisfaction and performance tends to produce a downturn effect on the educational system as a whole and more specifically, on school output who turn out to be unproductive, half- baked and non-visionary individuals who are not proactive and nonchalant towards the goal of nation building. The implication of this scenario is that the achievement of national goal through the school system might be a mirage. Several factors have been attributed to low job satisfaction and performance of teachers; among which are motivational factors that is, (intrinsic and extrinsic) factors. However, there seems to be limited research on the combined subjects of teacher job satisfaction and performance with reference to teacher training programmes. There is therefore the need to investigate into teacher training programmes such as regular courses, workshops, seminars and conferences as predictors of teacher job satisfaction and performance. It is against this backdrop that this study sought to examine

teacher training programmes as predictors of teacher job satisfaction and performance in Oyo State.

Research Questions

1. How often do teachers in Oyo State participate in in-service-training?
2. What is the level of teacher job satisfaction in Oyo State?
3. What is the level of teacher job performance in Oyo State?

Hypotheses

Ho1: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction and performance in Oyo State.

Ho2: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction.

Ho3: There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job satisfaction in Oyo State.

Ho4: There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job performance in Oyo State.

Ho5: There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on teacher job performance in Oyo State.

Ho6: There will be no significant gender difference in teacher job satisfaction in Oyo State.

Ho7: There will be no significant gender difference in teacher job performance in Oyo State.

Methodology

The research design was descriptive design of survey type. The study population comprised all public secondary school teachers in Oyo State. The sampling techniques used for the selection of the samples were cluster, purposive and simple random sampling techniques. At present, there are a total of 604 public secondary schools in Oyo State. The public schools are clustered on the basis of existing three (3) senatorial districts

and local government areas. The first stage was the selection of the local governments per the senatorial districts whereby five (5) local governments were selected randomly (56%, 38% and 45% of the local governments in each senatorial district respectively) making (15) local government areas. The second stage was the selection of the schools per each selected local government. Simple random sampling technique was used to select (10) public secondary schools in each selected local government area making a total of (150) schools (31%, 29% and 22% of the total per local government area respectively). Purposive sampling and simple random sampling techniques were used to select teachers at the third stage. Some schools have large population of teachers while some have a small numbers of teachers, as low as (18). Hence to achieve an adequate representation of teachers from each school, the researcher purposively selected (12) teachers randomly from each selected public secondary schools making a total of (1,800) teachers (10%, 17%, and 12% per senatorial district respectively). One thousand five hundred (1500) questionnaire was retrieved (83% of the total) from the administered 1,800.

The research instrument for the study was divided into four sections, namely: A, B, C and D. Section A was designed to elicit information on personal data of the respondents. Section B was designed to measure the frequency of teachers' participation in in-service training. Sections C and D adapted structured items to elicit information on teachers' job satisfaction and performance respectively using four Likert Scale (Very often =4, Often =3, Not Often =2, Never =1). A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using test-retest method to establish the stability principle and co-efficient is 0.89. The data collected was analysed using descriptive statistics like percentage and mean for the research questions, MANOVA was used for hypothesis one while regression analysis (ANOVA) was used for hypotheses two to five and t-test was used for hypotheses six and seven all at 5% level of significance.

Results

Research question 1: How often do teachers in Oyo State participate in in-service- training?

Table 1: Teachers' Participation in Training

| S/N | Items | At least once in a year | At least once in two years | At least once in three years | Not at all |
|------------------|-----------------|-------------------------|----------------------------|------------------------------|------------|
| 1. | Regular courses | 178(11.90%) | 299(19.9%) | 417(27.8%) | 606(40.4%) |
| 2. | Workshops | 104(6.9%) | 355(23.7%) | 478(31.9%) | 563(37.5%) |
| 3. | Seminars | 89(5.9%) | 207(13.8%) | 554(36.9%) | 650(43.3%) |
| 4. | Conferences | 73(4.9%) | 252(16.8%) | 493(32.9%) | 682(45.5%) |
| Weighted Average | | | | | 1.917 |

Decision Rule:

0-1.49= Very Low

1.50-2.49= Low

2.50-3.49= High

3.50-4.00= Very High

Source: Fieldwork, 2019

Table 1 presents analysis of teacher training programmes identified in the study. The frequency of teachers' training was evaluated on the basis of how often public secondary school teachers in Oyo State attend in-service training, workshops, seminars and conferences. As reported in Table 1, 11.90% (178) of the teachers admitted they attended in-service training at least once in a year, 19.9% (299) at least once in two years, 27.8% (417) at least once in three years, while 40.4% (606) claimed that they did not participate in any in-service training. 6.9% (104) attended workshops at least once in a year, 23.7% (355) attended at least once in two years, 31.9% (478) attended at least once in three years, while 43.3% (650) did not attend at all. For seminars 5.9% (89) of the teachers attended at least once in a year, 13.8% (207) attended at least once in two years, 36.9% (554) attended at least once in three years, while 43.3% (650) did not attend seminars at all. As reported in Table 1 also 4.9% (73) of the teachers attend conferences at least once in year, 16.8% (252) attended at least once in two years, 32.9% (493) attended at least once in three years, and 45.5% (682) did not attend conferences at all. Hence analysis of teachers' training on the basis of frequency of participation in trainings, workshops, seminars and conferences revealed that teachers in public secondary schools in Oyo State seldom engaged or participated in training.

Research Question 2: What is the level of teacher job satisfaction in Oyo State?

Table 2: Teacher Job Satisfaction in Oyo State

| S/N | Items | Very Often (%) | Often (%) | Not Often (%) | Never (%) | Weighted Average |
|-----|---|----------------|-----------|---------------|------------|------------------|
| 1. | I enjoy teaching | 539(35.9) | 362(24.1) | 358(23.9) | 241(16.1) | 2.7993 |
| 2. | Sometimes I get bored with teaching. | 240(16) | 300(20) | 601(40.1) | 359(23.9) | 2.2807 |
| 3. | My job can secure a good future for me. | 421(28.1) | 418(27.9) | 303(20.2) | 329(21.9) | 2.6013 |
| 4. | I sometimes feel that I am wasting my time doing this job. | 183(12.2) | 299(19.9) | 689(45.9) | 0(0.0) | 2.2240 |
| 5. | In my society, teaching is a valued and respectable profession. | 838(55.9) | 304(20.3) | 358(23.9) | 598(39.9) | 3.3200 |
| 6. | I am promoted as at when due. | 181(12.1) | 300(20) | 421(28.1) | 538(35.9) | 2.0427 |
| 7. | There is no opportunity to learn new skills in teaching. | 242(16.1) | 302(20.1) | 418(27.9) | 359(23.9) | 2.1653 |
| 8. | Advance and additional training is limited in my job. | 359(23.9) | 423(28.2) | 359(23.9) | 239(15.9) | 2.5213 |
| 9. | My job provides me the opportunity of utilizing properly my talents and potentials. | 481(32.1) | 422(28.1) | 358(23.9) | 179(11.9) | 2.7633 |
| 10. | Promotion of teachers is based on arbitrary choices than capabilities and merit. | 661(44.1) | 418(27.9) | 242(16.1) | 1138(75.9) | 3.0407 |
| 11. | I am satisfied with my income. | 2(0.1) | 1(0.1) | 359(23.9) | 838(55.9) | 1.2447 |
| 12. | Retirement benefits are timely paid to teachers. | 2(0.1%) | 238(15.9) | 422(28.1) | 1357(91.7) | 1.6027 |
| 13. | My income can adequately take care of my expenses. | 1(0.1) | 2(0.1) | 122(8.1) | 598(39.9) | 1.0860 |
| 14. | The payment for extra work is adequate. | 3(0.2) | 298(19.9) | 601(40.1) | 360(24) | 1.8040 |
| 15. | In teaching profession, teachers are given rewards for their hard work. | 62(4.1) | 420(28) | 658(43.9) | 180(12) | 2.1227 |
| 16. | The work environment in my school is uninviting. | 718(47.9) | 541(36.1) | 61(4.1) | 358(23.9) | 3.1980 |
| 17. | | 361(24.1) | 360(24) | 421(28.1) | 300(20) | 2.4827 |
| 18. | | 238(15.9) | 542(36.1) | 420(28) | 418(27.9) | 2.4787 |
| 19. | | 181(12.1) | 360(24) | 541(36.1) | 179(11.9) | 2.2027 |
| 20. | | 301(20.1) | 598(39.9) | 422(28.1) | 420(28) | 2.6807 |
| 21. | | 300(20) | 420(28) | 360(24) | 357(23.8) | 2.4000 |

| | | | | | | |
|---------------------------------|---|-----------|-----------|-----------|-----------|---------------|
| 22. | Instructional facilities required for teaching and learning are available in my school. | 358(23.9) | 182(12.1) | 603(40.2) | 238(15.9) | 2.3607 |
| 23. | My school provides a comfortable working environment. | 363(24.2) | 597(39.8) | 302(20.1) | 62(4.1) | 2.7233 |
| 24. | The work environment in my school enhances teaching and learning. | 417(27.8) | 543(36.2) | 478(31.9) | 238(15.9) | 2.8767 |
| 25. | Physical surroundings in my school are unpleasant. | 243(16.2) | 477(31.8) | 542(36.1) | | 2.4833 |
| | My supervisor is approachable. | | | | | |
| | My supervisor never listens to suggestion. | | | | | |
| | My supervisor is kind and supportive. | | | | | |
| | My supervisor has a bossy nature. | | | | | |
| | My supervisor always makes fair and impartial decision. | | | | | |
| Overall Weighted Average | | | | | | 2.3802 |

Decision Rule:

0-1.49= Very Low

1.50-2.49= Low

2.50-3.49= High

3.50-4.00= Very High

Source: Fieldwork, 2019

The result from Table 2 showed an overall weighted average of 2.380 which is below the expected weighted average of 2.50. This implies that the teachers' job satisfaction was low. Response to question one on the Table revealed that about 35.9% of the respondents very often enjoyed teaching, 24.1% often enjoyed teaching, while 23.9% and 16.1% not often and never enjoyed teaching. 16% of the teachers affirmed that they very often get bored. To the question of whether the teaching job can secure a good future, about 28.1% of the teachers responded very often, 27.9% responded often, while 20.2% and 23.9% responded not often and never respectively. 12.2% responded often, to the question I sometimes feel that I am wasting my time doing this job, while about 19.9%, 45.9% and 21.9% of the teachers responded often, not often and never respectively. Further result showed that only 0.1% of the

respondents respectively acclaimed that very often and often their income can adequately take care of their expenses, while 8.1% and 91.7% respectively affirmed that income was not often and never adequate to take care of their expenses respectively. Overview of the level of teacher satisfaction vis-à-vis the nature of their job, working condition, remuneration and supervision reflect high possibilities that teachers sampled in the study have somewhat low level of job satisfaction.

Research Question 3: What is the level of teacher job performance in Oyo State?

Table 3: Teacher Job performance in Oyo State

| S/N | Items | Very Often (%) | Often (%) | Not Often (%) | Never (%) | Weighted Average |
|-----|--|----------------|------------|---------------|------------|------------------|
| 1. | Work towards achieving teaching objectives. | 898(59.9) | 362(24.1) | 178(11.9) | 62(4.1) | 3.8287 |
| 2. | As a teacher, I meet the criteria for job performance. | 1254(83.6) | 238(15.9) | 5(0.3) | 3(0.2) | 3.3973 |
| 3. | Demonstrate expertise in teaching related tasks. | 418(27.9) | 897(59.8) | 183(12.2) | 2(0.1) | 3.1540 |
| 4. | I fulfill all the requirements of teaching job. | 599(39.9) | 719(47.9) | 181(12.1) | 1(0.1) | 3.2773 |
| 5. | I could manage more responsibility than typically assigned. | 363(24.2) | 542(36.1) | 417(27.8) | 178(11.9) | 2.7267 |
| 6. | I am competent in all areas of teaching job. | 958(63.9) | 362(24.1) | 179(11.9) | 1(0.1) | 3.5180 |
| 7. | I handle tasks with proficiency and meet deadlines. | 661(44.1) | 299(19.9) | 242(16.1) | 298(19.9) | 2.8820 |
| 8. | I perform well in the overall teaching job by carrying out tasks as expected. | 1078(71.9) | 420(28.0) | 1(0.1) | 1(0.1) | 3.7167 |
| 9. | I plan and organize my lessons to achieve teaching objectives conscientiously. | 1259(83.9) | 238(15.9) | 5(0.1) | 1(0.1) | 3.8367 |
| 10. | I am punctual in arriving at school. | 358(23.9) | 542(36.1) | 599(39.9) | 60(4.0) | 2.8380 |
| 11. | I am punctual in attending classes. | 360(24) | 900(60.0) | 180(12.0) | 1017(67.8) | 3.0400 |
| 12. | I take undeserved work holiday. | 3(0.2) | 3(0.2) | 477(31.8) | 12.1(8.1%) | 1.3280 |
| 13. | I close towards the end of the day. | 2(0.1) | 1138(75.9) | 239(15.9) | 122(8.1) | 2.6807 |
| 14. | Gives advance notice if unable to come to school. | 181(12.1) | 1018(67.9) | 179(11.9) | 1138(75.9) | 2.8387 |
| 15. | Engage in personal business during the school hour. | 0(0.0) | 1(0.1) | 361(24.1) | 1198(79.9) | 1.2420 |
| 16. | Take unnecessary time off work. | 1(0.1) | 2(0.1) | 299(19.9) | 1320(88) | 1.2040 |
| 17. | Get involve in idle conversation during the school hour. | 0(0.0) | 0(0.0) | 180(12) | 659(43.9) | 1.1200 |
| 18. | Spend a great deal of time in personal phone conversation. | 1(0.1) | 123(8.2) | 717(47.8) | 239(15.9) | 1.6440 |
| 19. | | 360(24) | 720(48) | 181(12.1) | 597(39.8) | 2.8007 |
| 20. | | 182(12.1) | 359(23.9) | 362(24.1) | | 2.0840 |

| | | | | | | |
|---------------------------------|--|-----------|-----------|-----------|----------|---------------|
| 21. | Helps other teachers with their works when they are absent. | 899(59.9) | 422(28.1) | 60(4.0) | 119(7.9) | 3.4007 |
| 22. | Volunteers to do things not formally required by teaching job. | 358(23.9) | 360(24) | 422(28.1) | 360(24) | 2.4773 |
| 23. | Takes initiatives to orient new teachers. | 0(0.0) | 840(56) | 480(32) | 180(12) | 2.4400 |
| 24. | Assist teachers with high workloads and periods. | 478(31.9) | 601(40.1) | 359(23.9) | 62(4.1) | 2.9967 |
| 25. | Get involved in extracurricular activities. Makes innovative suggestions to improve the overall quality of teaching. Willingly attends programs that will contribute to the improvement of teaching, learning process. | 478(31.9) | 660(44) | 360(24) | 2(0.1) | 3.0760 |
| Overall Weighted Average | | | | | | 2.7019 |

Decision Rule:

0-1.49= Very Low

1.50-2.49= Low

2.50-3.49=High

3.50-4.00= Very High

Source: Fieldwork, 2019

As reported in Table 3, 59.9% of the sampled teachers acclaimed that they very often work towards achieving teachers objectives, as against 24.1% responded often, 11.9% responded not often and 4.1% for responded never. 83.6% of the teachers claimed that they very often meet the criteria for job performance, as against 15.9%, 0.3% and 0.2% of the respondents that very often, not often and never respectively meet criteria for job performance. About 27.9% of the teachers very often demonstrated expertise in teaching related tasks, while 59.8%, 12.2%, 0.1% often, not often and never demonstrated expertise in teaching related task. 39.9% very often fulfilled all the requirements for teaching job, responses for often stood at 47.9%, responses for not often stood at 12.1% while 0.1% acclaimed never. Responses to punctuality at school stood at 23.9% for very often, 36.1% for often, 39.9% for not often and 0.1%for never. Response for punctuality in classes stood at 24% for very

often, 60% for often, 12% for not often, and 4% for never. 31.9% of the respondents claimed to very often make innovative suggestion to improve the overall quality of teaching, 40.1% often do so, 23.9% not often did so while 4.1% never did so. 31.9% of the respondents very often willingly attend programmes that will contribute to the improvement of teaching and learning process, 44% often willingly did so, 24% not often did so while 0.1% of the respondents never did so. The overall weighed average from table 3 above, reflected that on the average, teachers sampled in the study possessed attributes of high level of job performance of an overall weighed average of 2.70 against the expected of 2.50.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|-------|----------|-------------------|----------------------------|-------------------|----------|-----|------|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Durbin Watson |
| 2 | .752a | .743 | .748 | 3.21760 | .743 | 7.761 | 3 | 1497 | 1.633 |
| a. Predictors: (Constant), Teacher Training Programmes | | | | | | | | | |
| b. Dependent variable: job satisfaction and job performance | | | | | | | | | |

Hypothesis One

There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction and performance in Oyo State.

Model Summary

| MANOVA | | | | | | | | | |
|--|------------|----------------|-------------------|----------------------------|-------------------|----------|-----|------|---------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. | | | |
| 2 | Regression | 750.373 | 3 | 250.124 | 7.761 | .001a | | | |
| | Residual | 51242.34 | 1497 | 22.230 | | | | | |
| | Total | 51992.713 | 1500 | | | | | | |
| a. Predictors: (Constant), Teacher Training Programmes | | | | | | | | | |
| b. Dependent variables: job satisfaction and job performance | | | | | | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Durbin Watson |
| 2 | .752a | .743 | .748 | 3.21760 | .212 | 7.761 | 3 | 1497 | 1.633 |

Hypothesis Two

There will be no significant combined influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction in Oyo State.

| Model Summary | | | | | | | | | |
|--|-------|----------|-------------------|--------------|-----------------|-------------------|-----|------|---------------|
| Model | R | R Square | Std. Error of | | R Square Change | Change Statistics | | | Durbin Watson |
| | | | Adjusted R Square | the Estimate | | F Change | df1 | df2 | |
| 1 | .733a | .713 | .723 | 4.77811 | .713 | 4.919 | 5 | 1495 | 1.612 |
| a. Predictors: (Constant), Teacher Training Programmes | | | | | | | | | |
| b. Dependent variable: job satisfaction | | | | | | | | | |

The result showed that teacher training programmes combined (regular courses, workshops, seminars, and academic conferences) exerted a significant positive influence on job satisfaction and performance of public secondary school teachers in Oyo State, with $P < 0.05$. R^2 is 74% and Standard Error estimated mean is 3.2176. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job satisfaction and performance of public secondary school teachers in Oyo State.

| ANOVA ^b | | | | | | |
|--|------------|----------------|------|-------------|-------|------|
| Model | | Sum of Squares | df | Mean Square | F | sig. |
| 1 | Regression | 825.333 | 5 | 165.067 | 4.919 | 0.01 |
| | Residual | 50167.38 | 1495 | 33.557 | | |
| | Total | 50992.713 | 1500 | | | |
| a. Predictors: (Constant), Teacher Training Programmes | | | | | | |
| b. Dependent variable: job satisfaction | | | | | | |

The result showed that teacher training programmes combined (regular courses, workshops, seminars, and academic conferences) exerted a significant positive influence on job satisfaction of public

secondary school teachers in Oyo State, with $P < 0.05$. R^2 is 71.3% and Standard Error Estimated Mean is 4.7781. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job satisfaction of public secondary school teachers in Oyo State.

Hypothesis Three

There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job satisfaction in Oyo State.

| Coefficients a | | | | | |
|---|----------------------|-----------------------------|------------|---------------------------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
| | | B | Std. Error | Beta | |
| 1 | (Constant) | 43.125 | .557 | | .000 |
| | Regular courses | .527 | .353 | .052 | .001 |
| | Workshops | .523 | .355 | .043 | .000 |
| | Seminars | .564 | 0.368 | .045 | .002 |
| | Academic Conferences | .517 | .364 | .041 | .003 |
| | | | | | |
| | | | | | |
| a. Dependent Variable: Job Satisfaction | | | | | |

The result showed that teacher training (regular courses, workshops, seminars, and academic conferences) exerted a relative significant positive influence on job satisfaction of public secondary school teachers in Oyo State. Specific Coefficient estimate stood at 0.527($p = 0.001 < 0.05$) for regular courses, 0.523($p = 0.000 < 0.05$) for workshops, 0.564 ($p = 0.002 < 0.05$) for seminars and 0.517($p = 0.003 < 0.05$) for academic conferences. Therefore the null hypothesis is rejected while the alternative is accepted; there is significant relative influence of teacher training on job satisfaction of public secondary school teachers in Oyo State.

Hypothesis Four

There will be significant combined influence of teacher training programmes (regular courses, workshops, seminar and academic conferences) on teacher job performance.

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------|----------|-------------------|----------------------------|-------------------|----------|-----|------|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Durbin Watson |
| 1 | .620a | .600 | .600 | 3.66400 | .600 | 4.705 | 4 | 1261 | 1.500 |

a. Predictors: (Constant), Teacher Training Programmes

b. Dependent variable: job satisfaction

ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | sig |
|--------------|----------------|------|-------------|-------|-------|
| 1 Regression | 702.210 | 4 | 165.067 | 4.705 | 0.001 |
| Residual | 40022.27 | 1496 | 33.557 | | |
| Total | 40724.480 | 1500 | | | |

a. Predictors: (Constant), Teachers Education Training Variable

b. Dependent variable: job performance

The result showed that teacher training programmes combined (regular courses, workshops, seminar, and academic conferences) exerted a significant positive impact on job performance of public secondary teachers in Oyo State with $P < 0.05$. R^2 is 60.0% and Standard Error Estimated Mean is 3.664. Hence the null hypothesis is rejected while the alternative is accepted; there is significant combined influence of teacher training on job performance of public secondary school teachers in Oyo State.

Hypothesis Five

There will be no significant relative influence of teacher training programmes (regular courses, workshops, seminars and academic conferences) on public secondary school teacher job performance in Oyo State.

Coefficients^a

| Model | Unstandardised Coefficients | | Standardised Coefficients | t | Sig. |
|----------------------|-----------------------------|------------|---------------------------|---------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 45.014 | .435 | | 113.638 | .000 |
| Academic conferences | .316 | .121 | .074 | 2.132 | .002 |
| Workshops | .312 | .133 | .065 | 1.814 | .003 |
| Seminars | .353 | .146 | .067 | 1.835 | .003 |
| Conferences | .306 | .142 | .060 | 1.607 | .000 |

a. Dependent Variable: Teachers Job Performance

The result showed that teacher training exerted a relative significant positive influence on teacher job performance. Specific Coefficient estimate stood at 0.316($p = 0.002 < 0.05$) for regular courses, 0.312($p = 0.003 < 0.05$) for workshops, 0.353 ($p = 0.003 < 0.05$) for seminars and 0.306($p = 0.000 < 0.05$) for academic conferences. Therefore, the null hypothesis is rejected while the alternative is accepted, there is significant relative influence of teacher training on job performance of public secondary school teachers in Oyo State.

Hypothesis Six

There will be no significant gender difference in the job satisfaction of public secondary school teachers in Oyo State.

Gender Difference

| Variable | Gender | N | Mean | Std Dev | Std Error Mean | t | P |
|------------------|--------|-----|--------|---------|----------------|------|-------|
| Job satisfaction | Female | 895 | 56.486 | 7.231 | 0.1567 | .639 | 0.001 |
| | Male | 605 | 37.852 | 5.237 | 0.1987 | | |

significant at 0.05 level of significance.

The result showed that average score of female teachers' level of job satisfaction was 56.486 while that of male is 37.852. Skewed statistics revealed that the distribution of teacher job satisfaction was positively skewed. Independent t-test statistics revealed that there was significant gender difference in public secondary schools' teacher job satisfaction. Therefore, the null hypothesis is rejected while the alternative is accepted; there is significant difference in the job satisfaction of male and female public secondary school teachers in Oyo State.

Hypothesis Seven

There will be no significant gender difference in the job performance of public secondary school teachers in Oyo State.

Gender Difference

| Variable | Gender | N | Mean | Std Dev | Std Error Mean | t | P |
|-----------------|--------|-----|--------|---------|----------------|--------|-------|
| Job performance | Female | 895 | 67.597 | 8.222 | 0.1471 | -3.639 | 0.120 |
| | Male | 605 | 48.963 | 6.997 | 0.1714 | | |

significant at 0.05 level of significance.

The result showed that average score of female teachers' level of job performance was 67.597 while that of male was 48.96. Skewed statistics revealed that the distribution of teacher job performance was negatively skewed. Independent t-test statistics revealed that there was no significant gender difference in public secondary school teacher job performance in Oyo State. Therefore, the null hypothesis is accepted.

Discussion of Findings

For research question one, analysis of the study conducted revealed that public secondary school teachers in Oyo State seldom engaged in in-service training. The result is in consonant with the findings of some researchers which showed that teachers are rarely exposed to in-service training (Ogunleye 2017; Maduabam 1992).

For research question two, the analysis conducted in this study revealed that the level of job satisfaction of public secondary school teachers in Oyo State is low with the overall weighted average of 2.3802 as against 2.50. The discovery of this study agreed with the findings of some researchers which revealed that teachers are not satisfied with teaching profession because it does not enjoy due respect from the government, parents, students and the society at large (Obineli 2018; Anwoye 2018). In the same vein, other studies revealed that teachers are unsatisfied with teaching job as a result of poor salary, poor school environment and poor working condition (Aduloju 2019; Adam 2018,).

For research question three, the analysis conducted in this study revealed that the level of teacher job performance in public secondary school in Oyo State is high with overall weighted average of 2.7019 as against 2.50. These findings agreed with the findings of Dickson (2015) in a study on determinants of teacher job performance among secondary school teachers in Rivers State. On the contrary, it was discovered that teacher job performance is low as a result of incessant close of schools due to strike actions (Atto 2017).

For hypothesis one, the analysis conducted in this study revealed that teacher training programmes combined, exerted significant positive influence on job satisfaction and performance of teachers in public secondary schools in Oyo State. The result of this study is in consonant with the findings of Khan (2016) and Adeosun (2015).

For hypothesis two, the analysis conducted in this study revealed that teacher training programmes combined, exerted significant positive influence on job satisfaction of public secondary schools in Oyo State. This discovery agreed with the findings of some researchers which revealed that teacher training significantly influenced teacher job satisfaction (Aderoju 2019, Oladele 2018).

For hypothesis three, the analysis conducted in this study revealed that teacher training programmes exerted significant relative influence on

job satisfaction of teachers in public secondary schools in Oyo State. The discovery of this study aligned with the discoveries of Werang (2017), Nelson (2016) and Dan (2015).

For hypothesis four, the analysis conducted in this study revealed that teacher training programmes exerted combined significant positive influence on job performance public secondary schools in Oyo State. This discovery agreed with the findings of some researchers which indicated that in-service training programmes significantly influenced teacher job performance (Onuah 2017; Ojo 2016).

For hypothesis five, the analysis conducted in this study revealed that teacher training programmes exerted significant relative influence on teacher job performance in public secondary school in Oyo State. This discovery aligned with the findings of Fawals (2018) in a study on enhancing teacher job performance in Nigeria through professional development. In the same vein Adebajo (2019) discovered that in-service training of teachers significantly influenced the level of teacher job performance.

For hypothesis six, the analysis conducted in this study revealed that there was significant difference in job satisfaction of female and male teachers in Oyo State. The discovery of this study is in agreement with some researchers which revealed that gender notably influenced the level of job satisfaction of teachers (Beckly 2017; Kim2015).

For hypothesis seven, the analysis conducted in this study revealed that there was no significant difference in job performance of female and male teachers in public secondary schools in Oyo State. This study agreed with the discovery of Johnson (2016) in a study on exploring workers job performance and role of gender differences.

Conclusion

The study, on the basis of its findings concluded that public secondary school teachers in Oyo State were moderately satisfied with teaching profession, while they exhibited a high level of job performance. Also, public secondary school teachers in Oyo State rarely participated in in-service-training such as regular courses, workshops, seminars and academic conferences. Again, this study revealed that teacher training programmes (regular courses, seminars, workshops and academic conferences) jointly influenced teacher job satisfaction and performance.

In the same vein, job satisfaction of public secondary teachers in Oyo State was significantly influenced by gender as there was significant difference in the job satisfaction of male and female teachers. On the contrary, job performance of teachers was not influenced by gender as there was no significant difference in the job performance of male and female teachers.

Recommendations

1. The government both at the federal, state and local levels should recognise the importance of teacher training programmes and put in place necessary measures to enforce its implementation. It is important that the government should allocate enough funds for this purpose in its budget.
2. School education boards and ministries of education should regularly organize in-service training programmes for teachers. This can be carried out in conjunction with institutes or faculties of education in the universities, colleges of education, the national teachers' institutes and schools of education in the polytechnics.
3. In-service-training should be made compulsory for teachers. Teachers should be made to realise the need to keep abreast and updated in the modern trends of teaching with respect to the 21st Century teaching pedagogy.
4. As a way to ensure compliance, teachers' advancement or promotion can be attached to their in participation and attendance at in-service-training programmes. That is, teachers' exposure to in-service-training should be one of the criteria for teachers' promotion and advancement on the job.
5. Teachers should be given incentives in form of monetary support to ease the financial burden associated with the cost of in-service-training.

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