

**WORK ENVIRONMENT AS CORRELATE OF PRIVATE
SECONDARY SCHOOLS' EFFECTIVENESS IN EDO STATE**

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EFFECTIVENESS IN EDO STATE**

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**A THESIS WRITTEN IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
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JULY 2025

CERTIFICATION

We, the undersigned, certify that this study was carried out by Boniface Chukwuma UGWU in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This thesis is dedicated to my late parents, Ezinna Boniface Chukwunyere UGWO and Ezinne Monica Nwakego UGWO for their love.

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ABSTRACT

This study investigated the relationship between work environment and school effectiveness in private secondary schools in Edo State. Seven research questions were raised and five hypotheses formulated and tested at 0.05 level of significance.

This study employed a correlation research design to investigate the relationship between work environment and school effectiveness in private secondary schools. The study's population consisted of 796 registered private secondary schools in Edo State's 18 Local Government Areas. A multi-stage sampling procedure was used to select 80 schools from the target population. From each of the sampled schools, five teachers were purposively selected, yielding a total of 400 teachers as respondents. Data were collected using the "Work Environment and Private Secondary Schools' Effectiveness Questionnaire" (WEPSSEQ). The instrument was validated by three experts in the department of Educational Management, Faculty of Education University of Benin, Benin City. To ensure the instrument reliability, they were subjected to a test-retest reliability test using 30 teachers from private secondary schools in Edo States that were not part of the study. Four hundred questionnaires were administered, 393 retrieved, and analyzed. The Data were analyzed using Mean, Standard Deviation for the research questions. Inferential statistics of multi linear regression, Pearson Product Moment Correlation Coefficient and Fisher's Z-test Statistics were used for the hypotheses.

The findings of the study revealed that the work environment of private secondary schools in Edo State was generally negative. The study also indicated that the level of school effectiveness in private secondary schools in Edo State was moderately high. Also, findings showed that statistically, there was a significant positive relationship between work environment and school's effectiveness. Based on the findings, it was recommended that

private secondary schools' management should provide a safe, conducive, and supportive school environment to boost students and teachers' morale, productivity and schools' effectiveness. Private secondary schools' management should ensure training and retraining of teachers for effective teaching and learning among others.

CHAPTER ONE

INTRODUCTION

Background of the Study

Effective schools are likely to successfully improve the learning and development of their students. School effectiveness could be related to the school's effort to make changes toward improving the students' level of achievement. Besides, an optimum learning environment is created by supporting the cognitive, affective and psychomotor development of the students (Döşa, 2014).

Effectiveness means the degree to which something is successful in producing a desired result. It means something that is able to achieve a desired outcome or end result. Essentially, an effective school is one that promotes holistic development and creates a nurturing space for both academic and personal growth. It's about creating a learning environment where students feel safe, supported, motivated, and prepared for the future. Schools with high levels of effectiveness exhibit a range of common characteristics. These include leadership that sets a clear vision, safe environment, an inclusive school culture, professional teachers who are committed to continuous improvement, regular school supervision, evaluation of students' academic performances, and an engaged community that supports the institution's goals (Teachers Institute, 2023).

According to the Federal Republic of Nigeria (National Policy on Education, 2013), the two basic aims of senior secondary education are preparing the recipients for higher education, and for useful living within the society. Thus, the effectiveness of private secondary schools could be based on the extent to which these major goals are realised. Mondal (2020) opined that school effectiveness is measured by a set of factors or characteristics. These include a safe teaching and learning environment,

healthy school climate, effective instructional leadership, strong and reliable leadership. Other characteristics identified with effective schools include high expectations of students and teachers, students' academic performance, students' discipline and teachers' commitment to their jobs, students' character, punctuality and motivation of students, staff and coordinated supervision.

However, school effectiveness seems to be affected by the work environment. This is in line with the research findings of Onafowope, Egwunyenga and Anho (2024), which identified a significant connection between school environment and academic achievement of learners in Catholic secondary education in Lagos State. Personal observation in some private secondary schools in Nigeria revealed that some private secondary schools appear to lack effective, strong and reliable instructional leadership. Besides, there seems to be inadequate supervision of teaching and learning by the school management. In addition, teaching and learning also seem to often take place in unsafe environments. Sometimes students in these schools seem to perform poorly in their internal and external examinations. A closer look at these schools reveals inadequate physical facilities such as good libraries, science laboratories, teaching aids; epileptic electric power supply and portable water. These factors could indicate low levels of school effectiveness which could be linked to the negative or poor environment in which these schools are located. Besides, the issue of examination misconduct is another.

In some private secondary schools, examination malpractices appears to have become an accepted culture to the extent that some secondary schools are tagged "Special Centres" or "Miracle Centres." This could be a unique work environment that exists in some schools. The effectiveness of such schools may seriously be in doubt even though the students that graduate from them sometimes emerge with

excellent grades that cannot be defended by the holders of such results. School work environments should always be considered.

Work Environment is one of the essential factors often considered in the establishment of an institution because it is perceived to have a crucial effect on staff's performance and the effectiveness of an institution. Akpotu (2017) research findings revealed that physical infrastructure, teaching and learning resources, school culture and climate, leadership and management and community involvement and support can influence the performance of private secondary schools in Edo State.

Work environment could either negatively or positively impact teachers' and students' productivity. Therefore, the effectiveness of a school system seems to largely depend on its work environment. This perhaps explains why educational stakeholders and school proprietors/proprietors often pay attention to the work environment in schools. In some institutions, the majority of staff spend a reasonable part of their lives within the school environment, which greatly influences their mental status, actions, abilities and productivity. Sometimes, the workplace of some staff is not conducive and safe to stimulate services leading to the overall school effectiveness. It is expected that better offices, classrooms, libraries, playgrounds will boost staff output, which will ultimately improve school effectiveness and performance.

Work environment comprises the physical, social, psychological and technological conditions of work places that impact on the performance of staff or students, and invariably on the school effectiveness (Movchan, 2018). Work environment also describes the surrounding conditions in which the teachers and students operate in the school compound. It could be external or internal. Work environment encompasses technical, human, organizational, physical, psychological, psychosocial and social work environments (Amit, 2016; Briner, 2000; Vejen, 2016).

Technical work environment includes tools, equipment, infrastructures and other technical elements that are available within the work environment. Human work environment refers to the human interactions that take place within the workplace (Amit, 2016). Organizational work environment includes systems, procedures, practices, policies, values and philosophies that are available and applied in the workplace. Physical work environments are external work environmental factors within the work environment that positively or negatively affect the employee such as office temperature, ventilation, topography, sitting or location of building and noise, and silence that are available within the workplace (Briner, 2000). The psychological environment refers to those features of the work environment which affect how the worker feels, thinks and behaves. Psychosocial work environment is the interpersonal and social interactions that influence behaviour and development in the workplace. Social work environment pertains to the various groups or unions within the work environment that form the social environment of the workplace (Amit, 2016; Vejen, 2016). Work environment could be positive or negative.

Positive work environments are likely workplaces where there is trust, healthy communication, collaboration, conducive, safety, supportive, accountability and equity. A positive workplace environment is one in which staff are treated with respect and looked after. On the other hand, a negative work environment could be when interactions between staff, job performance or school culture which limits positivity and productivity in a workplace. Indices of a negative work environment could include: high levels of stress, poor communication, lack of collaboration, poor leadership style, mistrust and lack of safety, teachers collaboration, high prevalence of absenteeism, low talent attraction, high employee turnover, lack of initiative, disengaged workforce and little opportunity for growth or development. Nigerian

private secondary school teachers and students appear to be working and schooling under a negative environment. On the other hand, a positive school environment is perceived to be a school which has appropriate facilities, teaching aids, safe and well-managed classrooms, available school-based health supports, well trained teachers and a clear, fair disciplinary policy (American Institutes for Research, 2022).

The school work environment may be identified by the availability of facilities, classrooms, school-based health supports, disciplinary policies and practices, and the internal conditions of the school, which could influence the job and academic performances of teachers and students, respectively. However, the indices of the work environment of particular focus in this study include: staff development, physical facilities, communication, staff collaboration and effective leadership style.

Generally, it is presumed that the management of private secondary schools aimed at achieving academic excellence, productivity of the students and all round school effectiveness. However, a Latin expression has it that: "*Nemo dat quod non habet*", literally meaning "no one gives what he does not have".

Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency of both the individuals and the schools (UNESCO Institute for Education (2013). These may include staff re-training, workshops, seminars and conferences aimed at improving teachers' capacity in the performance of their responsibilities. The school managers acknowledge that as educational providers, they have unique responsibilities to support and encourage the development of their staff, and recognise that staff development can play a critical role in building the capability of the school workforce and its effectiveness.

Staff collaboration is perceived to be a work style where teachers work together to achieve common goals of their school. It is believed that teachers working together have a positive impact on each other and contribute naturally to school effectiveness. Specific types of teacher collaboration include working together in teams, sharing responsibilities, providing feedback and building trust. Others are: communication, coordination, transparency, accountability, and trust. The importance of collaboration in schools cannot be overemphasized. When teachers depend on one another for support, they are likely to develop relationships based on trust and empathy. These regular interactions are important and can form lasting professional and mentorship relationships. When teachers feel supported, they can probably better extend that same support to their students, thus improving students' academic performance and invariably enhancing schools' effectiveness.

School leadership is perceived as a process of enlisting and guiding the talents and energies of teachers, students, and parents toward achieving common educational aims of the school. It involves inspiring and supporting staff and students towards the achievement of the school vision which is based on clear personal and professional values. School leaders are in a position to make an important difference in learning outcomes by creating the right conditions and environment for teachers to improve classroom practices and students' academic performance. Some leadership positions in secondary schools include: school principal, head teacher, examination committee chairman, head school management team, extracurricular activity committee chairman, new teacher mentor, school bursar and so on. School leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment and climate within which they work. Effective school leadership is essential to improving the efficiency and effectiveness of the school.

Physical facilities refer to the buildings, infrastructure, and equipment that support the functioning of an institution, such as a school. These facilities can include: classrooms, laboratories, libraries, sports facilities, auditoriums and assembly halls, cafeterias and dining halls, restrooms and sanitation facilities, playgrounds and recreation areas, technological infrastructure and accessibility features. These physical facilities can significantly impact the quality of education, student comfort, and overall school's effectiveness.

Teacher communication refers to the various ways teachers interact and exchange information with students, parents, colleagues, and the broader school community. Effective teacher communication is critical for student learning, building relationships, parent-teacher collaboration and collegial collaboration. The various types of teacher communication include verbal communication, non-verbal communication, written communication, digital communication and interpersonal communication.

Effective teacher communication involves clarity, active listening, empathy, cultural sensitivity and timeliness. Effective teacher communication has a positive significant impact on students academic performance and overall school effectiveness. Other factors could be responsible for school effectiveness.

Intervening variables that could enhance or mar work environment and schools' effectiveness include: school location, school size and school age. School location refers to the geographical site or setting where a school is situated. It encompasses various factors that can impact the school's functioning, accessibility, and overall learning environment. Some key aspects of school location include geographical factors such as urban, suburban, or rural setting, proximity to residential areas and accessibility to public transportation. Another key aspect of school location

is environmental factors which include: safety and security, noise levels and air quality and availability of outdoor spaces. In considering school location, another factor of prominent consideration is socio-economic factors. These include: Socio-economic status of surrounding community, Cultural diversity and Availability of community resources. A good school location may ensure a safe environment for teaching and learning and positively affect school effectiveness.

The age of a school is a likely determining factor that influences the work environment of a school and its effectiveness. Older schools might have adequate funds, infrastructures, trained teachers, strong and reliable leadership compared to young schools. Older schools might also enjoy more popularity and other privileges through their alumni associations, Parents Teachers Association and previous academic records compared to newly established schools. The aforementioned assumptions could have a significant relationship with the school work environment and its effectiveness. Another factor that could affect the work environment and school's

effectiveness is school size. School size refers to the population of the school. Large schools are likely to ensure steady financial stability of the school, adequate funding of school infrastructures, facilities, regular payment of staff salaries, provision of safe teaching and learning environment and school effectiveness. In this regard, small private secondary schools in Edo State could be faced with the challenge of inadequate funding of school infrastructures, facilities, regular payment of staff salaries, and provision of safe teaching and learning environment which will adversely affect school effectiveness.

Statement of the Problem

The Edo State Ministry of Education monitors and controls the quality of education in secondary schools by ensuring that standards are maintained through regular schools' supervisions and evaluation of students' academic performance. The Government through the Ministry of Education ensures that school proprietors employ qualified teachers and also ensure that basic physical facilities are provided in public and private secondary schools in the State to guarantee school effectiveness.

Despite efforts by the Edo State Ministry of Education and private secondary school proprietors to boost effectiveness and efficiency in private secondary schools, some schools still grapple with low levels of school effectiveness. Observations reveal widespread issues, including poor communication, inadequate staff collaboration, ineffective leadership, lack of staff development and compromised physical facilities. Some private secondary schools seem to grapple with dilapidated buildings, underequipped laboratories and libraries, insufficient teaching aids, unreliable electricity and water supply, and poorly furnished offices and classrooms, resulting in an overall poor learning environment. These schools appear to face challenges such as Inadequate provision of safe and optimal teaching and learning environments; Ineffective instructional leadership; Weak and unreliable administrative leadership. Besides, there seems to be inadequate supervision of teaching and learning by school management and poor academic performance in internal and external examinations. These factors point to the low level of school effectiveness in these institutions.

The work environment also seems to have a significant impact on the effectiveness of an institution or organization. In Edo State, the probable poor work environment in private secondary schools may contribute to their low level of school

effectiveness. Other likely environment factors that may impinge on the school effectiveness among others include administrative support and resource allocation. Thus addressing work environment issues in private secondary schools in Edo State is crucial for improving school effectiveness. The pertinent questions therefore are: Could the perceived low effectiveness of private secondary schools in Edo State be associated with the prevailing substandard work environment in which these schools operate? Or is there a relationship between work environment and school effectiveness in private secondary schools in Edo State?

Research Questions

The following research questions guided the study:

1. What is the prevalent work environment in private secondary schools in Edo State?
2. What is the level of private secondary schools' effectiveness in Edo State?
3. Which of these factors (teacher collaboration, physical facilities, school leadership, communication, or staff development) is the strongest predictor of school effectiveness?
4. Is there any significant relationship between work environment and private secondary schools' effectiveness in Edo State?
5. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size?
6. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location?

7. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age? **Hypotheses**

Research questions 1 and 2 were answered while questions 3-7 were hypothesized and tested at 0.05 level of significance.

1. There is no significant difference in the predictive power of teacher collaboration, physical facilities, school leadership, communication, and staff development on school effectiveness in private secondary schools in Edo State.
2. There is no significant relationship between work environment and private secondary schools' effectiveness in Edo State
3. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size
4. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location
5. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age.

Purpose of the Study

This study examined the relationship between work environment and private secondary schools' effectiveness in Edo State. Specifically, the objectives of this study were to:

1. find out the prevalent work environment in private secondary schools in Edo State;

2. find out the level of effectiveness of private secondary schools in Edo State;
3. investigate which of these factors: teachers' collaboration, physical facilities, school leadership, communication and staff development would most significantly predict private secondary schools' effectiveness in Edo State;
4. ascertain if there is a relationship between work environment and private secondary schools' effectiveness in Edo State;
5. establish the difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size;
6. investigate the difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location; and to
7. determine the difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age.

Significance of the Study

The findings of this study would be beneficial to the State Ministry of Education, proprietors of private secondary schools, secondary school management, school principals, teachers, and students. The findings of this study would reveal to the State Ministry of Education the prevalent work environment and the level of school effectiveness in private secondary schools in Edo State. It would also reveal the significant correlation between work environment and secondary schools effectiveness. This knowledge would help the State Ministry of education to formulate appropriate policies to ensure effective management of schools and quality assurance in private secondary schools.

The findings of this study would be beneficial to the private secondary school proprietors. It would create awareness to them of the prevalent work environment and

the level of school effectiveness in private secondary schools in Edo State. It would also reveal to them the correlation between work environment and secondary schools effectiveness. This knowledge would enable them to provide adequate funds, facilities, infrastructures, safe and conducive school environment to facilitate teaching and learning, and enhance schools effectiveness

The findings of this study would be beneficial to the school management. It would reveal to them the prevalent work environment and the level of school effectiveness in private secondary schools in Edo State. It would also reveal the significant correlation between work environment and secondary schools effectiveness. This knowledge would enable them to formulate appropriate policies and regulations to ensure effective governance, quality assurance and schools effectiveness. The findings of this thesis would also acquaint the school management of private secondary schools on the prerequisite working conditions that enhances schools' effectiveness and facilitate high productivity in schools. It would also help sensitize school management on areas that require more attention with respect to the affairs of staff so as to boost their morale and hence elicit better efforts towards achieving the educational goals in Edo State.

The findings of this study would benefit private school principals. It would reveal to them the prevalent work environment and the level of school effectiveness in private secondary schools in Edo State. It would also reveal the significant correlation between work environment and secondary schools effectiveness. This knowledge would enable them to appreciate the importance of strong and reliable leadership in the schools and the need to provide a healthy school climate, work environment to enhance collaboration among staff and ensure schools effectiveness.

The findings of this thesis would be beneficial to the school teachers. It would reveal to them the prevalent work environment and the level of school effectiveness in private secondary schools in Edo State. It would also reveal the significant correlation between work environment and secondary schools effectiveness. This knowledge would enable them to appreciate healthy school climate, conducive workplace environment and the need to create a positive classroom environment for teaching and learning.

The findings of this thesis would be beneficial to the students. It would add immensely to the wealth of knowledge and understanding of students with regards to the prevalent work environment, level of school effectiveness, impact of work environment on their school effectiveness, studies and wellbeing. The research outcome would add more to the existing literature and knowledge in the area of private secondary schools' effectiveness in the educational system in Edo state. These findings would also contribute to the data bank and literature of future researchers in this area of research investigation.

Scope and Delimitation of the Study

This study investigated the relationship between work environment and private secondary schools' effectiveness in Edo State. It focused on the school work environment based on availability of physical facilities, staff development, teachers' collaboration, communication and school leadership. While the indices of school effectiveness used in the study include school safety, instructional leadership, teaching and learning and students' productivity.

The study was delimited to the 796 registered private secondary schools in the 18 Local Government Areas of Edo State, Nigeria.

Definition of Terms

The following terms were defined as used in the study:

Work Environment: Positive or negative working conditions based on the availability of physical facilities, staff development opportunities, teachers' communication, collaboration and effective school leadership.

School Effectiveness: School effectiveness refers to the level of school safety, teaching and learning, instructional leadership, and students' performance in private secondary schools.

School Location: School location means where a school is sited, either in the rural or urban. Urban schools are located in the LGA Headquarters, while Rural schools are located outside the LGA Headquarters.

School Size: School size refers to small and large private secondary schools. Small schools are those that have less than 500 students while large schools are those that have 500 students and above.

School Age: School age refers to the number of years a school has stayed since after its establishment. New schools are less than ten years since its establishment while old schools are ten years and above since its establishment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature on Work environment and school effectiveness. It was reviewed under the following sub headings:

- Theoretical Framework
- Concept of Work Environment
- Concept of School Effectiveness
- Work Environment and Private Secondary Schools' Effectiveness
- Work Environment and Private Secondary Schools' Effectiveness based on School size.
- Work Environment and Private Secondary Schools' Effectiveness based on School location.
- Work Environment and Private Secondary Schools' Effectiveness based on School Age.
- Summary of Reviewed Literature.

Theoretical Framework

This study is anchored on two theories: the Theory of Work Adjustment propounded by Rene Dawis and Lloyd Lofquist in 1984 and Five-Factor Theory of School Effectiveness by David Miller Sadker and Karen E. Zittleman in 1970. The two theories are necessary to investigate the two variables in the study respectively.

Theory of Work Adjustment is sometimes referred to as the Person–Environment Correspondence Theory. It was originally developed by René Dawis, George England and Lloyd Lofquist from the University of Minnesota in 1964. The Theory of Work Adjustment (TWA) describes the relationship between the individual with his or her work environment. The theory states that the more closely a person's

abilities such as: skills, knowledge, experience, attitude, behaviours, etc. correspond with the requirements of the role or the organisation, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. Similarly, the more closely the re-enforcers (rewards) of the role or organisation correspond to the values that a person seeks to satisfy through their work, the more likely it is that the person will perceive the job as satisfying. They listed six key values that individuals seek to satisfy:

Achievement — conditions that encourage accomplishment and progress

Comfort — conditions that encourage lack of stress

Status — conditions that provide recognition and prestige

Altruism — conditions that foster harmony and service to others

Safety — conditions that establish predictability and stability

Autonomy — conditions that increase personal control and initiative

The degrees of satisfaction and satisfactoriness are seen as predictors of the likelihood that someone will stay in a job, be successful at it and receive advancement. The theory acknowledges that the correspondence between person and environment may not be perfect, perhaps because the person chooses the wrong career or the employer chose the wrong candidate. Even a good correspondence may change over time. The person's skills might develop so that they outgrow their role or their priorities may change because of non-work commitments. The nature of the job or the nature of the rewards an employer is able to offer may also change. The flexibility of a person or an environment will determine the extent to which they can tolerate any lack of correspondence between abilities and requirements and/or values and reinforcers. Flexibility varies from individual to individual and from environment to environment.

Internal factors, such as personality or organisational culture, will influence the level of flexibility, as will external factors, such as the availability of alternative options. When the lack of correspondence is so great that flexibility is no longer viable, some form of adjustment often takes place.

Active adjustment by the individual involves them trying to change their working environment. They may seek to change the content of the job, and therefore its behaviour requirements, to better reflect their abilities. Alternatively, they may try to alter the reinforcements of the job by seeking to gain different rewards like better working conditions or greater variety or responsibility. Active adjustment by the environment may involve trying to change the person's abilities through training or trying to change their values or expectations in some way.

Reactive adjustment may involve individuals trying to change their behaviours to better suit the environment or by changing their personal priorities or work values. Similarly, the environment may change the responsibilities of a role to better suit the natural strengths of the individual or change the rewards to attempt to increase job satisfaction.

Persistence is defined as the extent to which individuals or environments will keep trying to adjust before giving up. When no further adjustment is possible, something more dramatic happens — the person leaves the job or they are fired.

The major tenets of Theory of Work Adjustment include:

The work environment requires that certain tasks be performed, and the individual brings skills to perform the tasks. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work. The environment and the individual must continue to meet each other's

requirements for the interaction to be maintained. The degree to which the requirements of both are met may be called correspondence.

Work environment is one of the major factors considered in the setting up of organizations and institutions because it has a great impact on the staff job performance, students' academic performance and schools' effectiveness. The proprietors and managers of private secondary schools in Nigeria seem to buy the idea that work environment plays a prominent role in influencing teachers' feeling of job satisfaction and boost their job performance.

Similarly, safe and conducive learning environment promotes students' academic performance. One of the basic requirements of the ministries of education in most states of Nigeria in granting approval for the establishment of private secondary schools is a safe and standard work environment to ensure improvement in students' academic performance, staff job performance and school effectiveness. A common practice by the state ministries of education to ensure compliance of the proprietors and managers of private secondary schools to the policies of schools' establishment is to send state health inspectors and officials of the ministry to the schools for regular inspections prior to the approval of the schools.

The relevance of the Theory of Work Adjustment to this study is that it describes the relationship of the individual to his/her work environment. The theory states that the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable workplace. Generally speaking, some scholars are of the view that an enabling learning environment is a great attribute to the success of the learner. A good and safe learning environment offers a safe platform for learners and teachers job performance. Before learners can succeed

academically, they should feel safe both mentally and physically (Sergiy Movchan 2018).

Safe and conducive workplace maintains and controls behaviours of teachers in the school. It is widely accepted that good school climate generates higher values and lead to more substantial levels of achievement in the teachers and students. Teachers working in a standardized workplace will feel motivated, always look for a better way to complete a task, be more quality-oriented, and work with higher productivity and efficiency (Boundless, 2017).

The Five-factor theory of school effectiveness was propounded by Sadker and Zittleman in 1970. Strenger, (2013) asserted that in a research these researchers carried out for McGraw-Hill Higher Education, Sadker and Zittleman identified a common set of characteristics that effective schools seemed to share, namely: quality leadership, high expectations of students and teachers, ongoing screening of student performances and development, goals and direction, and safety and security for students. According to them, these factors promote students' achievement and improve the quality of education provided by a school. Over the years scholars such as Edmonds (1979) expounded on the theory, and it is now often referred to as the “five factor theory” of school effectiveness (Strenger, 2013).

The five-factor theory has received criticism as a result of some later findings on studies of school effectiveness. In a study carried out by Harvard researchers such a Dobbie and Fryer (2011), a different set of factors were developed that determined a school’s effectiveness, namely; frequent teacher feedback, data driven instruction, high-dosage tutoring, increased instructional time and focus on academic achievement (Strenger, 2013). In another study, the researchers opined that apart from the five attributes of a successful school already mentioned by Sadker and Zittleman (1970s –

1090), the size of the school seems to be an attribute that influence the effectiveness of a school. Their findings revealed that the smaller the school, the better students perform, especially in terms of older schools. Students in smaller learning environments feel more connected to their peers and teachers, pass classes more often, and are more likely to go to college (Lynch, 2016). The Tenets of the Five-factor theory are:

- a). The characteristics effective schools share in common are: a clear school mission, strong leadership, safe and orderly climate, monitoring students' progress and high expectations on the students and teachers (Agbontaen, 2015).
- b). These factors promote students' achievement and improve the quality of education provided by a school (Strenger, 2013).

Some features evident in some effective private secondary schools particularly the early mission schools in Nigeria were regular school supervision, students' excellent performance in internal and external examinations, evaluation of students and teachers teaching and learning, quality leadership, clear goals and objectives, safe and cordial school environment, adequate teaching aids and facilities, high expectations of students and teachers, and trained and motivated staff. These were possible then because the schools' principals and teachers were well trained, reliable, active and regularly motivated. The school managements made honest effort to ensure that the school work environment were safe, orderly and conducive for teaching and learning. The ministry of education then assured the realization of their set goals in secondary schools through regular supervision of public and private secondary schools in the states.

The relevance of the five-factor theory to this study is based on the fact that it examines the correlation between school work environment and its effectiveness. It sets the criteria for attainment of school effectiveness - a benchmark for proprietors and managers of private secondary schools in Edo State. The theory emphasizes that quality leadership, high expectations of students and teachers, safe and orderly school environment, monitoring the progress of students, and a clear school mission are the basic criteria for attainment of effectiveness in secondary schools (Strenger, 2013). The theory is further related to this study in the sense that for effectiveness to be attained in private secondary schools in Edo State, the state ministry of education and proprietors and managers of private secondary schools have to meet up to these criteria. They have to ensure the provision of expected work environmental factors in the schools to improve productivity of the staff and assure school effectiveness.

Concept of Work Environment

Work environment encompasses the physical, social, psychological and technological conditions of a workplace that affect the job performance of employees. Environmental factors include social interaction, power supply, physical facilities, lighting level and motivation (Babalola, 2012). The workplace or environment can impede or enhance the performance of employees and students whose jobs require comfortable, conducive and congenial environments.

Kampert (2008) averred those employers who pay attention to all the details that affect the welfare of their workers, including their work environment are likely to retain the best people, save cost and improve the performance of their workers. Sakir and Fajonyomi (2007) identified a clean environment as part of the incentive packages that can be given to workers.

Ndagana (2007) also noted the indispensability of fine ecology to the output of workers and students. He believes that the work place is one of the major focuses of evaluation of self. Thus, if the work place is not positive, it is likely to dampen employees' morals, resulting in less contribution to the total organizational effectiveness. Iyoro (2005) on his part noted that investigations have demonstrated that, when workers are given necessary motivation they require, they display maximum willingness in the discharge of their duties. Edwards & Fisher (2002) stated that the workplace environment should be frequently naturally ventilated with fresh air and sunshine. The workplace's internal and external environment should also be aesthetically commendable.

Kisiedu (2010) recommended that the work environment should be attractive in its physical beauty and general ambience as this could attract more users. Leighton and Weber (2016) in their book on 'Planning Academic and Research Library Building' emphasized that a school library is more than a repository, since it provides study places in an environment that is conducive to serious thoughts and learning. They commented on the school library environment that can facilitate the attainment of the roles of academic libraries. These environmental factors include reasonable and personal comforts that can be achieved through conditions that enable the occupants to be unaware of such matters as air quality, drafts, lighting, glare, visual and auditory distractions and furniture configuration. On the other hand, Lombardo & Condic (2001) emphasized that the school library needs to be a comfortable place for staff and students.

A work environment is the totality of conditions under which a person or a group of persons works or performs his or her duties. It can be in form of physical environment, human environment and relationship with colleagues, classmates and administrators,

interaction within the system, school and the general aura of the work climate (Nakpodia, 2011). The work environment is identified as the place that one works and studies, which means the milieu around a person. It is the social and professional environment in which a person is supposed to interact with a number of people. The work environment has a significant impact upon employee performance and productivity.

Work environment means those processes, systems, structures, tools or conditions in the workplace that impact favourably or unfavourably individual performance. The work environment also includes policies, rules, culture, resources, working relationships, work location, and internal and external environmental factors, all of which influence the ways those employees perform their job functions. It is widely accepted that the work environment can have positive or negative effect on the performances of employees and students. The work environment strongly influences the extent to which employees are engaged in their work and committed to the organization. Disengaged workers produce mediocre results while highly engaged workers produce extraordinary results. This fact necessitated the study of the influence of the work environment on the effectiveness of private secondary schools in Edo State. In a study to investigate the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria, findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

It was recommended among others, that the Ministry of Education and State Secondary Education Board in Akwa Ibom State should on a regular basis organize

training programmes for teachers. Such programmes should relate to subject content, use of teaching aids, lesson preparation and delivery, classroom management and student's evaluation (Ekpoh, *et al* 2013).

It is the quality of the employee's workplace environment that has the most influence on the level of employee's motivation and subsequent performance (Ollukkaran and Gunaseelan, 2012). Work environment is used to describe the surrounding conditions in which an employee or a school operate. The work environment can be composed of physical conditions, such as office temperature, or equipment, such as school computers. It can also be related to factors such as work processes or procedures. The work environment can involve the social interactions at the workplace, including interactions with peers, classmates, subordinates, and managers. Generally, and within limits, employees and students are entitled to a work environment that is free from harassment. A hostile work environment exists when unwelcome sexual conduct interferes with an employee's job performance, or creates a hostile, intimidating, or offensive work environment.

Unhealthy work environment can also exist when there is a lack of cordial relationship between the teachers and principal of a secondary school. In a study to examine the influence of organizational climate on teachers' job performance in secondary school. Findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers' job performance. In terms of organizational climate dimensions, an aspect that is pronounced is principal leadership behaviour and teachers' behaviour (Selamat, *et al* 2013).

Another study by Enueme and Egwunyenga (2017) on the effect of principals' instructional leadership on teachers' job performance in secondary schools in Asaba Metropolis, Delta State, reported that the principals play their instructional leadership roles to a high extent and these roles affect the work performance of their teachers. Adejumobi and Ojikutu (2013) opined that the job performance of a teacher is affected by availability of facilities; class size; leadership style; motivational strategies and teacher morale.

The term 'work environment' can also be associated with the physical condition of the building. Healthy work environments will be free from problems associated with sick building syndrome, which is often due to poor ventilation or off-gassing of chemicals used during construction and manufacturing of goods and services. Amusa, Iyoro, and Olabisi, (2013) in a study on some public institutions in south-west Nigeria affirmed a positive correlation between work environment and job performance. He attested to the availability of the following factors in the institutions: physical facilities, motivation, open communication, participatory management, staff development, and personnel emoluments. According to the study, these factors are fairly favourable to the employees and affect their job performance as they fairly perform their duties well. There are various types of work environments, include: technical, human, organizational, physical, psychological, psychosocial and social work environment. Technical work environment comprises tools, equipment, infrastructures and other technical elements that are available within the work environment

The Human Work Environment (HWE) refers to the physical, social, and psychological conditions that influence an individual's ability to perform their job effectively and achieve overall well-being. It could also refer to the human

interactions that take place within the workplace. It comprises peers, and colleagues with whom employees relate, team and work group, interactions, the leadership and management (Vejen, 2016). Some key dimensions of Human Work Environment are: Physical environment, social environment, psychological environment and organizational culture. A positive Human work environment fosters includes:

i. Employee well-being and job satisfaction ii.

Increased productivity and performance iii.

Better communication and collaboration iv.

Talent attraction and retention

v. Improved overall organizational effectiveness Conversely,

a poor human work environment can lead to:

i. Burnout and turnover ii. Decreased morale

and motivation iii. Reduced job satisfaction

and engagement iv. Increased absenteeism

and presenteeism

v. Negative impacts on physical and mental health (Chenoweth, 2011).

The Organizational Work Environment (OWE) refers to the internal and external factors that influence an organization's ability to achieve its goals and objectives. It encompasses various aspects that impact employee performance, wellbeing, and job satisfaction (Griffin, & Moorhead, (2014). The dimensions of Organizational Work Environment include:

i. Physical Environment: workspace design, lighting, temperature, noise levels.

ii. Social Environment: interpersonal relationships, communication, teamwork.

iii. Psychological Environment: job satisfaction, engagement, motivation. iv.

Cultural Environment: values, norms, beliefs, leadership style.

v. Technological Environment: tools, equipment, software.

Some of the factors that could influence organizational work environment are:

i. Leadership and management ii.

Communication and feedback iii.

Employee empowerment and autonomy iv.

Training and development opportunities

v. Performance recognition and rewards vi.

Work-life balance and flexibility

vii. Diversity, equity, and inclusion viii.

Organizational change and adaptability ix.

Physical and mental health support

x. Technology and resources. (Griffin & Moorhead, 2014; Drexler, & Forrester, 2014).

Physical work environments are external factors within the work environment that positively or negatively affect the employee. They are composed of physical conditions such as office temperature, ventilation, topography, sitting or location of building and noise, and silence that are available within the workplace. Some characteristics of the physical work environment include indoor air quality and lighting.

It is important to note that noise can act as both physical and psychological stimuli (Vejen, 2016).

The psychological environment can be thought of, more specifically, as those features of the work environment which are relevant to a worker's behaviour. By behaviour, the three related types of psychological phenomena are considered: affect (emotions, mood, psychological symptoms, affective disorders); cognitions (attitudes, perception, decision-making); and behaviours (effectiveness, absence, motivation). The

psychological environment is therefore the set of those characteristics of the work environment that affect how the worker feels, thinks and behaves (Briner, 2000).

A healthy psychological work environment is imperative to ensure job satisfaction and well-being in the workplace. A healthy psychological work environment means that there is a balance between the demands made on the employee and the resources and skills he or she possesses to meet what is required. If there is an imbalance, there is an increased risk of stress, conflict, dissatisfaction and absenteeism. In many cases, problems associated with the psychological work environment may, in fact, be connected to entirely different influences, for example, a poor indoor climate or other adverse physical conditions. In order to resolve issues related to the psychological work environment, it is therefore important in the initial stages to identify all potential contributory factors and resolve them. Stress and well-being are themes within the psychological work environment (Vejen, 2016).

Psychosocial work environment pertains to interpersonal and social interactions that influence behaviour and development in the workplace.

Man does not live alone without interaction with other individuals. The interaction of people has resulted to the formation of different social groups. Man, in order to survive in his environment formed different social groups. This is very much applicable to the work environment; the various groups or unions within the work environment form the social environment of the workplace. The social environment refers to the immediate physical and social setting in which people live or in which something happens or develops. It includes the culture that the individual was educated or lives in, and the people and institutions with whom they interact. It consists of the sum total of a society's beliefs, customs, practices and behaviours. It is, to a large extent, an artificial construct that can be contrasted with the natural

environment in which we live. Every society constructs its own social environment. The social environment has been equated with culture and writers like Graham Wallas have termed it as his 'social heritage' (Amit, 2016).

Concept of School Work Environment

Traditional instructional technologies usually ignore the work of the teacher while transforming the work of the student into the absorption of information but contemporary schooling is viewed more like an apprenticeship in which students are productive under the supervision and guidance of teachers. Students are engaged in projects which do not necessarily have real world economic value but do typically have some tangible product that is worked on over an extended period of time often by a collaborative group. In this sense, the mission of the school is perceived as to provide a work environment where each individual can fulfil their own purposes and where staff and students can work together for success. It has always been that those individuals themselves have their own personal satisfaction and that provides the basis for school effectiveness (Newman, 2022).

Harzer, Weber and Huebner, (2017) perceive the school as both a crucial learning environment for students and also as a crucial working environment for teachers. According to them a positive school is seen as an institution where both students and teachers flourish.

A school work environment is broadly characterized by its facilities, classrooms, school-based health supports, disciplinary policies and practices, and the internal conditions of the school that influence students' academic performance. The school work environment comprises climate, facilities, and resources within the school that influence students' academic achievement. These set the stage for the external factors that affect students.

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary and physical environments of schools with a positive climate (American Institutes for Research, 2022).

Developing an engaging and positive learning environment for learners, especially in a particular course, is one of the most creative aspects of teaching. Typically, the focus is either on the physical learning environments (institutional) like Lecture Theatre, classroom, library, and laboratory; or on different technologies that are used to develop online learning environments. However, the learning environment is an expression that is a lot broader than these components. The term comprises of the following:

Learners' characteristics;

Learning and teaching goals;

Activities that support learning;

Assessment strategies that drive and measure learning and a culture that directly infuses a learning environment.

A good learning environment offers a safe platform for learners. Before you can expect learners to succeed academically, they should also feel safe both mentally and physically. While most of the schools take physical safety measures, not many learning platforms consider the mental safety of the learners (Sergiy Movchan (2018).

Typically, social, physical, psychological or cultural factors involved in a learning environment deeply affect the learners' learning capabilities. If the learning atmosphere is not conducive to gaining new knowledge or skills, it will be hard for learners to remain engrossed or interested. For example, stress significantly affects

cognitive functioning. When you combine stress with learning processes, the negative thoughts outweigh the positive ones. Such learners find the learning environment more like a threat to their self-esteem than a platform to improve or learn new skills. To overcome this, the teachers hold the responsibility to incorporate other strategies that would inoculate learners against the negative attitude by providing enough positive experiences. When a learner feels appreciated, accepted and sees himself/herself as an important and contributing part of a learning environment only then he/she can improve, learn with an open mind, accept and appreciate viewpoints and solve problems earnestly.

Nevertheless, a learning environment is a great attribute to the success of the learner. It offers a positive ambiance to feel motivated and engaged. An ideal learning setting encourages the interaction with learners/instructors and eventually establishes a sense of support (Sergiy-Movchan (2018)). Supportive school environment has a meaningful influence on students' performance. An extensive amount of research has linked a positive school environment to higher test scores, graduation rates, and attendance rates. For example, effective and highly qualified teachers with high expectations for students and good teaching conditions have been linked to strong academic performance in multiple studies. Peer support for achievement-oriented behaviours, such as studying or participating in class, is also strongly tied to positive school climate and academic achievement.

In general, for students to achieve academic success they must attend and be engaged in school, and the school environment can influence both their attendance and engagement. School discipline policies that emphasize relational or restorative, as opposed to punitive justice and are considered clear, fair, and consistently enforced by students are related to higher student attendance rates and levels of engagement.

Relational responses to negative behaviour are sensitive, individualized, and emphasize character strengths as a means of preventing future misbehaviour, a common practice within schools with positive climate. Such responses rely upon staff member's positive relationships with students to understand the current situation and be positioned as a trusted mentor in the student's eyes. Conversely, studies show that indicators of a poor school environment are strongly linked to poor test scores, low graduation rates, low attendance rates, and student disengagement. Indicators of a poor school environment include low levels of teacher satisfaction, high rates of teacher turnover, low academic expectations, and a messy or unsafe physical plant. Furthermore, a strong link exists between exclusionary policies such as suspension, expulsion, and forced transfers and high school dropout (A I R, 2022).

Omolo, Otara and Atieno, (2020) carried out a study on School environmental factors influencing academic performance in secondary schools. The findings established that school environmental factors had a strong influence on students' academic performance.

In a study on teachers' perception of their work environment: evidence from the primary and secondary schools of Bangladesh by Masoom, (2021), it was found that workgroup encouragement, particularly having good relations with the principal, is the most important factor in the conducive environment of the school. The physical facilities were the least, whereas promoting positive behaviour by avoiding conflict and ensuring fairness was the most important aspect of organizational encouragement. Teaching impediments were mostly shaped by how often teachers require dealing with disruptive and violent students. Teachers perceived too many after-school meetings, unreasonable deadlines, and office staffs' inspections enhance their workload pressure.

The more a teacher became experienced, the more he or she positively perceived the environment of the school as conducive.

Concept of School Effectiveness

Effective schools are those schools that successfully progress the learning and development of all of their students. There is no simple recipe for an effective school. In the most general sense, 'school effectiveness' refers to the level of goal attainment of a school. An effective school first has to be a place where students can feel safe, physically and emotionally. It must be a supportive community where students and teachers of different background can focus on teaching and learning. To create a climate of safety, classrooms, halls and all places where students meet must be free of behaviours like fighting, bullying and harassments (Education.com, 2013).

School Effectiveness has been variously defined by scholars in literatures. Students' achievement is generally recognized as the primary variable used to measure school effectiveness. A good and efficient school is one with well trained teachers, highly motivated and effective teaching methods. Scheerens (2015) stated that School effectiveness refers to the performance of the organizational unit called 'school'. The performance of the school can be expressed as the output of the school, which in turn is measured in terms of average achievement of the students at the end of the period of formal schooling. In the school, the relationship between the individuals is strong and all peers are working in cooperation. The school aids the students in developing their fundamental skills while on the other hand providing them with critical thinking skills.

Effective schools are institutions that provide students with optimum learning environments for their self-realization. DÖŞa (2014) citing Klopff (2007), assert that an effective school is a school in which an optimum learning environment where

cognitive, emotional, psychomotor, social and aesthetic developments of students are most properly provided is established. Similarly, DÖŞa (2014) citing Şişman, (2011) opined that an effective school is related to results such as development in social, academic, emotional, moral, and aesthetic aspects, teachers' satisfaction, effective use of sources, accomplishing aims and environmental conformity. In this sense, learning of and changes in behaviours of students occur by means of schools and other educational institutions. According to the definition mentioned above, it is appropriate to include art, music and character in the learning dimensions of students (DÖŞa, 2014).

According to Ashley, (2006), an effective school is one which is conducted in a safe environment by qualified teachers, well-funded, has goals and high expectations for the school and its students, has enough technology; students are not only taught academics, but also life skills.

Scheerens (2015) citing Scheerens and Stoel (1988) indicated that an established model of school effectiveness consists of five factors: strong educational leadership; high expectations of student achievement; academic goal consensus; emphasis on basic skills; and safe and orderly climate. Similarly, Emery (2002) also identified five key indicators of school effectiveness: Student achievement, Discipline referrals, Attendance rates, Graduation rates and Teacher satisfaction. Scheerens (2022) is of the opinion that the factors that determine school effectiveness are: time, opportunity to learn and a structured approach to teaching that includes frequent monitoring of students' progress at classroom level conditions, and supportive "educational " leadership at school level.

Determinants of School Effectiveness

Student performance is sometimes perceived as the primary indicator of a successful school. It makes sense, really, since the sole purpose of schools is educating their students. Sometimes it is also considered that students' social characteristics, such as personal growth should be included when determining effective schools. Other major factors that determine an effective school are: quality leadership, high expectations of students, as well as teachers, ongoing screening of student performance and development, existence of goals and direction, secure and organized school environment. Size of the school seems to be another factor that determines a school effectiveness factor. Research findings revealed that the smaller the school, the better students perform, especially in the case of older students. This is the rationale behind the concept of schools-within-schools. Students in smaller learning environments feel more connected to their peers and teachers, pass classes more often, and have a higher probability of going to college (Lynch, 2015).

Determinants of Effective Schools include a clear and shared focus; High standards and expectations for all students; Effective school leadership; High levels of collaboration and communication; Curriculum; instruction and assessments aligned with state standards; Frequent monitoring of learning and teaching; focused professional development. Some additional factors that influence effective schools include time to learn, teacher quality, and school and parental trust (Central Union High School District, 2023).

DÖŞa, (2014) citing Kitchen (2004) identified the characteristics common to effective schools which include:

- i. Teaching and learning are prioritized to support high academic expectations.

- ii. Supplemental support is provided for student learning.
- iii. A strong and well-defined sense of purpose among the faculty.
- iv. Faculty collaborate and support each other.
- v. Explicit focus on test preparation.
- vi. Teaching resources are available,
- vii. Teachers have regular access to professional development opportunities.

In another research on high performing but high poverty schools in Florida, Tilley, (2011) identified four contributing factors to school effectiveness:

- Additional academic support through use of personnel (tutoring),
- An academic program (AR),
- A web-based instructional program, and
- An instructional method (small group and differentiation). The study also revealed that the following items are fundamental to students' achievement: the principal's motivation, expectations, and instructional leadership, a culture of excellence, purposeful programs and student support (DÖŞa, 2014).

The study by Ajayi and Ekundayo (2011) revealed that the secondary schools in Nigeria were effective in the affective and the psychomotor domains but not effective in the cognitive domain. The study further revealed that the learning environment, monitoring of students' progress, school facilities and teachers' quality made significant contributions to school effectiveness.

Similarly, Okunuga (2021)'s study showed that the teaching and learning of chemistry in Lagos State was moderately effective. It revealed that chemistry instructional materials are adequately available in Lagos state schools; chemistry students perceived their teachers to be of good qualities with respect to their personality and relationships. However, majority of the teachers still use lecture

method of teaching instead of the recommended guided discovery method. Also, the findings indicate that teaching and learning of chemistry in most schools sampled are limited with challenges of inadequate laboratory equipment, lack of modern chemistry textbook, poor funding of chemistry projects and lack of incentives for chemistry teachers. It is recommended among others that the government should ensure adequate provision of facilities for all government secondary schools in the state while teachers should adopt modern instructional materials and teaching methods to ensure school effectiveness.

Mondal (2020), citing Edmonds (1982) listed the following as the best-known summary of the characteristics of effective school:

- i. Strong administrative leadership, particularly in the area of curriculum and instruction.
- ii. An orderly, safe environment conducive to learning.
- iii. A pervasive and broadly understood instructional focus emphasising a commitment to basic skills.
- iv. Teacher behaviours that convey the expectation that all students are expected to obtain at least minimum mastery; and
- v. The use of measures of pupil achievement as the basis of program evaluation.

Based on research and consultations with parents, Mondal, (2020) identified nine characteristics of effective schools:

- i. Strong and professional principal.
- ii. Strong and professional teachers.
- iii. Clear positive philosophy. iv. Environment conducive to learning.

v. Effective student welfare system. vi. Strong organisational framework. vii. Broad, balanced curriculum. viii.

Meaningful assessment and reporting on student progress. ix.

Support from parents and community participation.

Hauth, (2016) identified a clear and shared focus as a characteristic of an effective school. In an effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staffs accept responsibility for students' learning of the school's essential curricular goals. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved. When an entire school knows and shares the focus, everyone within that school works better toward the end goal.

Another characteristic of an effective school is high standards and expectations for all students. In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential content and skills, and the staff also believe that they have the capability to help all students achieve that mastery. If expectations are high, performance tends to be high as well. Anyone who has worked in a school understands the importance of having strong leadership and strong leadership does not begin and end with the administration. A high-performing school has good leaders at all levels—principal, faculty, staff, parents, students, and so on.

High levels of collaboration and communication is a prerequisite of an effective school. We can accomplish more as a team than we can accomplish by ourselves. And productive communication is the difference between a team that works

well together and a team that falls apart. Schools that have a teamwork mentality and good communication measures—both within the school and as part of a greater community— tend to perform best.

Curriculum, instruction and assessments aligned with state standards play a strong role in an effective school. High-performing schools use research-based strategies and materials. They also train staff to understand state assessments and respond appropriately to the results. Also, frequent monitoring of learning and teaching is also a need factor. When teachers are able to closely monitor student progress, they can make the appropriate adjustments to ensure each student’s needs are being met. Successful schools incorporate frequent monitoring and offer support to students who need extra help. Focused professional development is a key requirement of an effective school. Successful schools support staff in obtaining high-quality professional development.

In addition to offering a healthy and respectful school climate, research shows that successful schools offer personalized instruction and small-group interactions to increase student-to-teacher contact. High levels of family and community involvement is also a crucial requirement. Successful schools embrace the “village mentality” of leaning on family and community members to help with education. Effective classroom management has also been identified as characteristic of effective schools. (DÖŞa, 2014; Hauth, 2016; Morrison, 2004; Daggett, 2005; Preston *et al.*, 2017).

Mondal, (2020) in a study on the principles of effective schools, identified these ten principles:

- i. Clear focus and high expectations for staff and students
- ii. A rigorous instructional program

- iii. Personalized learning environment
- iv. Instructional leadership by the principal and other school leaders
- v. School-based professional development and a culture of professional collaboration
- vi. Meaningful assessment of student learning
- vii. Partnerships with organizations
- viii. Parent and caregiver engagement
- ix. Student voice and participation and
- x. Integration of technology into teaching and learning

The following features are identified as being important in the development of an effective school:

- A clear mission statement, clear goals and objectives, a vision for the school
- Resources that include strong, sustained financial investment and effective use of resources
- Opportunities provided, during the school day, for high academic standard mastery
- Assessment programmes that include multiple measures
- Strong parent, family, community and business involvement
- Continuous staff development
- High expectations for students and staff across the entire school to promote open communication and collaboration among all staff
- Available support services like health care, food etc

- Safe environments with zero tolerance for drugs and weapons
- Respect for diversity
- Adequate facilities with regard to space, classroom dimensions and technology
- Governing boards of community, parent partners on all decision-making levels
- Principal acts as Instructional Leader
- Classroom time on learning, teacher directed
- The school may have a single instructional priority: i.e., Literacy / problem solving etc.
- Standardized technological facilities

Work Environment and Private Secondary Schools' Effectiveness

Many factors affect school effectiveness that school managers need to be aware of and should work to improve at all times. To get the maximum performance from staff and students, they need to be provided with the adequate and conducive work environment to succeed. A reasonable number of work environment studies have shown that staffs are satisfied with specific workspace features. These features preferred by staff are highly significant to their productivity and work-space satisfaction, and they include: lighting, ventilation rates, access to natural light, humidity, office-spacing and acoustic environment.

Lighting and other factors like ergonomic furniture has been found to have a positive influence on staff and students' health and consequently on school effectiveness. This is so because light has a profound impact on people's physical, physiological and psychological health, and on their overall performance at the workplace. Also, Moloney (2011) citing Loftness study of 2003 confirmed the

importance of natural light and air (ventilation) to staff productivity. The study showed a 3-18% gain in productivity in buildings with a day-lighting system. Ambient features in office environments, such as lighting, temperature, existence of windows, free air movement etc, suggest that these elements of the physical environment influence staff and students' attitudes, behaviours, satisfaction, performance and effectiveness of the school.

This corroborates the findings of Ihebom and Uko (2020) who identified the challenges of secondary school education in Nigeria as: poor funding, lack of qualified teachers, poor infrastructure, lack of motivation of teachers, poor management and supervision, dilapidated / obsolete school facilities and equipment, improper placement of teachers, poor research mindedness of teachers, lack of professional training, teacher's poor knowledge of ICT, nepotism in teacher recruitment, politicization of education, inadequate instructional materials, curriculum deficiency, examination malpractice, etc.

This is also consistent with the findings of Akinsola Omoshola (2018) who asserted that school environment, which entails various variables such as class size, classroom environment, teacher's attitude, qualification, teaching style, as well as instructional and learning materials and instructional supervision, are factors affecting academic performance of senior secondary school students in Nigeria. Similarly, Luise

Obeza (2023) study revealed that inadequate funding is a major challenge in the Nigerian education system. According to him, the education sector in Nigeria has been consistently underfunded for many years, which has resulted in a shortage of qualified teachers, poor policy implementation, inadequate educational infrastructure, and a lack of learning materials.

In the same vein, Birabil and Obitor (2020) identified some of the problems facing education in Nigeria, amongst which are lack of dependable infrastructural facilities, inadequate budgetary allocation, high cost of education, poor planning and none utilization of educational research conducted. Similarly, Tola and Omiyale (2021) study revealed that there exists a significant influence of work environment on teacher's performance and invariably school effectiveness, and there is significant relationship between reward systems, leadership styles, and availability of opportunities and teachers' performance.

Toeing the same line of thought, Arop, *et al* (2019) revealed that, quality of school facilities, leadership, and supervision have significant composite influence on secondary school teachers' and students' performances and invariably school effectiveness. Similarly in a scientific study to investigate the relationship between principals' leadership styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria, by Imhangbe *et al* (2018), the result showed that democratic, autocratic and laissez-faire leadership styles jointly contributed about 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance in the area of study. It was recommended, amongst other things, that the use of a democratic leadership style should be encouraged among the principals of senior secondary schools in the district.

Nanzushi (2015) findings coincide with those of the abovementioned studies. From the findings, the study concluded that work environmental factors that influenced staff and students' performances were physical environment factors, reward, school leadership style, training and development of staff and work-life balance. It was

recommended that the working conditions of staff should be improved to motivate them to work and enhance their productivity.

In support of the above findings, Sogoni (2017) opined that consultative and participative leadership styles positively influence teachers' performance to a large extent. The study further revealed that schools that have adequate physical infrastructure enhance teachers and students' performance. It revealed that adequate physical infrastructure influences schools' effectiveness to a large extent. It was deduced that ICT infrastructure was not available in many schools and this negatively influenced teachers' and students' performances to a large extent. It was recommended that adequate ICT facilities should be provided in secondary schools to enhance teachers' performance and effectiveness of the schools.

Owan (2018) studied conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State.

Findings revealed that arbitration, dialogue, and effective communication strategies respectively, had a significant relationship with secondary schools' effectiveness. The findings also revealed among others that; the four conflict management strategies (arbitration, dialogue, effective communication and smoothing) had a joint significant influence on secondary schools' effectiveness. Based on these findings, it was recommended among others that; secondary school principals should not rely totally on one conflict management strategy as the best for all situations, instead they should learn how to use various conflict management strategies, and apply them in any given conflict situation in their schools

In another study to investigate Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis by Edo & Nwosu (2018), based on the findings of the study, it was concluded that adequate lightening

in the learning environment, moderate temperature provides comfort and relaxation of the teachers and students and spacious offices and classrooms creates opportunity for special learning activities hence reducing the risk of distraction. In other words, productivity of the teachers and students is attributed to the working environment in secondary schools in Rivers State. It was recommended that favourable or adequate lighting should be provided for the comfort of teaching and learning. The temperature of the working environment can be made moderate through the use of air conditioning that can be controlled based on the capacity needed by the individual. The classrooms or offices should be spacious enough to enhance adequate teaching and learning activities.

In a study to investigate the role of motivation in teachers' job performance in public and private secondary schools in Tabora Municipality by Laurent Kelvin, (2016), findings indicated that presence of intrinsic and extrinsic motivations to teachers influenced them to concentrate in teaching and led to good job performance. In agreement, Sogoni (2017) study revealed that intrinsic and extrinsic reward programs positively influence teachers' performance to a very large extent. These are consistent with the study by Kuncoro, and Dardiri, (2017) who asserts that internal and external rewards and encouragement positively influence secondary school teachers' job performance.

Owan, Duruamku-Dim, Ekpe, Owan, & Agurokpon, (2019), studied human resource management and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State. Findings from the study revealed that there is significant relationship respectively between principals' interpersonal relationship ($r=0.364$, $p<.05$), teachers' participation in decision-making ($r=0.624$, $p<.05$) and principals' delegation of responsibilities ($r = 0.538$, $p<.05$) with teachers' job

performance in secondary schools. Based on these findings it was recommended among others that; principals should ensure that they create a conducive school climate by building a sound interpersonal relationship with teachers in order to improve their job performance and school effectiveness; teachers should be actively involved in making certain decisions for the school especially those within their jurisdiction in order to foster unity and cooperation in the implementation of such decisions.

In a study to identify the factors affecting the performance of teachers by Akram, (2010), subject mastery, teaching methodology, personal characteristics, attitudes towards students, preparation and planning and effectiveness in presenting subject matters were revealed to be the factors affecting the performance of teachers at higher secondary level in Punjab. Kuncoro, and Dardiri (2017) corroborated these findings. It identified teachers' pedagogical, personality, social, and professional competency as factors that influence teachers' job performance in Vocational Schools.

On the other hand, Sogoni (2017) revealed that many schools in Bungoma South Sub County, Kenya practiced vertical information flow, which negatively influenced teachers' performance. It was deduced that horizontal and free flows of information positively influence teachers' performance, thus improve school effectiveness.

Owan *et al.* (2019) revealed that school characteristics such as location, population, and ownership, influenced secondary school teachers' work effectiveness. Based on these findings, it was recommended among others that; teachers should be motivated using intrinsic and extrinsic channels such as praises, rewards for outstanding performance, regular payment of salaries, promotion and other incentives such as improved working conditions, good classrooms, and office environment, etc., for

improved work performance and schools' effectiveness. This research findings is in agreement with the findings of Egwu (2015) who asserted the quality and thoroughness in instructional supervision of principals to enhance school effectiveness could vary from person to person or it could even influence gender and location of schools, that is, both male and female principals and those who teach in urban or rural secondary schools could have different temperament and ingenuity in supervising instruction.

Similarly, Ovat, Nwogwugwu & Andidika (2021) opined that there was a significant influence of school location on upper basic nine students' academic performance, urban students performed significantly better than their rural counterparts in core subjects like Mathematics and Basic Science. These research findings differ from the research findings of Ekegie (2023) which revealed no significant difference in the relationship between principals' administrative task performance and public secondary school effectiveness in Edo State based on school size. In support of these findings, Ibukun (1997) stated that a principal who has great experiences in school administration will be able to adjust quickly irrespective of school size when there are challenges confronting the school.

In another research on how workplace environments influence the welfare, performance and productivity of workers, the results showed that workplace features and good communication networks at the workplace have an effect on worker's welfare, health, morale, efficiency, and productivity. It was recommended that industrial social workers should advocate with management to create a conducive workplace environment and good communication network that will attract, keep, and motivate its workforce for healthy living and improved productivity and guarantee

virile employees, enthusiastic employers and sustenance of the organization (Ajala, 2012).

Effective workplace communication is key to the cultivation of success and professionalism (Canadian Centre for Communication (CCC), 2003). A school that communicates throughout the workplace in an effective manner is more likely to avoid problems with completing the daily procedures, and less likely to have a problem with improper occurrence and will generate a stronger morale and a more positive attitude towards work. When there is effective communication among staff, productivity will increase because effective communication means less complaints and more work getting done. It removes confusion and frees up wasted time that would have been otherwise spent on explanation or argument. It makes the workplace more enjoyable, less anxiety among co-workers which in turn means a positive attitude towards work and increased productivity (Taylerson, 2012).

With technological development, innovative communication methods, virtual reality, e-market improvement and alternative work patterns, the school workplace continues to change rapidly. To accommodate these rapid changes while maintaining or improving outcomes, institutions have increasingly turned to some version of the environment such as open office space. This type of work environment supports new styles of working and flexible workplaces which offers interpersonal access and ease of communication compared to fully enclosed private offices. This change to open plan offices has increased staff's productivity compared to closed office spaces (Becker, 2002). Furthermore, it is easier to communicate with someone whom you can see more easily than someone adjacent/distant or separated by objects from you (J'Istvan, 2010). The open office creates an egalitarian system with equal working conditions that reduces the distance between staff and improves communication flow.

Duan, Du and Yu (2018) investigated the relationship among school culture, teachers' job satisfaction and school effectiveness. Findings revealed that there was a positive significant relationship among school culture, teachers' job satisfaction and school effectiveness. Ekegie (2023) investigated the relationship between principals' administrative task performance and effectiveness of public secondary schools in Edo State. The study revealed that the level of school effectiveness in public secondary schools in Edo State was high with the calculated mean value of 2.71, which is an indication of the high performance of principals.

Summarily, a good work environment therefore is the kind of environment where staff and students are highly motivated to teach and learn and be committed to ensuring school effectiveness. Salaries and allowances are not as important to most staff as a good job environment and job satisfaction. Several teachers leave the teaching profession not because of poor salaries but because of lack of job satisfaction. Job performance is a function of the general aura of the work environment thus, making the work environment correlated to job performance (Nakpodia 2011).

Staff development or training is an integral part of the employer–employee relationship. It is the responsibility of the employers to train and develop their employees. Training is defined as the planned intervention that is designed to enhance the determinants of individual job performance (Chiaburu and Teklab, 2005). Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business, academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers and improve job performance (Cheng and Ho, 2001).

Several authors have suggested that training programs are vital to schools and organizations effectiveness (Alonge & Iwerebor, 2023; Liu, 2002 and Wang, 2001). Any institution, organization or business whose goals are to survive and prosper in this present day's diverse and regressed economy has to find it imperative to invest in ongoing training and development of staff to improve proficiencies in production as well as to acquire the greatest return in investment of human capital (Alonge & Iwerebor, 2023).

Cheng and Ho (2001) discussed the importance of training and its impact on job performance. As the literature suggests, by effectively training and developing employees, they will become more aligned for career growth, which will potentially enhance personal motivation. Cheng and Ho (2001) opined that both training and education are necessary components for a successful conflict management system. One might clearly imagine how failure to provide training and education to teachers by the school management could result in conflict between principals and teachers. Such conflict could potentially lead to any number of complicated scenarios in the school, including but not limited to formal complaints by the teachers which eventually become actual lawsuits against the school, all of which could cost the institution time, energy, and money. When schools or organizations withhold opportunities for training and development, they also fail to demonstrate an understanding of how to identify organizational conflict. One of the most frequently encountered human capital development interventions is training (Campbell & Kuncel, 2001).

To enhance the job performance of teachers, training skills and behaviours have to be transferred to the schools, maintained over time, and generalized across contexts. In fact, training does affect job proficiency and relieves workplace conflict.

Moreover, several authors have also written about the importance of staff development. Both formal and informal training opportunities are thought to provide a forum for the development of talents. When talent is fostered and nurtured, competitive advantages in performance are untainted (Bowling, 2007; Davenport, 2006; Holton and Baldwin, 2000).

It has been observed that the organizational commitment or “the relative strength of an individual’s identification and involvement in a particular organization” depends on effective training and development programs of the organization (Pool & Pool, 2007). Thus, teachers’ commitment to the goals and objectives of a school depends to a reasonable extent on effective training and development programs the school planned out for them.

Cheng and Ho (2001) reported that adequate training of staff produces marked improvements in the communication skills, proficiency and retention time of teachers. Staff with good communication skills are able to gather more information concerning procedures and technologies related to job performances, thus assuming greater accountability and subsequent responsibility, both of which improve proficiency. Also, training and education of teachers have been shown to have a significant positive effect on job involvement, job satisfaction, and commitment of staff to the institution and school effectiveness (Alonge & Iwerebor, 2023 and Karia & Asaari, 2006). Similarly, Ahmad and Karia, (2013) has emphasized the relationship between training and attitude as it relates to job performance. Teachers with positive attitudes become stakeholders in the process and job accomplishment is of a higher priority.

Furthermore, successful institutions and organizations achieve a partnership between staff and management. The partnership includes participation in teamwork activities and continuous learning applications. In a study on the relationships between

training experiences and attitudes about perceived job proficiency, a direct relationship was found between one's positive training experiences and attitudes and one's proficiency (Debra & Truitt, 2011). In this study, 86.8% of those who had updated training had the most positive attitudes toward training ($\gamma = .293$, $p < .05$), whereas 80% of those who had negative training attitudes also had negative views on their proficiency ($\gamma = .465$, $p < .000$). This implies that institutions need to grow and innovate continuously, pursue sustained development, and cope with rapid changes in their external environments as well as increasingly competitive international markets. Hence, schools need to strengthen or expand the knowledge base, skills, and abilities of their staff. For this purpose, education and training of staff must be incorporated into the educational system in order to attain the goals of the institutions and teachers (Liu, 2002).

According to Tsai *et al.* (2007), staff committed to learning showed a higher level of job satisfaction, which in turn has a positive effect on their performance. Moreover, job satisfaction has been defined as a pleasurable or positive emotional state resulting from a positive appraisal of the job or job experiences. The literature suggests that commitment results from adequate training and development for successful job completion and an increase in job performance (Tsai *et al.*, 2007). In addition, the larger the gap between the skills required to perform a task and the actual skills available for performing a task, the greater the lack of job satisfaction and the greater the increase in staff turnover within the institution. Conversely then, not having the skills to perform a job correctly can set up teachers for failure and put the school at a less-than-competitive disadvantage. The resulting high turnover would predict the need for even more training that would then have a direct impact on the bottom line of any institution.

Moreover, poor performance reviews due to inadequate job training can lead to staff dissatisfaction and conflict. Although there is no direct link in the literature between training and job satisfaction, Rowden and Conine (2005) and Rowden and Shamsuddin (2000) argued that the most thoroughly trained staff will better satisfy the needs of their parents, students and other staff.

Furthermore, several authors have suggested that training is most extensive only in establishments which operate in complex market environments (Rowden & Conine 2005; Sahinidis & Bouris 2008). According to these authors; most people believe that small businesses do little, if any, development of their workers (Rowden & Conine, 2005; Sahinidis & Bouris, 2008; Rowden & Conine, 2005). In general, little human resource development occurs in small businesses, schools and organizations.

Work environment comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the schools' activities and effectiveness. Work environment is the sum of the interrelationships that exist among the staff and students, and between them and the environment in which they operate. Infrastructure is one of the components of a school work environment. Infrastructure includes the physical facilities (school buildings, roads, furniture, teaching aids, office and classroom equipment, utility supply systems, communication systems, water and waste disposal systems etc.), and the services (water, sanitation, transport, energy) emanating from those facilities (Sajida *et al.*, 2017).

Physical facilities are distinct from the physical environment which is more encompassing. Physical environments in schools include all of the material objects and stimuli (e.g., buildings, furnishings, equipment, and ambient conditions such as lighting and air quality) as well as arrangement of objects and stimuli (e.g., open-

space office plans and flexible team work spaces) that staff and students encounter and interact with in school compounds. These material objects, stimuli, and arrangements distinguish the physical environment from other types of school environments such as the social environment (i.e., the surrounding human social structures and norms) and the purely natural environment (i.e., surroundings that are completely constructed by nature) (Kimberly & Elsbach, 2007).

In further explanations, the terms 'workplace environment', 'physical environment' and 'physical facilities' will be interchangeably used. Physical environment plays a major role in facilitating and constraining the effectiveness of schools. Everything from the teachers – students' interaction in the classrooms, principal's job efficiency, prompt delivery of services by librarians and laboratory attendants etc are affected by the design and arrangement of machinery, work spaces, environmental controls, and equipment in the school. In addition, since physical environments tend to involve large objects, relatively fixed and long-lasting arrangements, and expensive installations, design decisions need to be made carefully and require a clear understanding of the effects of physical environments on the school and their members. It is important to maintain a comfortable, safe, supportive physical environment to help staff and students stay motivated and give efficient performance.

An important issue to consider in enhancing school effectiveness is the appropriate selection and proper use of furniture and equipment in the offices, classrooms, library and laboratories. Selecting appropriate furniture and equipment is an important consideration that school managers need to focus on in order to make sure that the ergonomic environment is properly maintained. While an ergonomic environment is important in increasing school effectiveness, the use of adjustable

furniture, such as desks and chairs, which can support staff and students in generating their work is recommended, so as to allow them work comfortably throughout the day (Burke, 2000). The offices/classrooms design encourages staff/students to work a certain way by the way their offices/classrooms are built. In doing so, the school is answering the institution's business plan while making sure their staff and students have everything they need to work (Al-Anzi, 2009). Lambert, Hogan, and Barton, (2001) found that physical facilities are an important determinant of job satisfaction and performance of the staff and students.

Huges (2007) surveyed 2000 staff of various institutions, organizations and industries at multiple levels. The reported results of these surveys showed that nine staff out of ten believed that physical facilities affect the attitude of staff and increase their performance. On the contrary, another research demonstrated that infrastructure at the workplace had no significant impact on staff's performance (Sajida *et al.*, 2017). The results of the impact of incentives at workplace and physical facilities were found to have a positive impact on staff's performance of University of Sargodha.

An effective work environment management entails making the work environment attractive, creative, comfortable, satisfactory and motivating to staff so as to give them a sense of pride and purpose in what they do (Taiwo, 2009). How a workplace is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer, and the creation of new knowledge in the institution or organization. These are the cornerstones of the level of research known as the environmental psychology of workspace (Vischer, 2008).

According to Abdulla, Djebarni, and Mellahi (2010), physical facilities represent the immediate job environment that contains skills required to perform a job, authority, autonomy, relationship with supervisors and co-workers and other working conditions.

According to Chandrasekar (2011), physical facility is a key factor in the staff's workplace environment that impacts greatly on their level of motivation and performance. In addition to motivation, staff need the skills and ability to do their job effectively. Good results and increased output is assumed to be the result of a better workplace environment. Better physical environment of offices/classrooms will boost the staff/students and finally improve their productivity and school effectiveness.

A poor work environment has proved to be associated with reduced job satisfaction, absenteeism, somatic complaints, burnout and depression phenomena (McCowan, 2001). According to Ramlall (2003), people strive to work and to stay in those institutions that provide a good and positive work environment, where staff and students feel that they are valued mostly and making a difference. Thus, for effectiveness and efficiency of schools, school managements should provide conducive, standardized and safe physical facilities in the schools.

Improving school effectiveness in any institution depends largely on the nature of communication between the management and the staff on one hand, and then staff and students on the other hand. Every school manager wants his or her staff to use their talents to the fullest capacity. But realistically, it is not possible for this to be done 100 percent all the time, given that everyone experiences ups and downs in their work output, and any team member is bound to experience some challenges in productivity from time to time. Hence, it is the job of the manager to help his or her team to surmount those challenges and bring performance and engagement levels back to their peaks.

There are a number of positive ways to require greater results from staff, which does not include barking orders, being tyrannical in attitude and demanding that everyone puts in more effort. An open, honest two-way conversation will help resolve

any performance problem, even if it is minor or temporary. Clear communication and consistent feedback between management and staff, among staff, and in teaching/learning in the classrooms are key determinants of successfully achieving school effectiveness. People always appreciate straightforwardness and genuine interactions over management gimmicks. Setting a tone of sincerity and giving the staff a judgment-free space to articulate their challenges is the best way to elicit an honest dialogue (Taylor, 2015).

Some business leaders and management of schools and organizations shared tips on how to effectively communicate with team members and employees, which, in turn, will encourage them to be more productive and efficient. There are a number of things that bosses and school/ organization management say to inspire and motivate workers and even students to work effectively. Rather than give a big raise or lavish gifts to make staff and students happy, bosses and school managers should foster a culture of inclusion and openness with their staff and students to ensure an engaged and happy workforce. Bosses and managers should use certain words and phrases when communicating with their staff and students. Some of the best words and phrases include the following:

- i. “That was my fault”: Given that staff and students already know who is responsible for a failure, bosses and managers will gain more respect by owning up to their mistakes instead of ignoring them.
- ii. “I am glad to have you on the team”: This is one of the most powerful and motivating phrases staff can hear from their boss or superior.
- iii. “Here is a road map of our school and our future goals”: Generally, staff want to know what is going on, and institutions need to clearly communicate with their staff before final milestones hit.

- iv. “Thank you”: The words make people happy, but to make staff even happier, management should tell them specifically why the “thank you” is due. This shows that the management is paying genuine attention. For instance, saying "Thanks for handing in that lesson notes a day early," or “Thanks for working late yesterday to solve the computer problem," can go a long way.
- v. “This is why”: Staff wants to know reasons and rationales behind the actions and policies of institutions in an open and honest way. Sometimes, the “why” can be difficult, but they need to hear and understand it. Other times, the “why” is big, and they will be motivated and excited by it.
- vi. “I know I can always count on you for”: The key is to be specific. People (not just staff) love to be recognized for their unique strengths and talents, for those things that we notice they do better than anyone else. Any phrase that can hone in on the specifics of the staff gifts is going to be a winner. It sounds simple, but you would be amazed at how difficult it is for bosses, managers, principals, those in charge to pay close enough attention to the staff to give those specifics.
- vii. “I believe in you”: This suggests that the bosses and managers believe in the decisions and performance of their staff and students and are willing to work with them through the good and difficult times.
- viii. “What do you think?” - In every institution, contributions from everyone are valid and important. Since we all work on many projects simultaneously, it is crucial to get input and feedback from multiple team members.

Empowerment is the key to making people efficient and effective. It makes teams happy, which in turn enables higher quality work and improves productivity. This implies that staff should be allowed to perpetuate their own strategies and goals rather than always being dependent on management and colleagues. This approach empowers teams to think long-term, and not tactically about the day-to-day. To ensure this approach is implementable, staff should have access to the resources they require to succeed. Staff should be empowered to create and plan for how they can best be successful, as this brings out their vision. Afterwards, the staff can be held accountable on this vision by establishing clear deliverables and deadlines. Results improve when a team feels valued and is equipped with the proper resources needed to perform the job successfully. Affirmations should be freely given to staff and students, and a good work done needs to be acknowledged. The right empowerment will expand the scope and capabilities of the staff and students towards striving for new innovative solutions. The staff and students should be rewarded for their successes, and trusted to accomplish the institution's goals.

An approach by which communication can improve the effectiveness of private secondary schools is asking staff plain, open-ended questions in order to determine the source of a problem. Managers should be patient to get feedback from staff. Keeping quiet and being a good listener are regarded as more important than asking the right questions. The feeling of being ignored or unheard can be one of the biggest sources of frustration in the office. Therefore, a manager needs to diagnose the source of a staff's struggle. Some possibilities are that they do not have enough clarity regarding expectations, standards, priorities, methods. They might lack skills or confidence, motivation, and are not team players. Once the source of the struggle or

apprehension has been identified, appropriate leadership action should be taken, which may be direction, coaching or career counselling.

In today's world, where workforces are often decentralized, creating powerful communications channels is incredibly vital to the success of individual staff. With a collaborative platform, school managers can communicate with their teams with action items they can use to validate comprehension, allowing for a fully closed-loop communications solution to drive engagement and performance.

Any school manager, who wishes to lead a successful institution, must create an environment with open communication and trust. Enhancing communication through multiple calls, staff meetings, Whatsapp messages, regular students' assembly, webinars and newsletters on a scheduled basis leads to increased staff and students' performances, improved parents' satisfaction and enhanced school effectiveness. Open communication could be likened to the "Open Door" policy that many organizations and institutions enact in their departments. Policies like this make people in an institution feel comfortable expressing open and honest feedback to co-workers and school management. This process works by managers encouraging staff to openly express their opinions to management in an appropriate setting, while simultaneously being open and considerate in your communications to achieve greater success in teambuilding initiatives and improve staff job performance and school effectiveness (Palmer Group, 2014).

Open communication allows staff to be more engaged and understand that what they do matters in the success of the school. The management ensures that their staff envisions the big picture and the roles they play in the effectiveness of the school, which will help them better understand why decisions are made and how those decisions impact them specifically as well as the school as a whole. Effective

communication leads everyone to be on the same page, moving in the same direction toward the same goal. Poor communication creates havoc that can lead to lack of trust, rancour and apathy among staff, as well as deficiency in teaching and learning in the classrooms. All of this can result in school ineffectiveness. Effective communication seems simple, but it takes effort. A dedicated human resources department that is trained in handling communication issues will offer a great opportunity for communication training in the school.

Open communication applies to school management as well. Management should communicate their expectations and goals as well as those of the institution. Routinely talking with staff about their goals, both personal and professional, enhances staff engagement and personal accountability for achieving success. Achievements should be recognized and communicated not only directly to the deserving staff/students, but publicly so all can take part in the celebration. And when an issue surfaces, it should be immediately addressed so everyone can move forward. Creating an open environment or healthy school climate leads to reduced stress, greater job satisfaction, team building, increased commitment, loyalty to your institution as well as mutual respect throughout the institution. Open communication creates a more productive work environment and a positive workplace (Palmer Group, 2014).

Open communication is a concept that almost all schools claim to value, but very few truly achieve. The importance of an open environment in the school environment cannot be overstated. An institution can survive without open communication, but very few institutions thrive well without it. There are some key basics to keep in mind as a school manager determined to keep the lines of communication open and healthy. They include:

Trust

What is needed to nurture an environment of open communication? All highperforming teams, whether in the sports arena, classrooms, or in the business world, are built on a solid foundation of trust. Trust grows over time and is based on individual members of a team making and keeping commitments, as well as being vulnerable with one another. These honoured commitments are noticed by other team members, making them feel less vulnerable, which in turn opens the door to stronger relationships.

Relationships are then built upon through continued open, honest communication.

Engagement

Nurturing staff members to a higher level of performance involves developing strong relationships among staff that are based on trust. Another key element in creating this type of environment, and a natural result of trust, is staff engagement. High engagement means that staff care deeply about their work, feel like they are part of the team, are brought into the greater vision, and bring their unique strengths to their work. None of this is possible unless those staff feel like the institution they work for cares about them, values their work, has their best interests in mind, and accepts them as part of an integral team. If staff believe these things to be true, they will bring their best work to the institution every day. Again, communication is the key to reaching this level of engagement. A culture of open communication where staff are encouraged to share their ideas and concerns, both positive and negative, gives staff the sense that they are valued. This feeling of value in turn leads to a greater sense, for the staff, of ownership in the institution's success. It can mean the vital difference between a staff that shows up and offers a minimum of effort to receive his pay check and a staff who comes to the office ready to give his all for the

success of the team and the institution as a whole. In short, a sense of progress, felt both personally and overall, leads to happy staff. And happy staff tends to be the most productive staff.

While an open, trusting, and highly engaged staff will perform at a high level and boost productivity, not just for himself but for all around him, these hard-working staff do no good if there is no common goal to unite them. When staff and students operate at cross purposes, communication is critical in setting things straight. Management must be clear in openly stating the objectives of the school, both overall and at the departmental levels. Establishing and communicating clear objectives is the way school management creates alignment among disparate disciplines within the school. The more open a leadership team is in sharing their vision for the school, which should include their goals, strategies, and values, the more likely each staff and students will understand their role in the greater mission and are engaged to make success happen as part of the team.

In the absence of open communication, a snowball effect of negative actions can envelop the energy of a school. If communication is tentative and secretive, trust tends to erode. When trust erodes, staff tend to disengage and hold back their thoughts for fear of retribution. They may also begin to feel that management no longer has their best interests in mind, and they may be wary of offering anything over and above the minimal contribution. At the same time, management begins to note the less-than-stellar efforts on the part of staff. Managers then begin to no longer believe that staff have the best interests of the school in mind, and doubt they are performing to the best of their abilities. Worst of all, poor communication and the resulting erosion of trust leads to a reluctance to share ideas. Good ideas that stem from the staff who know the school most intimately are the lifeblood of any school. To lose the steady flow of

insights and innovations unique to a school is a sure path to static, or worse, arrested growth.

As a manager, there are some basic things to keep in mind while continuously trying to foster open communication in a school and keep the pitfalls of bad communication at bay. They include:

- i. Making open communication a part of the school culture: If it is clear to staff from the beginning of their time with the school that open communication is welcomed, mutual, and expected, they will proceed to operate on that basis and seek it out in others. Managers must go first and lead by example. The willingness of staff to be open and vulnerable will be a direct reflection of the manager's willingness.
- ii. Respect, honour, and reward open communication: The enthusiastic sharing of ideas, insights, and concerns of staff should be met with positive reinforcement. Reproach should be avoided no matter how critical.
- iii. Developing an efficient and effective method for collaboration and the sharing of ideas: It could be a suggestion box, software tool, a coordinated series of staff meetings or staff Whatsapp platform. Whatever initiative that is chosen should be stuck to, and participation should be welcomed and expected.
- iv. Vulnerability has its rewards: Great communication requires vulnerability on both sides, which is a daunting task for most people. All anxieties and apprehension should be set aside, with the thought that the rewards far outweigh the perceived potential danger.
- v. School managers should practice what they preach: Staff cannot be expected to behave in a way that management itself does not adhere to. So, the trust demanded from staff by managers should be reciprocated. Commitments to

staff should be honoured. Goals, values, and concerns should be kept out in the open, even if the news is not always good. Managers and staff should stay engaged and hardworking to ensure the success of the team. Effective communication helps staff stay positive and productive (David Hassell, 2017).

Ways to Foster a Culture of Open Communication

a) Expanding Trust in Schools

Good managers, supervisors, and leaders take specific actions to create a climate that is conducive to open and honest communication. In this open communication climate, people feel free to give their input and ideas, information is shared freely, conflicts are openly discussed and worked through, and people are more willing to express innovative ideas and to take risks. The basis of the open communication climate is trust. The leader establishes an environment of trust within and among all the people in the group.

b) Staff should be kept informed

Every human wants to be informed about issues around them. Time should be taken to keep staff informed and up-to-date about what is happening within the school. The more staff feel informed about their school, the better they feel about their participation in that school. When a manager does not have the answer or is unsure of the reason for a particular decision, he/she has to be honest with their staff and provide more information to them as soon as possible.

c) Using a real open-door policy

Most school managers say they have an open-door policy. However, staff often quickly find out that although the door may be open, the mind is closed. An open-door policy means the managers welcome people to their offices with their ideas,

comments, complaints, and suggestions. It also means that the manager is open to actively listening to and honestly responding to those who come to see them.

d) Expression of contrary viewpoints should be encouraged

Staff should be made aware that they are expected to challenge and disagree with the managers. When staff makes a case, they should not be interrupted. Rather, the managers should look for areas of agreement and be willing to see the perspectives of the staff. After a clear understanding of the staff views, points that the managers support and cannot support should be clarified. The points the managers disagree with should be thoroughly explained. Staff should be helped to understand the manager's perspective by speaking clearly and providing examples and illustrations to clarify the points.

e) Don't shoot the messengers

Nothing destroys trust and credibility more than this point. Unfortunately, this is a common problem in many institutions. A good leader understands that, in today's complex organizations, people are required to relay messages. If the messenger is shot one too many times, not only will the messenger not come back again, but everyone else will do whatever it takes to keep information from the manager.

f) Encouraging staff to share information

If staff relies solely on the manager to be kept informed, the manager will quickly become overwhelmed and the staff will not get all that they need to do a quality job. Staff should be informed that they are expected to share information on a regular basis. Staff should be actively involved in giving updates and sharing relevant information.

g) Using a variety of tools to disseminate information

Face-to-face communication is so important, but that might not always be an option. In this case, managers can be creative with the use of staff meetings, staff Whatsapp groups, suggestion boxes, special information-sharing meetings, zoom meetings, Email, and management meetings.

h) Prompt response to communication from others

A general rule of thumb is to revert to staff within a maximum period of twentyfour hours. A better rule of thumb for some of the staff would be to get back within four hours. When a staff member sends an email, letter, or phone message, the manager should respond as soon as possible to let that person know what has been done about the issue. Even if the solution or answer in the response is incomplete, the staff should be aware and informed about the work being done to resolve the issue.

i) Keeping the manager informed.

Managers differ in the amount of information they wish to receive from the staff they manage. Staff should take the time to discover the expectations from the boss. How often does the manager or boss expect to hear from the staff? Does he or she prefer written information (reports or status updates) or a weekly face to face meeting? What types of decisions does he or she expect to be consulted on? When can staff make decisions on their own? How much detail does he or she like? If answers cannot readily be found to the questions, a meeting should be set up with the boss to review these kinds of issues. Staff should follow these steps to ensure a more open and honest communication among all levels within the school (Stark, 2010).

One of the workplace practices that have improved staff effectiveness and productivity in organizations and institutions is collaboration which is sometimes referred to as partnership. Collaboration improves the way teams of staff work together and problem solves. This leads to more innovation, efficient processes,

increased success, and improved communication. Some of the benefits of collaboration include: problem-solving, adaptability, open communication and participation, skill-sharing, goal alignment and engagement (Ribeiro, (2020). McQuerrey, (2018) enlisted these benefits as top performance indicators employers should look out for in evaluating their employees: collaboration, communication, customer service and job function.

Collaboration is the action of working with someone to produce something. It is a working practice whereby individuals work together for a common purpose to achieve the organization or institution's goals. In the field of education, collaboration is one of the indicators of the work environment that is of great importance in ensuring school effectiveness (Alonge, 2022). It reflects the notion of the school as a community, consisting of students, staff, school leadership, parents and the society. Some common features of collaboration applicable in the school system are: mutual interdependence, common goals, relationships, common values and expectations, the members depend on each other for their own learning and work, and there is a commitment toward mutual interpersonal caring and support that promotes meaningful education (Slater, 2004; Cook & Friend, 1992; Welch & Sheridan, 1995).

Another trend of collaboration in the school system noted in society today is the formation of partnerships amongst schools, community, and other organizations. It is common knowledge that no single organization or institution can meet the needs of the increasing number of young people in the areas of education, provision of job opportunities, social, and medical etc. Similarly in the school, no single teacher can impact effectively on a student all the knowledge, skills and character formation required for his graduation. Thus, school administrators need to create and cultivate partnerships with teachers, parents, agency personnel, community leaders, university,

and business members, and come together with unity of purpose to facilitate school effectiveness. In so doing, educational needs of children will be addressed by changing teams and partnerships that have the flexibility, freedom, and authority to work collaboratively.

Therefore, as boundaries become transparent, the work of the school not only becomes more visible, but also more closely intertwined and interconnected with family and community. As a result, relationships have moved beyond merely being social in nature and have become collaborative partnerships that are characterized by the essential components of collaboration including interdependence, equality, and common purpose (Cook & Friend, 1991; Stewart, 1996; Welch & Sheridan, 1995).

Interdependence, an essential component of collaboration, is reflected in the trend to view the school as an organic and interconnected whole, meaningful whole rather than a number of isolated parts (Maehr & Midgley, 1996). In this perspective, the success of a school effectiveness plan requires interaction between many participants at different levels of the educational system and relies on the interdependence of these various parts (Slater, 2004).

Slater, (2004) in a study identified choice, common goal, need and relationships as key factors that facilitate collaboration among staff in a school. His findings further revealed that collaboration leads to school effectiveness if it is voluntary while collaborative activity that was imposed on staff often results in employees expressing feelings of frustration, betrayal, uselessness, cynicism, disappointment, pain and anger.

Henderson, (2018) is of the opinion that a staff's ability to positively influence student learning potential is dependent on some factors such as: attitudes of individual staff members toward change, a positive school culture, and access to appropriate

professional development, and most importantly, administration that is able to provide time inflexible and creative ways. He believes that no matter how well intentioned an educator may be, no educator can provide all the necessary support for all learners, but rather using Professional Learning Communities (PLC) and Response to Intervention (RTI), staff work collaboratively to provide core instruction, and build a community culture of learning. Thus, for him collaboration requires a positive culture, collective purpose, open-minded staff, time, and appropriate professional development (PD) with administrative support. Only through collaboration can staff guide all learners on their journey to reach their educational potential.

The importance of collaboration in facilitating learning and school effectiveness cannot be overemphasized. When educators work together, they create better learning experiences for students. Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills (Gates, 2018).

Some of the advantages of a collaborative educational environment include;

- a. Collaboration helps teachers and students to brainstorm creative ideas.
- b. Professional collaboration teaches you about yourself; it creates opportunities for deeper self-exploration and seeking things in a broader perspective.
- c. Learning collaboratively helps students to develop higher-level thinking skills, but boost their confidence and self-esteem as well (Gates, 2018).

Miguel, (2022) asserts that teamwork enhances feelings of connectedness and community among students. Collaboration provides a chance for students to talk and

get to know each other, and build positive relationships that may extend outside of the classroom. He enumerated six benefits of teamwork in the classroom:

- a. Teamwork promotes social skills.
- b. Teamwork allows each student to feel heard and valued.
- c. Teamwork allows students the chance to learn from their peers.
- d. Teamwork enhances feelings of connectedness and community among students.
- e. Teamwork prepares students for their future paths.
- f. Teamwork can add variety and excitement to lessons.

Herrity (2022) corroborates that collaborative learning encourages teamwork and social interaction; it can occur between persons and online, and works best in small, pre-selected teams such as study groups, project groups, discussion groups, debate or Socratic circle groups. She listed the following benefits of collaborative learning:

- a. Improves problem-solving skills
- b. Encourages social interaction
- c. Promotes diversity
- d. Improves communication skills
- e. Inspires creativity
- f. Creates trust
- g. Improves confidence
- h. Encourages engagement
- i. Allows people to have fun
- j. Develops critical-thinking skills
- k. Builds relationships

Collaboration is a school workplace practice between school managers, staff and, which can improve teaching and learning and ensure schools effectiveness if properly implemented.

School management factors such as principal's leadership styles, staff training, staff motivation, size of class and school location seem to have a significant relationship with the teachers' job performance and invariably school's effectiveness in secondary schools. In a study by Arop, Ekpang and Owan (2018) on Management of School

Related Variables and Teachers' Job Effectiveness in Secondary Schools in Calabar South Local Government Area of Cross River State, research findings revealed that managing class size, school management style, and school location has a significant influence on teachers' job effectiveness respectively. It was recommended that school principals should ensure that they adopt a more contingent management style where different situations will warrant the use of different techniques and the recommended teacher-students' ratio of 1:35 should be maintained.

In another study to ascertain the relationship between managerial variables and secondary school teachers' job performance in Cross River State, the result of the analysis revealed that, there is a significant relationship between staff motivation, staff training and teachers' job performance. Based on the findings and conclusion of the study, it was recommended that school managers should adopt motivational strategies and give teachers opportunities to attend training on a regular basis (Uchendu, Osim and Nkama, (2011).

Ugwu, Okeke-James, Oparaji and Emengini (2020) studied the influence of principal-teacher conflict on teachers' job performance in public secondary schools in Awka South of Anambra state. The findings of the study revealed that

principalteachers' conflict is a distraction of the two parties from their call of duty and that at such a crisis period, competence and commitment are negatively affected, the effectiveness of the school is jeopardized. It was recommended that principals of secondary schools should minimize conflict with their teachers by adopting an administrative pattern that will accommodate all shades of opinions of staff and recognise the efforts of teachers for a job well done.

Findings of the study on the Relationship between Principals' Supervisory Techniques and Teachers' Job Performance in Ikom Education Zone of Cross River State revealed that a significant relationship exists between principals' supervisory techniques in terms of classroom visitation, workshop techniques and teachers' job performance. Based on the findings, it was concluded that job performances of teachers would be enhanced when they are properly supervised by principals using the various supervisory techniques (Ekpoh & Eze, 202).

In a related study on the relationship between principals' managerial role and teachers' job performance in Ekiti State Secondary Schools by Oyewole, OlaOgundele, and Bamikole, (2020) findings revealed a significant relationship between principals' managerial role and teachers' job performance in public secondary schools in Ekiti State. Based on the findings of the study, it was recommended that leadership training programmes should be designed for principals, to enable them gain in-depth knowledge and understanding of human relations strategies. It was also recommended that workshops, seminars, and in-service training should be periodically organized for teachers to bring about improvement on teachers' job performance in Ekiti State.

Similarly, Arop, Owan, and Madukwe (2019) in a study on human resource management and teachers' job performance in secondary schools in Akamkpa Local

Government Area of Cross River State, confirmed significant relationship respectively between principals' interpersonal relationship, teachers' participation in decisionmaking and principals' delegation of responsibilities with teachers' job performance in secondary schools. Based on these findings it was recommended that principals should ensure that they create a conducive school climate by building a sound interpersonal relationship with teachers in order to improve their job performance; teachers should be actively involved in making certain decisions for the school especially those within their jurisdiction in order to foster unity and cooperation in the implementation of such decisions and to ensure school effectiveness.

In another study on the principals' managerial skills and teachers' job performance in public secondary schools in Rivers State, the findings revealed a high positive significant relationship between principals' managerial skills such as: conceptual, human and technical and teachers' job performance in public secondary schools in Rivers State. It was recommended that principals should evolve the leadership of delegating functions to teachers according to their area of expertise as this would result in increased participation for the actualization of school goals and objectives (school effectiveness).

It further recommended that Principals should introduce a participatory leadership approach where teachers would be involved in the planning, organizing, decision-making and the day-to-day running of the school as this would make them fully committed and enthusiastic in implementing the school's plans and policies for the overall success of the school. It was further recommended that principals should create a conducive and enabling environment for teachers through constant supervision as this would enhance their competence and proficiency. It would also

breed cordial and interpersonal relationships, teamwork and motivation in the system for the achievement of increase in teachers' job performance (Giami, & Obiechina, 2019).

School safety is one of the essential factors considered in the establishment of schools because of its role in fostering school effectiveness. A safe and secure environment is a prerequisite for effective teaching and learning in the school (Ekejiuba & Emetarom, 2014 and Lynch, 2015). Thus, ensuring safety of students, teachers and staff members within the school environment is non-negotiable for private secondary school proprietors. It becomes of utmost importance that the safety of students is given due consideration.

Students, staff and school management have a right to work and attend schools that are safe and conducive to teaching, learning and achievement, yet some schools are experiencing increasingly frequent incidents that are having a devastating, long-term negative impact on students, teachers, parents, educators, and the community. School safety is a multifaceted issue with no one clear solution for each community. Efforts to address school safety must be locally determined, collaborative efforts, and specifically include input from students, parents, PTA, and community and take into account a variety of factors including the physical and psychological safety of students (Ekejiuba & Emetarom, 2014 and Parent-Teacher Association, 2023).

School Safety is defined as creating a safe environment for students, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation within the school environment. Emotional safety is especially important because it is often difficult for teachers and parents to detect emotional problems and

difficulties in students. Bullying can cause victimized students to suffer from lower self-esteem and daily stress about their well-being (Vikaspedia, 2023).

The importance of safety cannot be overemphasized in school management. School safety aims to provide safety to students and teachers along with other staff at the school from various natural and man-made disasters including floods, earthquakes, fire, violence, harassment, abuse and substance use. The purpose of ensuring safety at schools is to protect young people from the negative impact of such mishaps. Similarly, ensuring safety at schools also provides students with an environment that is more encouraging and promotes learning. Students, seeing their basic needs being fulfilled, feel more comfortable in the space of the school. It also provides an opportunity for students to explore, learn and grow holistically. A safe and secure environment is vital for students of all ages. It is so because it helps them develop and maintain their focus towards studies. Students are the future of a nation, but a threatening environment will severely impact the academic performance of these rising stars. Research studies prove that students who feel unsafe at school are more likely to show the worst performance in their academic life. Therefore, the importance of safety is also significant when it comes to the grades of students (IMPOFF, 2021).

Students' safety checklist for schools

This checklist highlights different dimensions of students' safety to be given due consideration in schools and provides indicators under four important sections.

Physical Safety

These include: School building, Fire safety management, Earthquake management, Flood/Cyclone/landslide Management, Electrical Safety, Safety from Constructional Hazards, Safety in the Playground and Sports Activities, Water Safety, Laboratory Safety, and Transport Management and Safety.

Emotional and Personal Safety

These include: Trauma Management, Safety of the children with disabilities, Health, Sanitation and Hygiene and Safety of Children against Sexual Abuse. Social and Emotional Safety Cyber Safety (Vikaspedia, 2023).

Furthermore, it is essential that private school managers should make provision for first aid treatment of students that need medical treatment either in the form of a Sick Bay or First Aid Box. Schools should be equipped with the First Aid Kit containing: Thermometer, Roller Bandage, Gauze Pad, Lotion Chlorhexidine (Savlon), Lotion Povidone-Iodine (BETADINE), Framycetin Sulphate (SOFRAMYCIN),

Splints, Tourniquet, Kidney, Tray, Cotton, Eye Pad, Tape Adhesive, Band Aid, Scissors Box, Ice Bag Sample, Hot Water Bottle (Vikaspedia, 2023).

Safety Measures to be adopted in schools to ensure safety of students are Inspection of School Routes, Inspecting School Infrastructures, Inspecting School Environment, Inspecting School Bus, Awareness of Road Safety (Road safety education), Displaying Emergency Numbers, First Aid and Inter-school Clinic Service, Deploying Police, Check for Unattended Safety Issues and School Safety Committee (Keshavdas, 2021).

Safety Rules for Students Safety in Schools

To ensure safety of students within the school premises, certain rules are put in place. Among them are: Walk, do not run in the hall or staircase; Don't push people while walking; Keep to the right on stairways and corridors; Use each step while going down or up staircases; Be ready to grab the handrail if you slip; Keep classroom aisles clear; Don't keep your feet along the aisle; Put away materials not in use; Don't use equipment without authorization; Don't go to unauthorized places; Protect objects

used; Wear safety equipment; Report damage equipment to the authority; Use the emergency exit and Abide by school rules of proper conduct (EduCeleb, 2018).

Work Environment has significant impact in the teaching and learning that goes on in the school. Akpotu, (2017) research findings revealed that these are some of the work environments and factors that can influence the performance of private secondary schools in Edo State.

Work Environments:

Among these are Physical infrastructure, Teaching and learning resources, School culture and climate, Leadership and management and Community involvement and support.

Factors:

These include Teacher qualifications, experience, and motivation; Student-teacher ratio and class size; Curriculum relevance and alignment with national standards; Assessment and evaluation methods; Availability of extracurricular activities and sports; School safety and security measures; Parent-teacher association and community engagement; Access to technology and digital resources; School funding and budget allocation and Government policies and regulations affecting private schools.

Edo State-specific factors include:

These are Economic conditions, Cultural and social norms, Geographic location and Government support and initiatives for private schools and Competition among private schools in the state. These factors can significantly impact student performance, teacher morale, and overall school effectiveness in private secondary schools in Edo State (Akpotu, 2017; Ekhaton, 2019; Ekhaton, 2017; Omoregie, 2019; Osagie, (2015).

Akpotu, (2017) study on Factors Affecting the Performance of Private Secondary School Students in Edo State found that factors that significantly influence students' academic performance are teacher quality, availability and quality of school facilities, parental involvement in their children's education, student motivation and attitude towards learning, socio-economic status of students' families, school location (urban or rural), class size, availability of learning resources, school discipline and climate and principal leadership style and effectiveness.

In another study by Ekhaton (2019) on An Evaluation of Private Secondary Schools in Edo State: A Case Study. Findings revealed the following: Private secondary schools in Edo State perform better than public schools in terms of academic achievement, particularly in core subjects like English, Mathematics, and Science. Most private secondary schools in Edo State employ qualified teachers, with a significant proportion holding a Bachelor's degree or higher. Private secondary schools in Edo State generally have better infrastructure, including classrooms, libraries, and laboratories, compared to public schools. Private secondary schools in Edo State have a lower student-teacher ratio, allowing for more individualized attention and better student outcomes. Private secondary schools in Edo State effectively implement the national curriculum, with some schools offering additional subjects and extracurricular activities. Parents are actively involved in private secondary schools in Edo State, with many participating in Parent-Teacher Associations (PTAs) and attending school events. Principals of private secondary schools in Edo State demonstrate effective leadership, with a focus on academic excellence and student welfare. It further found that despite strengths, private secondary schools in Edo State face challenges, including inadequate funding, high teacher turnover, and limited access to technology. The study recommends policy

support for private secondary schools in Edo State, including funding, teacher training, and infrastructure development.

Ekhator, (2017) studied on Challenges Facing Private Secondary Schools in Edo State. Research findings revealed that the challenges faced by private secondary schools in Edo State are funding; attraction and retention of qualified teachers; inadequate infrastructure; excessive government interference; frequent inspections and regulations that hinder their autonomy; intense competition from other private schools, leading to reduced enrolment and revenue; pressure from parents to deliver high grades and academic success, leading to stress on students and teachers; limited access to technology, hindering their ability to provide modern education; theft, vandalism, and violence; government regulatory requirements, including obtaining licenses and permits; limited support from the government, including funding, training, and resources; high operational costs, including salaries, utilities, and maintenance; and limited engagement with their local communities, affecting their reputation and enrolment. It further notated that these challenges faced by private secondary schools in Edo State can impact their ability to provide quality education and sustain themselves. Scholars are of the opinion that creating positive and healthy environments in the private secondary schools in Edo State will enhance teaching and learning in the schools.

Omoriegbe, (2018) research findings revealed some of the challenges and prospects of private secondary schools in Edo State.

Challenges:

- a) Inadequate Funding: Private secondary schools in Edo State face funding constraints, affecting their ability to provide quality education.
- b) Poor Infrastructure: Many private secondary schools have inadequate

infrastructure, including classrooms, libraries, and laboratories.

- c) **Teacher Shortage:** Private schools struggle to attract and retain qualified teachers due to low salaries and poor working conditions.
- d) **Government Interference:** Excessive government interference hinders the autonomy of private schools.
- e) **High Operational Costs:** Private schools face high operational costs, including salaries, utilities, and maintenance.

Prospects:

- a) **Increased Enrolment:** Private secondary schools in Edo State have the potential to increase enrolment, driven by demand for quality education.
- b) **Improved Infrastructure:** Private schools can invest in modern infrastructure, enhancing the learning environment.
- c) **Qualified Teachers:** Private schools can attract and retain qualified teachers by offering competitive salaries and benefits.
- d) **Autonomy:** Private schools can operate with greater autonomy, allowing for innovation and flexibility.
- e) **Community Engagement:** Private schools can engage with their local communities, building partnerships and reputation.
- f) **Technology Integration:** Private schools can leverage technology to enhance teaching and learning.
- g) **Diversified Curriculum:** Private schools can offer a diversified curriculum, including vocational and technical programs.
- h) **Entrepreneurial Opportunities:** Private schools can create entrepreneurial opportunities for students, fostering innovation and entrepreneurship.

These findings highlight the challenges and prospects faced by private secondary schools in Edo State, emphasizing the need for support and investment to unlock their potential.

Literature reviews have indicated that the basic characteristics of effective schools are: Clear mission, quality leadership, high expectations of students and teachers, safe and orderly school climate and ongoing screening of students and teachers. The school' management primary role in ensuring private secondary schools' effectiveness involves its collaboration with the teachers to adequately enforce the school policies, rules and regulations, and provide the enabling work environmental factors that will enhance teachers' productivity to ensure the effectiveness of the school. It is a common fact that the school is as good as its teachers. The bulk of the work of the school lies on the shoulders of the school management and on the efficiency and effectiveness of the teachers. Hence, for the effectiveness of the school to be realised, the school management should improve the productivity of the teachers by enhancing their work environment.

A research work on work environment and teachers' productivity in secondary schools in Port-Harcourt Metropolis revealed that adequate lighting, temperature and space availability significantly influence productivity of the teachers. Based on the findings of the study, it was concluded that adequate lighting in the learning environment, moderate temperature provides comfort and relaxation of the teachers, spacious offices and classrooms creates opportunity for special learning activities hence reducing the risk of distraction. It was recommended that the temperature of the working environment be made moderate through the use of air conditioning that can be controlled based on the capacity needed by the individual. The classroom or offices should be spacious enough to enhance adequate teaching and learning activities (Edo,

et al 2018). In line with the above recommendations of the researchers, school managers can improve the work environment of teachers by ensuring that these recommendations are implemented in their schools.

In another study on the influence of work environment on teacher performance in public secondary schools of Bungoma South Sub County, Kenya, findings revealed that intrinsic and extrinsic reward programmes positively influenced teacher performance. Consultative and participatory leadership style, as well as physical infrastructure positively influenced teacher performance. It was deduced that unavailability of ICT infrastructure in many schools negatively influenced teacher performance to a very large extent. It was also found that horizontal/free flow of information positively influenced teacher performance (Sogoni, 2017). Based on these findings, to improve on teachers' workplace environment, school managers should provide adequate physical and ICT infrastructures, regularly motivate the teachers with intrinsic and extrinsic rewards and ensure horizontal and free flow of communication in the school.

The research findings from review of literature on work environment and private secondary schools' effectiveness reveal that the work environment of teachers comprises all the internal and external factors in their workplace that influence their job performance. These factors include: management leadership style, available physical facilities, motivation, communication, staff job satisfaction, supervision, collaboration, participatory management, staff development, and personnel emoluments. The studies show that these factors are fairly favourable to the teachers and positively affect their job performance as they fairly perform their duties well. This indicates a positive correlation between work environment and teachers' job performance; invariably school effectiveness. Consequent upon this conclusion, the

researchers made the work environment of the teachers should be improved in order to make them more favourable. They specifically indicated that physical facilities should be improved upon in terms of provision of more space, more modern equipment to work with, more teaching aids and aesthetics.

Teachers should be given the opportunity to participate in management, and be delegated some responsibilities or appointed into committees. Communication within the school should be open and free flowing in order to allow the teachers to make their views known without fear of victimization. Motivation impetus and staff development programmes should be improved, and the school management should look into the issue of salary inadequacy. The researchers further reiterated that the level of job performance of the teachers should be improved upon. This can be achieved through encouragement by the school management and provision of adequate facilities that could aid job performance. These facilities include a conducive working environment, cordial interaction between the management and the teachers, recognition and reward of good performances, and participatory management. Funding and budgetary provisions for the teachers should be improved upon. Relatively adequate funding will bring about good and conducive work environments (physical facilities, infrastructures, motivation, participatory management etc).

The researchers also suggested that since work environments of the teachers are significantly related to their job performance, the teachers and the school management should seek the support of old boys' associations, corporate organisations, and philanthropists to improve the school work environments since schools do not generate enough revenues to meet their needs / demands, as such they must be supported by all and sundry (Amusa, *et al* (2013)). This study has clearly spelt out the role of management in the improvement of the work environment of

teachers in our private secondary schools. The work environment of teachers should be improved upon in order to make them more favourable and productive. The school management should provide adequate and modern physical facilities, motivation of staff, ensure open communication and cordial relationship between staff and management, participatory management, staff development, regular supervision, and personnel emoluments. Studies have shown that the provision of these basic requirements have a positive correlation effect on the job performance of teachers in private secondary schools and invariably improve school effectiveness.

Work Environment and Private secondary Schools' Effectiveness based on School Size.

There is a significant relationship between work environment, schools' effectiveness and intervening variables such as school size, location and age. School size is an intervening variable which can significantly influence the work environment and have an impact on school's effectiveness. Small Schools are schools with a population less than 500 students. Small schools are characterized by the following features such as close-knit community, personalized attention, flexibility, adaptability and limited resources. Large Schools are schools with a population of 500 and above students. Some Large schools' features include: extensive resources and facilities, diverse student population, specialized staff and departments and potential for an impersonal environment (Meeks, 2003 and Wenglinsky, 1997).

The work environment in secondary schools is influenced by the school size, which can impact schools' effectiveness in various ways. Small schools offer personalized attention and a close-knit community while large schools provide extensive resources and facilities, but may face challenges related to impersonality and bureaucracy. To improve schools' effectiveness, regardless of size, school proprietors, educators and policy makers can focus on fostering a positive school

culture; encourage a sense of community, respect, and inclusivity among students, teachers, and staff; provide professional development opportunities for teachers by supporting teachers and staff in developing their skills and adapting to changing circumstances (Wenglinsky, 1997).

Furthermore, parents and community involvement in schools should be encouraged by fostering partnerships between schools, parents, and the broader community to support student learning and well-being. Similarly, addressing issues of resource inequities is paramount. Ensuring that all schools, regardless of size, have access to necessary resources, including technology, libraries, and extracurricular activities (Howley, 1996; Lee, & Smith, 1997; Meeks, 2003 and Wenglinsky, 1997).

An important issue of consideration in studying the influence of school size on work environment and school effectiveness is to consider if there is a significant difference in the relationship between work environment and private secondary school's effectiveness based on school size. Research findings of Uchenna, and Love (2024), showed that there is a high positive relationship between teachers' communication strategies and students' academic performance irrespective of school size in Abia State. Similarly, Umeh, Odeh and Tyokyaa (2024) revealed that principals' supervisory role, administrative role, in-services training and conferences positively affect the professional development of teachers and students' academic performance in private secondary schools in South Eastern Nigeria despite the school size.

Garrick (2020) study also revealed a significant positive relationship between power culture and employee engagement in private secondary schools in Rivers State. Orji and Enyiamaka (2018) study revealed that communication, interpersonal relationships, and physical working conditions determine teachers' commitment level

in selected secondary schools of South Eastern Nigeria. Onafowo, Egwunyenga and Anho (2024) in a study identified a significant relationship between school environment and academic achievement of learners in Catholic secondary education in Lagos State.

A significant positive relationship between work environment and private secondary schools' effectiveness irrespective of school size was confirmed by the reviewed literature. Hence, it can be inferred that school size does not moderate or mediate the relationship between work environment and effectiveness of private secondary schools in Edo State.

Work Environment and Private secondary Schools' Effectiveness based on School Location.

The work environment in secondary schools is significantly influenced by school location, which can impact schools' effectiveness in various ways. Urban schools are schools located within the Local Government headquarters. They have certain peculiarities such as: Diverse student population; better access to resources; higher student-teacher ratio and exposure to noise and distractions. Rural schools are schools located outside the Local Government headquarters. Some features identifiable among rural schools include: Close-knit community; limited access to resources; lower student-teacher ratio and natural environment (Cheng, 2011 and Harris, & Chrispeels, 2006).

Urban schools may face challenges related to diversity, high student-teacher ratio, resources, noise and distractions, while rural schools may struggle with limited access to resources, lower student-teacher ratio and specialized courses. To improve schools' effectiveness regardless of location, school proprietors, educators and policymakers can focus on providing access to resources and ensure that all schools

have access to necessary resources such as technology, laboratories, libraries, portable water and specialized courses.

Furthermore, State Government and school proprietors should offer professional development opportunities to teachers in order to help them adapt diverse student populations and environments. Similarly, fostering community involvement is very essential. Parents, local businesses, and community members should be encouraged to support schools through volunteering services, donations and advocacy. In the same vein, the State Government and school management should invest in school infrastructure and physical facilities to ensure safe, healthy, and supportive learning environments. By understanding the impact of school location on the work environment and schools' effectiveness, school proprietors, educators and policymakers can develop targeted strategies to support schools and improve student outcomes (OECD (2013); Harris, & Chrispeels, (2006) and Cheng, (2011).

An essential area of concern is to investigate if there is a significant positive difference in the relationship between work environment and private secondary schools' effectiveness based on school location. Onafowo, Egwunyenga and Anho (2024) research findings revealed that there was no apparently significant difference in the relationship between school work environment and academic achievement of learners in Catholic secondary education in Lagos State based on school location. Similarly, Garrick (2020) identified no significant difference in the relationship between power culture and teachers' engagement in private secondary schools in Rivers State based on school location.

On the contrary, Owan, Duruamaku-Dim, Ekpe, Owan, & Agurokpon (2019) reported that school characteristics such as location, (population, and ownership) influenced the effectiveness of secondary school teachers in Abi Local Government

Area of Cross River State. Likewise, Egwu (2015) asserted that the influence of quality and thoroughness in the instructional supervision of principals on school effectiveness could vary from person to person, and could even be subject to gender and location of schools. That is, principals and teachers of secondary schools could have different temperaments and ingenuities in supervising instruction based on their gender and school location. Also, Ovat, Nwogwugwu and Andidika (2021) asserted that there was a significant influence of school location on the academic performance of upper basic nine students. The study reported that urban students performed significantly better than their rural counterparts in core subjects like Mathematics and Basic Science.

The review of pertinent literature revealed varied opinions on the influence of school location on the relationship between work environment and private secondary schools' effectiveness. The disparity may be due to some variables that were not explored within the scope of this study.

Work Environment and Private secondary Schools' Effectiveness based on School Age.

School age means the number of years a school has existed since its establishment. New schools are schools that are less than 10 years old. Some characteristics of new schools include: Innovative and dynamic environment; flexibility and adaptability; limited resources and infrastructure and lack of established school culture and traditions. Old Schools refer to schools that are 10 years old and above. Some features associated with old schools include: Rich history and tradition; well-established community relationships; potential for outdated infrastructure and resources and need for revitalization and renewal (Meister, 2005 and Loeb, 2000).

The work environment in schools is influenced by the school age, which can impact schools' effectiveness in various ways. New schools offer innovative

approaches and flexibility while Old schools have a rich history and tradition, but may require revitalization efforts. To improve schools' effectiveness, regardless of age, school proprietors, educators and policymakers can focus on the following: Fostering a positive school culture by encouraging a sense of community, respect, and inclusivity among students, teachers, and staff.

In addition, provide professional development opportunities in schools by supporting teachers and staff in developing their skills and adapting to changing circumstances. Similarly, encouraging innovation and creativity in the school by fostering a culture of innovation and creativity, with a focus on modern teaching methods and technologies. Furthermore, addressing issues of infrastructure, physical facilities and resource challenges by ensuring that all schools, regardless of age, have access to necessary resources, including modern facilities, technology, and extracurricular activities (Meister, 2005; Kushman, 1997 and Lee & Loeb, 2000).

One major area of interest in studying the effects of school age on work environment and schools' effectiveness is to determine if there is a significant positive difference in the relationship between work environment and schools' effectiveness based on school age. Some studies have reported the impact of infrastructure and facilities on the effectiveness of the school. Ihebom and Uko (2020) identified the challenges of secondary school education in Nigeria as; poor infrastructure, dilapidated / obsolete school facilities and equipment. This is logical as some aged schools are synonymous with dilapidated/obsolete school facilities and equipment. Improperly maintained aged schools will have a significantly negative effect on teachers' productivity, students learning, and invariably the school effectiveness.

Similarly, Ajayi and Ekundayo (2011) showed that the learning environment and school facilities made significant contributions to school effectiveness. In fact, the

learning environment was the best predictor of school effectiveness. Aged and non dependable infrastructural facilities in the school hampered teaching and learning, and adversely affected school effectiveness while standard and conducive school work environment facilitated teaching and learning, and foster school effectiveness.

However, this finding suggests that rather than school age being a determining factor of school effectiveness, the quality of facilities, in terms of modern equipment, advances in learning and teaching materials, and contemporary learning environment played a more significant role. Hence, a well maintained aged school can ensure its effectiveness. The inference drawn from the reviewed literature is that there is no significant difference in the relationship between work environment and school effectiveness based on school age.

Summary of Reviewed Literature

This study was anchored on two theories: theory of Work Adjustment propounded by Rene Dawis and Lloyd Lofquist in 1984 and Five-Factor Theory of School Effectiveness by David Miller Sadker and Karen Zittleman in 1970. Theory of Work Adjustment is relevant to this study because it describes the relationship of the individual to his/her work environment. The relevance of the five-factor theory to this study is based on the fact that it examines the correlation between school work environment and its effectiveness.

The reviewed literature shows that the workplace environment has great influence on the effectiveness of secondary schools. The study by Hasbay, *et al.* (2018) on factors that affect the performance of teachers working in secondary-level education, identified school leadership, working environment, staff satisfaction and wages as factors that affect teachers' performance in the secondary school level. It further revealed that the performance of teachers is enhanced by providing them with

working conditions in which they can feel comfortable and under no pressure. The researchers recommend that school managers should provide a positive work environment in secondary schools to enhance teachers and students' performance.

Imhangbe, et al (2018) scientific study to investigate the relationship between principals' leadership styles and secondary school teachers' job performance in Edo Central Senatorial District, Nigeria, the result showed that democratic, autocratic and laissez-faire leadership styles jointly contributed 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers' job performance in the area of study. It was recommended that the use of a democratic leadership style should be encouraged among the principals of senior secondary schools in the district.

In another study by Owan (2018) on conflict management strategies and secondary school teachers' job effectiveness in Obubra Local Government Area of Cross River State. Findings revealed that arbitration, dialogue and effective communication strategies respectively, had a significant relationship with secondary schools' effectiveness. It was recommended among others that secondary school principals not rely totally on one conflict management strategy as the best for all situations, instead they should learn how to use various conflict management strategies, and apply them in any given conflict situation in their schools.

In another study to investigate Work Environment and Teachers' productivity in secondary schools in Port-Harcourt Metropolis by Edo & Nwosu (2018), findings revealed adequate lightening in the learning environment, moderate temperature provides comfort and relaxation of the teachers and students, and spacious offices and classrooms creates opportunity for special learning activities hence reducing the risk

of distraction. It was recommended that favourable or adequate lighting should be provided for the comfort of teaching and learning.

The reviewed literature revealed that school workplace features such as quality school leadership, physical facilities, salaries, staff development, collaboration, adequate motivation, communication, personality and characteristics/attitudes of teacher, staff supervision, teacher relationship with students, good lighting, adequate ventilation, access to natural light, acoustic environment, open office space, good managerial standards and teachers' mastery of subject area are the factors that influence the productivity of teachers and students, and invariably the effectiveness of schools.

The leadership style of school management and teachers - principal relationship were identified as major factors that influence the productivity of teachers, which in turn affects the effectiveness of schools. It was recommended that the management of secondary schools should adopt democratic, consultative, delegation and participatory leadership styles to enhance teachers' job performance and school effectiveness. Scholars such as Hasbey, *et al* (2018), Arop, *et al* (2019) among others agreed that adequate physical facilities, standardised working conditions, staff development, regular staff motivation, supervision, collaboration and good salary packages are necessary conditions required to enhance performance of teachers and facilitate school effectiveness. Furthermore, researchers are of the view that horizontal and free flow of communication should be encouraged in the school environment to facilitate a healthy climate in the schools and improve teaching and learning. It is deduced that improved teachers-student's relationships, teacher personality and competence of subject areas enhance teachers' productivity and schools' effectiveness.

It was recommended that teachers should advocate and work in collaboration with management to create a conducive workplace environment that will attract, keep, and motivate its workforce for healthy living and improved productivity and guarantee virile employees, enthusiastic employers and sustenance of the schools' effectiveness.

Studies also revealed that poor, noisy and unsafe workplace environments, negative attitude of the management, poor relationship with management, and lack of facilities negatively affect teachers and students' productivity and schools' effectiveness. Conducive workplace environment that aids teacher productivity and students' academic performance automatically improves schools' effectiveness. This would have a positive significant impact on the staff in the development and implementation of healthy workplace practices, virile staff, enthusiastic employers and sustenance of the institution. Based on the literature review done so far, it is of note that not much has been done to correlate the work environment with the effectiveness of private secondary schools, specifically in Edo State.

Reviewed literature showed that many researchers have carried out work on the work environment and the effectiveness of secondary schools. The findings revealed a significant relationship between work environment and secondary schools' effectiveness. Most of these research studies were done outside Edo State and mostly in public secondary schools. Also, there is limited empirical evidence to ascertain the relationship between work environment and schools' effectiveness in secondary schools in Edo State based on schools' location, size and age. Hence, this current study sought to investigate the relationship between work environment and private secondary schools' effectiveness in Edo State. This study was aimed at filling the gap left by the previous studies.

CHAPTER THREE

METHODOLOGY

This chapter represents the methodology and procedures that were used for this study. They are discussed under the following sub-headings: research design, population of the study, sample and sampling technique, research instruments, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study is a descriptive survey research which adopted the correctional research design. The descriptive survey was more appropriate for the study because it enabled the researcher to collect factual information from a sample of the specified population. Correctional design was used because the study sought to establish if a relationship exists between the independent variable (Work Environment) and the dependent variable (Schools' Effectiveness).

Population of the Study

The population of this study was 796 registered private secondary schools in Edo State (Directorate of Planning, Ministry of Education, Edo State, July, 2024). The teachers in the schools were selected as respondents.

Sample and Sampling Technique

The sample size of the study was eighty registered private secondary schools which constituted 10 percent of the population. Five teachers per sampled schools were purposively selected as respondents in order to have a broad view of their opinions about the study. The multi-stage sampling procedure was adopted as follows:

Stage one: The State was stratified according to the three senatorial districts,

Edo North, Edo Central and Edo South.

Stage two: The Senatorial district was further stratified into Local Government Areas (LGA).

Stage three: The private secondary schools in each Senatorial district and LGA were noted.

Stage four: Ten percent of the private secondary schools in each LGA were selected using the simple sampling procedure and 80 schools were sampled.

Stage five: Five teachers per sampled schools were purposively selected as respondents. Four hundred teachers were thus selected.

Table 1:
Sample Distribution of Private Secondary Schools in the three Senatorial Districts and Local Government Areas of Edo State

S/N	Edo State Senatorial District	No. of L.G.A	No. of private secondary schools in Edo State	10% of private secondary schools in Edo State	No. of teachers purposely selected at 5 teachers per school
1	Edo Central	5	81	8	40
2	Edo North	6	117	12	60
3	Edo South	7	598	60	300
	Total	18	796	80	400

(Source: Researcher's computation, July, 2024)

Research Instruments

The research instrument for data collection for this study was a Questionnaire titled: "Work Environment and Private Secondary Schools' Effectiveness Questionnaire" (WEPSSEQ). The instrument was developed by the researcher, and is composed of three sections; Sections A, B and C. Section A elicited demographic information such as location, size and age of schools. Section B comprises 20 items relating to the indices of the work environment in private secondary schools. Section B was rated on a 4-point scale of measurement. The ratings include: Strongly Agree (SA)

= 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. Section C contains

16 items relating to the school effectiveness and was rated on a 4-point scale of measurement, consisting of: Highly Effective (HE) 4 points, Effective (E) 3 points, Moderately Effective (ME) 2 points and Less Effective (LE) 1 point.

Validity of the Instrument

The instrument for this study was validated by three experts in the department of Educational Management, Faculty of Education University of Benin, Benin City. The suggestions, opinions and recommendations of the experts were used to produce the final instruments used for this study. Some of the corrections are uniformity of number of questions per item, appropriateness of questions etc.

Reliability of the Instrument

To ensure that the instrument measured considerably and consistently what it was intended for, it was subjected to a reliability test using 30 teachers from private secondary schools in Edo States that were not part of the study. The instrument was thereafter subjected to Cronbach Alpha statistics. Reliability coefficients of 0.909 and 0.844 were obtained for work environment and school effectiveness, respectively. Hence, the instrument was considered reliable.

Method of Data Collection

The instrument was administered to the sampled private secondary schools in the three senatorial districts in Edo State by the researcher and two research assistants who were briefed on the purpose of the study. In administering the instrument for data collection, two research assistants aided the researcher in two of the senatorial zones, while the researcher solely covered the third zone. The researcher and the two research assistants ensured that the questionnaires were properly administered, filled and returned. At the end of the exercises, 393 questionnaires were retrieved.

Method of Data Analysis

Research questions one and two were answered using the descriptive statistics of mean and standard deviation. The decision rule for the research questions entailed comparing the calculated means with a criterion mean obtained from the items in the scale. A mean higher than the criterion mean of 2.5 was reported as positive work environment otherwise not. Hypothesis one was tested using multiple linear regression statistics. Hypotheses two, three, four and five were first subjected to Pearson product moment correlation statistics and then tested using the *Fisher's-Z* statistics. All hypotheses were tested at an alpha level of 0.05. As for the hypotheses the *P-Value* was compared to the alpha level 0.05. *P-Value* < 0.05 indicates statistical significance while *P-Value* > 0.05 indicates non significance. A mean > 2.5 indicates a positive work environment while mean < 2.5 indicates a negative work environment. *P-Value* < 0.05 indicates statistical significance while *P-Value* > 0.05 indicates non significant.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of the findings.

Research Question One: What is the prevalent work environment in private secondary schools in Edo State?

Table 2:
Prevalent Work Environment in Private Secondary Schools in Edo State

Work Environment	N	Mean	+v or -v	Rankings
Teachers' Collaboration	393	2.62	+v	1 st
Physical Facilities	393	2.22	-v	2 nd
School Leadership	393	2.22	-v	3 rd
Communication	393	2.12	-v	4 th
Staff Development	393	1.42	-v	5 th

Criterion mean = 2.50 Grand
Mean = 12.50

Data in Table 2 showed Teachers' Collaboration with a mean value of 2.62 was first, followed by Physical Facilities with a mean of 2.22. School Leadership with a mean value of 2.22 was third, Communications was fourth with a mean value of 2.12 and Staff Development with a mean value of 1.47 was the least. Only one of the indices (teachers' collaboration) is greater than the criterion mean. In conclusion, the prevalent work environment of private secondary schools in Edo State is negative based on the fact that among the five work environment indices investigated, only Teachers'

Collaboration with a mean value of 2.62 was greater than the criterion mean value (2.50). The mean values for the work environment indices are presented in figure 1 below.

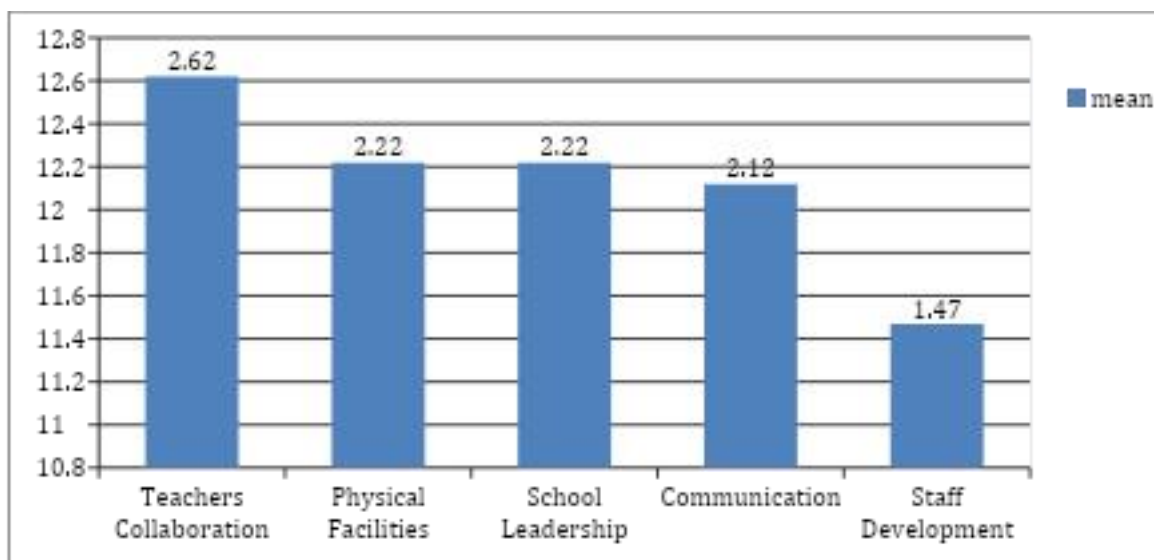


Figure 1: Work Environment Indices

Research Question Two: What is the level of private secondary schools' effectiveness in Edo State?

Table 3:
Descriptive data of Level of Effectiveness in Private Secondary Schools in Edo State

School Effectiveness	N	Sub-scale Mean	Items mean	Remarks
School Safety	393	10.40	2.6	Moderately Effective
Instructional Leadership	393	11.83	3.0	Effective
Teaching and Learning	393	11.67	2.9	Moderately Effective
Productivity	393	11.33	2.8	Moderately Effective
Grand Mean	393	11.31	2.8	Moderately Effective

Criterion mean = 2.5

Data in Table 3 reveals that “School Safety 2.6”, “Teaching and Learning 2.9” and “Productivity 2.8” were moderately effective while “Instructional Leadership 3.0” was effective. On the average, the grand mean presented an item mean of 2.8, indicating that the level of school effectiveness in private secondary schools in Edo State is moderately effective.

Hypotheses Testing:

Hypothesis One: Teachers' collaboration, physical facilities, school leadership, communication and staff development will not significantly predicts private secondary schools' effectiveness in Edo State

Table 4:
Multiple Linear Regressions of Indicators of work environment on School Effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig. (P-Value)
1	Regression	24354.217	5	4870.843	87.784	.000
	Residual	21473.299	387	55.487		
	Total	45827.517	392			

R = .729, R-Square = .531, (.000 < .05). Significant

Data in Table 4 shows the Regression result of Indicators of work environment on School Effectiveness. From the table $F = 87.784$, $P\text{-Value} = .000$. Testing at alpha level of .05, the $F\text{-Value}$ is significant ($.000 < .05$). Hence the null hypothesis is rejected. Therefore, Teachers' collaboration, physical facilities, school leadership, communication and staff development significantly predicted the work environment in private secondary schools in Edo State. From the analysis both the indicators jointly contributed 53.1 % (R-Square = .531) to changes in school effectiveness.

Table 5:
Multiple Regression Coefficient Values of Work Environment on School Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (P-value)
		B	Error	Beta		
1	(Constant)	1.715	2.567		.668	.505
	Teachers' Collaboration	.077	.293	.014	.263	.793
	Physical Facilities	.171	.209	.037	.817	.414
	School Leadership	1.818	.256	.404	7.112	.000
	Communication	.695	.274	.152	2.539	.012
	Staff Development	.852	.195	.223	4.367	.000

Data in Table 5 shows the coefficient values of the various independent variables (indicators of work environment). From the table “school leadership, “communication” and “staff development” were found to be significant contributors to school effectiveness, whereas, “teachers’ collaboration” and “physical facilities” were not. School leadership (.404) is the highest contributor followed by staff development (.223) and communication (.152), this is seen from the standardized coefficient “Beta”.

Hypotheses Two: There is no significant relationship between work environment and private secondary schools’ effectiveness in Edo State

Table 6:
Relationship between Work Environment and School Effectiveness in Private Secondary Schools in Edo State

Variables	N	R	Sig 2-tailed (p-value)	Remarks
Work Environment	393	.705	.000	Significant
School Effectiveness				

$\alpha = .05; p < .05$

Table 6 shows the relationship between work environment and school effectiveness in private secondary schools in Edo State. From Table 6, it had a correlation coefficient (r) = .705, this is an indication of a strong positive relationship between both variables. Based on the *p-value* (.000), the correlation coefficient indicates significant testing at .05 alpha levels. Therefore, the null hypothesis is hereby rejected. Thus, there is a significant relationship between work environment and school effectiveness in private secondary schools in Edo State.

Hypotheses Three: There is no significant difference in the relationship between work environment and private secondary schools’ effectiveness in Edo State based on school size

Table 7:
Fisher’s-Z test of Difference in the Relationship between Work Environment and School Effectiveness in Private Secondary Schools based on the school size

School Size	N	R	Z	p-value	Decision

Small	230	.696	0.37	.711	Not Significant
Large	163	.715			

$\alpha = .05; p > .05$

Table 7 shows the difference in the relationship between work environment and school effectiveness in private secondary schools in Edo State based on school size. The number of respondents in small sized schools and large schools in Table 7 is 230 and 163, with correlation coefficient (r) values of .696 and .715 respectively. The calculated *Z-value* is 0.37. This value is not significant, testing at .05 alpha levels. The *p-value* = 0.711 which when compared with alpha (.05) is greater. Therefore, the null hypothesis is retained. Hence, there is no significant difference in the relationship between work environment and private secondary schools' effectiveness based on school size.

Hypotheses Four: There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location

Table 8:

Fisher's-Z test of Difference in the Relationship between Work Environment and School Effectiveness in Private Secondary Schools based on School Location

School Location	N	R	Z	p-value	Decision
Rural	107	.705	0.10	.920	Not Significant
Urban	286	.711			

$\alpha = .05; p > .05$

Data in Table 8 shows the difference in the relationship between work environment and school effectiveness in private secondary schools in Edo State based on school location. From Table 8, the number of respondents from rural schools (N) is 107 while urban schools (N) is 286, the correlation coefficient (r) = .705 and .711 respectively. The calculated *Z-value* = 0.10, this value is not significant, testing at .05 alpha levels. The *p-value* = 0.920 which when compared with alpha (.05) is greater. Therefore, the

null hypothesis is retained. Hence, there is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location

Hypotheses Five: There will be no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age

Table 9:
Fisher's-Z test of Difference in the Relationship between Work Environment and School Effectiveness in Private Secondary Schools by School Age

School Age	N	R	Z	<i>p-value</i>	Decision
Less than 10 years	71	.584			Not Significant
10 years and above	322	.727	1.9	.057	

$\alpha = .05, p > .05$

Data in Table 9 shows the difference in the relationship between work environment and school effectiveness in private secondary schools in Edo State based on school age. From Table 9, the number of respondents from young and old schools are 71 and 322, with correlation coefficient (r) values of .584 and .727, respectively. The calculated *Z-value* is 0.90, which is not significant, testing at .05 alpha levels. The *p-value* = 0.057 is higher than the alpha value (.05). Therefore, the null hypothesis is retained. Hence, there is no significant difference in the relationship between work environment and private secondary schools' effectiveness based on school age.

Discussion of Findings

Prevalent Work Environment in Private Secondary Schools in Edo State

The study showed that among the five indices studied, "Teachers' Collaboration" ranked first, "Physical Facilities" ranked second, "School Leadership" ranked third, "Communication" ranked fourth, and "Staff Development" ranked fifth. The study further showed that only the mean value for "Teachers' Collaboration" was greater than the criterion value. This means that among the five indices of work environment studied in private secondary schools in Edo State, only teachers' collaboration is positive or significantly positively felt in the schools. The rest of the

four indices of the work environment have a negative influence on the effectiveness of private secondary schools in Edo State. This could further imply that the impact of teachers' collaboration was significantly felt more in private secondary schools in Edo State compared to the other four indices. The implication is that the management of private secondary schools in Edo State performed poorly in ensuring adequate, safe, supportive and standard work environments for teaching and learning, thus hindering the productivity of teachers, students' academic performance and effectiveness of the schools. The inference drawn from the study is that the work environment required in driving private secondary schools' effectiveness in Edo State was generally negative.

The finding of this study agrees with the view of reviewed literature. For instance, Abbas, (2021) investigated working in most private secondary schools in Nigeria. His findings revealed that the work environment of most private secondary schools in Nigeria is toxic, evidenced by the lack of professional training for teachers, dearth of teachers' collaboration (toxic or tense relationships between school management and teachers, exploitation of teachers by school management, poor salary, and work overload) etc.

The result of this finding is corroborated by the findings of Ihebom and Uko (2020) who investigated on Challenges and prospects of secondary education in Nigeria. He identified the general challenges of secondary school education in Nigeria as: lack of qualified teachers, poor infrastructure, poor management and supervision, dilapidated / obsolete school facilities and equipment and lack of professional training etcetera. All these can contribute to the failure of teachers to effectively collaborate in order to achieve high performance. Thus, it can be implied that both private and public secondary schools in Nigeria face similar challenges in the work environment.

Given the significant influence of teachers' collaboration on school effectiveness, as confirmed in this research, it can be inferred that the work environment in private secondary schools in Edo State is negative. Based on the findings of this study and literature reviewed, the provision of safe, supportive, adequate, conducive and standard work environments in private secondary schools in Edo State, where teachers and students can collaborate and interact adequately, will significantly enhance the schools' effectiveness. Providing adequate physical facilities, ensuring staff development, teachers' collaboration, healthy communication and dependable school leadership in private secondary schools in Edo State would enhance teachers and students' productivity and schools' effectiveness.

The Level of School Effectiveness in Private Secondary Schools in Edo State

The study revealed that, "School Safety", "Teaching and Learning" and "Productivity" were moderately effective while "Instructional Leadership" was effective. Thus, it could be inferred that the level of school effectiveness in private secondary schools in Edo State is moderately effective. Literature review established a correlation between work environment and schools' effectiveness. The moderate level of schools' effectiveness of private schools in Edo State could be due to the negative work environment of the schools.

The finding of this study is consistent with the study of Ajayi and Ekundayo (2011), who studied on Factors determining the effectiveness of secondary schools in Nigeria. Their findings revealed that the secondary schools in Nigeria were effective in the affective and the psychomotor domains but not effective in the cognitive domain. The study further revealed that the learning environment, monitoring the progress of students, school facilities, and quality of teachers significantly contributed to school effectiveness.

Similarly, this finding supports the findings of Okunuga (2021), who researched on Effectiveness of chemistry teaching and learning in senior secondary schools in Lagos State. It revealed that the teaching and learning of chemistry in Lagos State was moderately effective. It also revealed that chemistry instructional materials are adequately available in Lagos state schools, and the chemistry students perceive their teachers to be of good quality with respect to their personality and relationships. However, the majority of the teachers still use the lecture method of teaching instead of the recommended guided discovery method. Also, the findings indicated that teaching and learning of chemistry in most schools sampled are limited by challenges of inadequate laboratory equipment, lack of modern chemistry textbook, poor funding of chemistry projects and lack of incentives for chemistry teachers.

Predictors of School Effectiveness in Private Secondary Schools in Edo State

The research findings revealed that “school leadership”, “communication” and “staff development” were found to be the most significant contributors to school effectiveness, whereas, “teachers’ collaboration” and “physical facilities” were not. School leadership is the highest contributor followed by staff development and communication. Literature review showed that the work environment has a significant influence on schools’ effectiveness. It can be inferred that the more available the indices of the work environment in the school, the more impact they will make on schools’ effectiveness. The implication is that the work environmental factors that are the most significant contributors are the ones most available in the school.

The findings of this study supports UNESCO (2014) research findings on "Teaching and learning: Achieving quality for all" which highlighted several predictors of school effectiveness among which are teacher qualifications and training, and school leadership and management. It clearly stated that teachers' qualifications,

training, and experience are crucial for effective teaching and learning, whereas effective school leadership and management are critical for creating a supportive learning environment.

Similarly, this research finding is consistent with OECD (2013) which highlighted among others teachers' qualifications, training, and school leadership as essential predictors of school effectiveness. Effective school leaders can create a positive school culture, manage resources, and support teacher development. Teachers' qualifications, training and experience are crucial for effective teaching and learning.

Work environment and Schools' Effectiveness in Private Secondary Schools in Edo State

Based on the correlation coefficient value, this study showed an indication of a strong positive relationship between work environment and school effectiveness in private secondary schools in Edo State. Therefore, there is a significant relationship between work environment and school effectiveness in private secondary schools in Edo. The implication is that the more available work environmental factors are in the school the more impact they will make on schools' effectiveness.

This finding is consistent with the study of Onafowo, Egwunyenga and Anho (2024), which identified a significant connection between school environment and academic achievement of learners in Catholic secondary education in Lagos State. Moreover, a favourable relationship between conducive environments and higher academic achievement was established. The study highlights the interaction between school environment, retention of teachers and academic attainment of students, emphasizing their benefit in the context of Catholic secondary schools in Ogun State. It can thus be deduced that providing a positive school environment for both teachers

and learners will significantly and positively enhance the schools' effectiveness of secondary schools.

The findings of this study is in conformity with Uchenna, and Love (2024) study on Teachers' communication strategies and students' academic performance in private secondary schools in Abia State. Findings showed that there is a high positive relationship between teachers' communication strategies and students' academic performance in private secondary schools in Abia State. It was inferred that teachers' communication strategies have significant positive impact on students' academic performance and should be encouraged in teaching and learning in private secondary schools in Abia State to ensure schools' effectiveness.

In summary, this present research supports the deductions of several related works that show that there is a significant positive relationship between work environment and schools' effectiveness in private secondary schools.

Work Environment and Schools' Effectiveness in Private Secondary Schools in Edo State based on School Size.

The findings of this study revealed that irrespective of the school size the relationship between work environment and school effectiveness in private secondary schools in Edo State is the same. It is inferred that school size does not affect the relationship between work environment and schools' effectiveness. The likely reason could be that the core principles of effective school leadership, teaching, and learning remain the same, regardless of school size.

This study is in conformity with the research findings of Uchenna, and Love (2024), on "Teachers' communication strategies and students' academic performance in private secondary schools in Abia State." The findings of this study showed that there is a high positive relationship between teachers' communication strategies and students' academic performance irrespective of school size in Abia State. Similarly,

Umeh, Odeh and Tyokyaa (2024) revealed that principals' supervisory role, administrative role, in-services training and conferences positively affect the professional development of teachers in private secondary schools in South Eastern NAigeria despite the school size.

The significant positive relationship between work environment and schools' effectiveness in private secondary schools irrespective of school size was confirmed by this current research and literature review. Hence, it can be inferred that school size does not moderate or mediate the relationship between work environment and effectiveness of private secondary schools in Edo State.

Work Environment and Schools' Effectiveness in Private Secondary Schools in Edo State based on School Location.

This research finding revealed that school location has no statistically significant effect on the relationship between work environment and school effectiveness in private secondary schools in Edo State. This is in line with the research findings of Onafowope, Egwunyenga and Anho (2024) which reported that there was no apparently significant difference in the relationship between school work environment and academic achievement of learners in Catholic secondary education in Lagos State based on school location.

On the contrary, the findings of this study does not agree with Owan, Duruamaku-Dim, Ekpe, Owan, & Agurokpon (2019) research findings which reported that school characteristics such as location, (population, and ownership) influenced the effectiveness of secondary school teachers in Abi Local Government Area of Cross River State. The review of pertinent literature reveals varied opinions on the influence of school location on the relationship between work environment and schools' effectiveness. The disparity may be due to some variables that were not explored within the scope of this study. Despite the varied views, this study has established that

school location has no significant influence on the relationship between work environment and school effectiveness in private secondary schools in Edo State.

Work Environment and Schools' Effectiveness in Private Secondary Schools in Edo State based on School Age.

The findings of this study showed that school age has no significant influence on the relationship between work environment and effectiveness of private secondary schools in Edo State. Some studies have reported the impact of infrastructure and facilities on the effectiveness of the school. Ihebom and Uko (2020) study on "Challenges and prospects of secondary education in Nigeria" identified the challenges of secondary school education in Nigeria as; poor infrastructure, dilapidated / obsolete school facilities and equipment. This is logical as some aged schools are synonymous with dilapidated/obsolete school facilities and equipment. Improperly maintained aged schools will have a significantly negative effect on teachers' productivity, students learning, and invariably the school effectiveness.

Similarly, Ajayi and Ekundayo (2011) showed that the learning environment and school facilities made significant contributions to school effectiveness. In fact, the learning environment was the best predictor of school effectiveness. Aged and non dependable infrastructural facilities in the school hampered teaching and learning, and adversely affected school effectiveness while standard and conducive school work environment facilitated teaching and learning, and foster school effectiveness. However, this finding suggests that rather than school age being a determining factor of school effectiveness, the quality of facilities, in terms of modern equipment, advances in learning and teaching materials, and contemporary learning environment played a more significant role. Hence, a well maintained aged school can ensure its effectiveness.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion, implication of findings, recommendation, contribution to knowledge and suggestions for further studies.

Summary

This study investigated the relationship between work environment and private secondary schools' effectiveness in Edo State. A key objective was to determine the prevalent work environment and level of private secondary schools' effectiveness in Edo State. It further investigated if teachers' collaboration, physical facilities, school leadership, communication and staff development would predict private secondary schools' effectiveness in Edo State. The study also ascertained if there was a relationship between work environment and private secondary schools' effectiveness in Edo State. The study further investigated the tentative impact of school size, location and age on the relationship between work environment and private secondary schools' effectiveness in Edo State. Seven research questions were raised, questions one and two were answered, while questions three to seven were formulated into hypotheses, tested at 0.05 level of significance. The research questions were:

1. What is the prevalent work environment in private secondary schools in Edo State?
2. What is the level of private secondary schools' effectiveness in Edo State?
3. Which of these factors (teachers' collaboration, physical facilities, school leadership, communication and staff development) is the strongest predictor of private secondary schools' effectiveness in Edo State?

4. Is there any significant relationship between work environment and private secondary schools' effectiveness in Edo State?
5. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size?
6. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location?
7. Is there any significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age? Hypotheses
 1. There is no significant difference in the predictive power of teacher collaboration, physical facilities, school leadership, communication, and staff development on school effectiveness in private secondary schools in Edo State.
 2. There is no significant relationship between work environment and private secondary schools' effectiveness in Edo State
 3. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size
 4. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school location
 5. There is no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school age.

The study was a descriptive survey research which adopted the correlation research design, because it sought to establish if a relationship exists between Work Environment and Private Secondary Schools' Effectiveness in Edo State. The population of the study was seven hundred and ninety six registered private secondary schools (796) in Edo State. A sample of 80 private secondary schools was taken from the population using the multi-stage sample procedure. The instrument for data collection for this study was a questionnaire titled: "Work Environment and Private Secondary Schools' Effectiveness Questionnaire" (WEPSSQ). The analysis was done using percentage mean, standard deviation, Multiple Linear Regression Statistics, Pearson product moment correlation coefficient and Fisher's Z-test statistics.

The findings of the study based on the research questions and hypothesis revealed the following:

1. Work environment of private secondary schools in Edo State was negative, with teachers' collaboration being the major significant factor.
2. The level of private secondary schools' effectiveness in Edo State was moderately high.
3. Teachers' collaboration, physical facilities, school leadership, communication and staff development significantly predicted the work environment in private secondary schools in Edo State. But School leadership, communication and staff development were found to be the most significant contributors to private secondary schools' effectiveness.
4. A significant relationship was established between work environment and private secondary schools' effectiveness in Edo State.

5. There was no significant difference in the relationship between work environment and private secondary schools' effectiveness in Edo State based on school size, school location and school age.

Conclusion

Based on the findings, the study concluded that private secondary schools' effectiveness in Edo State was moderately high due to the negative work environment. The impact of teachers' collaboration was significantly felt the most compared to other work environment indices in private secondary schools in Edo State. It can be inferred that the work environment required to drive collaboration among teachers in private secondary schools in Edo State was lacking. This ultimately hinders teachers' productivity and students' academic performance. Also, the effectiveness of private secondary schools is not a function of school size, location and age but rather it is based on the adequacy, supportiveness, conduciveness, safety and standard of the school work environment. Therefore, provision of a reliable, safe, supportive and standard school work environment will boost teachers' productivity, enhance student learning, and foster school effectiveness.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. The management of private secondary schools should provide safe, supportive, adequate, comfortable, conducive and standard work environments in the school to ensure students and staff improved productivity and schools' effectiveness.
2. School management should monitor progress and ensure schools' effectiveness through regular school supervision and evaluation of students' academic performance, effective instructional leadership, safe teaching and learning

environment, high expectations of students and staff, and strong and reliable school leadership.

3. School management should foster staff collaboration, open communication, strengthen the school's leadership, provide adequate facilities and create opportunities for professional training of staff to enhance schools' effectiveness.
4. School management should enhance schools' work environment to foster private secondary schools' effectiveness in Edo State.
5. Administrators of private secondary schools should prioritize creating a positive work environment that supports teacher well-being and student learning.

Implication for Educational Administration

The importance of the work environment for the realization of school effectiveness in private secondary schools cannot be overemphasized because it has a significant effect on school effectiveness. The findings of this study would be beneficial to the States Ministries of Education; Educational Administrators and Managers, private secondary schools; proprietors of private secondary schools; secondary school management; School principals; Teachers and students. The findings of this study would be relevant to the States' Ministries of Education in formulation of laws and policies for the establishment of private secondary schools and supervision of established ones in the State.

The study would be of benefit to the private school proprietors and schools management because it will enlighten them on the impact of work environment on the staff and students performance and also proffer solutions on how best to manage the work environment of the school for effective and efficient performance of teachers and students, and successful realization of the goals and objectives of the institutions.

It would be of relevance to the students because it will add immensely to the wealth of knowledge and understanding of the students on the impact of the school work environment on their studies and wellbeing and serves to open up other areas for further research.

The findings of this study would be significant to private secondary school proprietors and managers because the awareness of the environmental factors impact on schools' effectiveness will challenge the proprietors to provide adequate funds, facilities, reliable infrastructures, safe and conducive teaching and learning environment to ensure their schools' effectiveness.

This study would be essential to the school management because it will proffer recommendations on the possible ways of improving on the work environmental factors that are negatively impacting on private secondary schools' effectiveness in Edo state. This study would also be of significance to the students, school proprietors, principals and teachers because it will help create awareness of the work environmental factors that positively or negatively influence private secondary schools' effectiveness in Edo state.

The study would also be important to private secondary school and students in the sense that it will add more to the existing literature and knowledge in the area of private secondary schools' effectiveness in the educational system in Edo state.

These findings would also contribute to the data bank and literature of future researchers in this area of research investigation.

The research would also help private secondary schools' proprietors and management to know the required working conditions that would enhance their schools' effectiveness and facilitate higher productivity of private secondary schools.

It would also help sensitize school proprietors on areas in which they need to focus more attention on the affairs of workers so as to boost their morale and hence elicit better efforts towards achieving the educational goals in the states.

Contributions to Knowledge

The study has provided empirical evidence that the work environment in private secondary schools in Edo State is negative. This study specifically identified teachers' collaboration as the key factor affecting school effectiveness, which is a novel contribution to this research area. The study also provided empirical evidence to show that the level of schools' effectiveness in private secondary schools in Edo State is moderately effective. The study also revealed that School leadership, communication and staff development were the most significant contributors to private secondary schools' effectiveness. This study further confirms that schools' effectiveness in private secondary schools in Edo State is a function of the school work environment irrespective of school location, size and age.

Suggestions for Further Studies

The following are suggestions for further studies:

1. This study covered work environment and schools' effectiveness in private secondary schools in Edo State. A similar study should be carried out in public secondary schools in Edo State.
2. Further study should be carried out on work environment and schools' effectiveness in colleges of education in Delta State.
3. Similar study should be carried out using a wider spectrum of respondents from Edo and Delta States in order to create room for comparison of information.
4. This work can be extended to public secondary schools to explore how the autonomous or public nature of school management can affect school

effectiveness.

5. The moderating variables of the relationship between work environment and school effectiveness can be expanded to include factors such as the quality of the school facilities and environment, urbaneness of the school location, perimeter of the school environment, etc.

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APPENDIX I

LETTER OF INTRODUCTION

UNIVERSITY OF BENIN, BENIN CITY, NIGERIA

**DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)
FACULTY OF EDUCATION**

OFFICE OF THE HEAD OF DEPARTMENT



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15th May, 2024

Our Ref: _____

Your Ref: _____

Date: _____

TO WHOM IT MAY CONCERN

Letter of Introduction: UGWO, Boniface Chukwuma

This is to inform you that the postgraduate student (name above) is from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. He needs data for his project titled: **Work Environment as Correlate of Private Secondary Schools' Effectiveness in Edo State.**

Kindly render him your assistance.

Thank
A circular blue stamp of the Department of Educational Management, University of Benin, with a signature across it.

Dr. M. A. Momoh
Ag. Head of Department
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APPENDIX II

QUESTIONNAIRE

INFLUENCE OF WORK ENVIRONMENT ON PRIVATE SECONDARY SCHOOLS' EFFECTIVENESS IN EDO STATE

(To be responded by teachers)

INSTRUCTION: Please read the following statement carefully and tick (x) as appropriately.

SECTION A: Demographic variables

School Location: Rural () Urban ()

School Size: less than 500 () 500 and above ()

School Age: less than 10 years () 10 years and above ()

Name of Senatorial Zone and Local Government Area you are working:

Senatorial Zone	
L. G. A	

SECTION B: Data on Prevalent Work Environment in the School

Please assess your school's work environment using the following scale:

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

S/N		SA	A	D	SD
	Staff development				
1	There is regular training of teachers				
2	The school organises workshops for teachers				
3	The teachers attend conferences				
4	Staff meetings are held regularly				
	Physical facilities				
5	Physical facilities are available				
6	School facilities are in good condition				
7	Water is available in the school				
8	The school surroundings are usually clean				
	Communication				
9	There are regular staff meetings				
10	There are regular management meetings				
11	Suggestion box is available in the school				
12	The Staff have whatsapp group platform				
	Teachers' collaboration				

13	Staff participate in the school activities				
14	Teamwork exist among staff				
15	Staff – student relationship is cordial				
16	Staff – school management relationship is cordial				
	School leadership				
17	Classroom supervision is maintained regularly				
18	Principal – teachers relationship in the school is cordial				
19	Teachers receive regular training				
20	Checking of teachers lesson plans and lesson notes is done regularly				

SECTION C: Data on schools' effectiveness

Instruction:

Assess the level of your school effectiveness using the following scale:

Highly Effective (HE) 4

Effective (E) 3

Moderately Effective (ME) 2

Less Effective (LE) 1

S/N		HE	E	ME	I
	School safety				
1	Implementation of policy on child protection				
2	School internal security strategies				
3	Staff and students collaboration in security situations				
4	Availability of sick bay in the school				
	Instructional Leadership				
5	Teacher professional support				
6	Monitoring and evaluation of instructions				
7	Goals setting				
8	Provision of feedback on teaching				
	Teaching and Learning				
9	Lessons plan preparation				
10	Innovative lesson delivery				
11	Classroom management				
12	Students assessment and evaluation				
	Productivity				
13	Students academic performance				

14	Standard of discipline in the school				
15	Graduation rate of the school				
16	Attendance rate of students				

APPENDIX III

RELIABILITY REPORT

Items of **WORK ENVIRONMENT AND PRIVATE SECONDARY SCHOOLS' EFFECTIVENESS** appeared to have a good internal consistency, $\alpha = 0.909$. All the items appeared to be worthy of retention

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.909	16

Table 2: Item-Total Statistics

Item-Total	Alpha if Deleted	Mean Item Deleted	Scale Mean Corrected Correlation Item Deleted	Cronbach's if Item Deleted	Variance if Deleted
Implementation of policy on child protection in the school	52.7000	32.976	.588	.904	
Security gadgets are available in the school	52.8667	33.913	.602	.904	
Good rapport exist between staff and students	52.7667	34.944	.446	.908	
Availability of sick bay in the school	52.9333	32.616	.728	.899	
Availability of instructional materials	53.0000	31.310	.720	.899	
Ensuring students continuous assessment program is done	53.0000	33.517	.474	.908	
Coordinated supervision of teachers	52.8333	33.247	.568	.905	
Teachers' effective management of classroom	52.9000	32.576	.736	.899	
Attainment of learning objectives	52.8000	34.303	.550	.905	
The school uses appropriate curriculum in teaching	52.8667	33.361	.702	.901	
Supervision of students and teachers lesson notes	52.8333	33.247	.732	.900	
Teachers and students' punctuality to classes	53.1000	33.128	.497	.908	
School tone	53.0000	32.759	.577	.905	
Standard of discipline in the school	52.9333	33.237	.560	.905	
Graduation rate of the school	52.8333	34.420	.519	.906	
Teachers' satisfaction	53.1333	33.844	.574	.904	

RELIABILITY REPORT

Items of **Indices School Effectiveness in Private Secondary Schools** appeared to have a good internal consistency, $\alpha = 0.844$. All the items appeared to be worthy of retention except items 1 (The teachers attend conferences) that should be deleted or rephrased (see Table 2)

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.844	20

Table 2: Item-Total Statistics

Item-Total	Alpha if Deleted	Scale Mean if Deleted	Scale Corrected Correlation if Deleted	Cronbach's if Deleted	Variance if Deleted
Regular training of teachers	72.3000	15.459	.183	.847	
The school organises workshops for teachers	72.1667	16.075	.000	.847	
The teachers attend conferences	72.2333	16.047	-.018	.851	
Staff meetings are held regularly	72.2333	15.082	.471	.837	
Physical facilities are available	72.5000	14.948	.242	.847	
School facilities are in good condition	72.4333	14.530	.392	.839	
Water is available in the school	72.4667	13.637	.545	.832	
The school surroundings are usually clean	72.3000	14.493	.555	.833	
There are regular staff meetings	72.5000	13.638	.529	.833	
There are regular management meetings	72.4333	13.978	.563	.831	
Suggestion box is available in the school	72.2333	15.495	.258	.843	
The Staff have whatsapp group platform	72.2667	14.202	.564	.831	
Staff participate in the school activities	72.2333	15.220	.399	.839	
Teamwork exist among staff	72.3333	14.023	.672	.827	
Staff – student relationship is cordial	72.4000	14.455	.439	.837	
Staff – school management relationship is cordial	72.2667	14.892	.463	.837	
Classroom supervision is maintained regularly	72.3333	13.333	.751	.821	
Principal – teachers relationship in the school is cordial	72.5667	14.668	.304	.845	
Teachers receive regular training	72.3667	13.757	.713	.824	

Checking of teachers lesson plans and lesson notes is done regularly	72.6000	14.593	.319	.844
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APPENDIX IV

DATASET ACTIVATE DataSet1.

SAVE OUTFILE='C:\Users\DON 1\Desktop\Work Environment and PSSE.sav' /COMPRESSED.

FREQUENCIES VARIABLES=SD LGA Gender SL SS SA /ORDER=ANALYSIS.

Frequency Table

SENETORIAL DISTRICT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Edo South	304	77.4	77.4	77.4
	Edo North	73	18.6	18.6	95.9
	Edo Central	16	4.1	4.1	100.0
	Total	393	100.0	100.0	

LOCAL GOVERNMENT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Egor	68	17.3	17.3	17.3
	IkpobaOkha	48	12.2	12.2	29.5
	Oredo	78	19.8	19.8	49.4
	Ovia North East	40	10.2	10.2	59.5
	Orhionmwon	2	.5	.5	60.1
	Uhunmwonde	40	10.2	10.2	70.2
	Etsako West	36	9.2	9.2	79.4
	Esan West	16	4.1	4.1	83.5
	Akoko Edo	11	2.8	2.8	86.3
	Etsako Central	13	3.3	3.3	89.6
	Etsako East	13	3.3	3.3	92.9
	Ovia South West	28	7.1	7.1	100.0

	Total	393	100.0	100.0	
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SEX					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	181	46.1	46.1	46.1
	Female	212	53.9	53.9	100.0
	Total	393	100.0	100.0	

SCHOOL LOCATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	107	27.2	27.2	27.2
	Urban	286	72.8	72.8	100.0
	Total	393	100.0	100.0	

SCHOOL SIZE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 500	230	58.5	58.5	58.5
	500 and above	163	41.5	41.5	100.0
	Total	393	100.0	100.0	

SCHOOL AGE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	71	18.1	18.1	18.1
	10 years and above	322	81.9	81.9	100.0
	Total	393	100.0	100.0	

Descriptives

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
School Safety	393	4.00	16.00	4088.00	10.4020	3.34362
Instructional Leadership	393	4.00	16.00	4649.00	11.8295	2.80741
Teacher and Learning	393	4.00	16.00	4588.00	11.6743	2.84117
Productivity	393	4.00	16.00	4454.00	11.3333	2.94392
Valid N (listwise)	393					

DESCRIPTIVES VARIABLES=StafDevPhyFac Comm TC SchLead
/STATISTICS=MEAN SUM STDDEV MIN MAX.

Descriptives

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Staff Development	393	4.00	16.00	4507.00	11.4682	2.83377
Physical Facilities	393	4.00	16.00	4802.00	12.2188	2.35886
Communication	393	6.00	16.00	4789.00	12.1858	2.36548
Teachers' Collaboration	393	8.00	16.00	4959.00	12.6183	1.96834
School Leadership	393	4.00	16.00	4803.00	12.2214	2.40203
Valid N (listwise)	393					

```
COMPUTE SCHOOL_ENVIRONMENT=StafDev + PhyFac + Comm + TC + SchLead.
EXECUTE.
COMPUTE SCHOOL_EFFECTIVENESS=SchSaf + IL + TL + Prod.
EXECUTE.
CORRELATIONS
/VARIABLES=SCHOOL_ENVIRONMENTSCHOOL_EFFECTIVENESS
/PRINT=TWOTAILNOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.
```

Correlations

Descriptive Statistics			
	Mean	Std. Deviation	N
SCHOOL_ENVIRONMEN T	60.7125	9.90806	393

SCHOOL_EFFECTIVENESS	45.2392	10.81235	393
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Correlations			
		SCHOOL_ENVIRONMENT	SCHOOL_EFFECTIVENESS
SCHOOL_ENVIRONMENT	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	393	393
SCHOOL_EFFECTIVENESS	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	393	393

** . Correlation is significant at the 0.01 level (2-tailed).

SORT CASES BY SS.
 SPLIT FILE LAYERED BY SS.
 CORRELATIONS
 /VARIABLES=SCHOOL_ENVIRONMENT SCHOOL_EFFECTIVENESS
 /PRINT=TWOTAILNOSIG
 /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Correlations

Descriptive Statistics				
SCHOOL SIZE		Mean	Std. Deviation	N
Less than 500	SCHOOL_ENVIRONMENT	61.4478	9.94326	230
	SCHOOL_EFFECTIVENESS	45.7783	10.89884	230
500 and above	SCHOOL_ENVIRONMENT	59.6748	9.79473	163
	SCHOOL_EFFECTIVENESS	44.4785	10.67612	163

Correlations				
SCHOOL SIZE			SCHOOL_ENVIRONMENT	SCHOOL_EFFECTIVENESS
Less than 500	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.696**

		Sig. (2-tailed)		.000
		N	230	230
	SCHOOL_EFFECTIVENESS	Pearson Correlation	.696**	1
		Sig. (2-tailed)	.000	
		N	230	230
500 and above	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.715**
		Sig. (2-tailed)		.000
		N	163	163
	SCHOOL_EFFECTIVENESS	Pearson Correlation	.715**	1
		Sig. (2-tailed)	.000	
		N	163	163

** . Correlation is significant at the 0.01 level (2-tailed).

SORT CASES BY SL.

SPLIT FILE LAYERED BY SL.

CORRELATIONS

/VARIABLES=SCHOOL_ENVIRONMENTSCHOOL_EFFECTIVENESS

/PRINT=TWOTAILNOSIG

/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Correlations

Descriptive Statistics				
SCHOOL LOCATION		Mean	Std. Deviation	N
Rural	SCHOOL_ENVIRONMENT	61.6075	11.23317	107
	SCHOOL_EFFECTIVENESS	44.5514	12.36034	107
Urban	SCHOOL_ENVIRONMENT	60.3776	9.36384	286
	SCHOOL_EFFECTIVENESS	45.4965	10.18487	286

Correlations				
SCHOOL LOCATION			SCHOOL_ENVIRONMENT	SCHOOL_EFFECTIVENESS
Rural	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.705**
		Sig. (2-tailed)		.000
		N	107	107

	SCHOOL_EFFECTIVENESS	Pearson Correlation	.705**	1
		Sig. (2-tailed)	.000	
		N	107	107
Urban	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.711**
		Sig. (2-tailed)		.000
		N	286	286
	SCHOOL_EFFECTIVENESS	Pearson Correlation	.711**	1
		Sig. (2-tailed)	.000	
		N	286	286

** . Correlation is significant at the 0.01 level (2-tailed).

SORT CASES BY SA.

SPLIT FILE LAYERED BY SA.

CORRELATIONS

/VARIABLES=SCHOOL_ENVIRONMENT SCHOOL_EFFECTIVENESS

/PRINT=TWOTAILNOSIG

/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Correlations

Descriptive Statistics				
SCHOOL AGE		Mean	Std. Deviation	N
Less than 10 years	SCHOOL_ENVIRONMENT	59.1408	9.73843	71
	SCHOOL_EFFECTIVENESS	44.2394	9.22801	71
10 years and above	SCHOOL_ENVIRONMENT	61.0590	9.92650	322
	SCHOOL_EFFECTIVENESS	45.4596	11.13217	322

Correlations

SCHOOL AGE			SCHOOL_ENVIRONMENT	SCHOOL_EFFECTIVENESS
Less than 10 years	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.584**
		Sig. (2-tailed)		.000
		N	71	71
	SCHOOL_EFFECTIVENESS	Pearson Correlation	.584**	1
		Sig. (2-tailed)	.000	
		N	71	71
10 years and above	SCHOOL_ENVIRONMENT	Pearson Correlation	1	.727**
		Sig. (2-tailed)		.000
		N	322	322
	SCHOOL_EFFECTIVENESS	Pearson Correlation	.727**	1
		Sig. (2-tailed)	.000	
		N	322	322

** . Correlation is significant at the 0.01 level (2-tailed).

APENDIX V

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
SCHOOL_EFFECTIVENESS	45.2392	10.81235	393
Teachers' Collaboration	12.6183	1.96834	393
Physical Facilities	12.2188	2.35886	393
School Leadership	12.2214	2.40203	393
Communication	12.1858	2.36548	393

Staff Development	11.4682	2.83377	393
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Correlations

		SCHOOL_EFFECTIVENESS	Teachers' Collaboration	Physical Facilities
Pearson Correlation	SCHOOL_EFFECTIVENESS	1.000	.543	.452
	Teachers' Collaboration	.543	1.000	.544
	Physical Facilities	.452	.544	1.000
	School Leadership	.681	.708	.488
	Communication	.625	.661	.609
	Staff Development	.613	.546	.524
Sig. (1-tailed)	SCHOOL_EFFECTIVENESS	.	.000	.000
	Teachers' Collaboration	.000	.	.000
	Physical Facilities	.000	.000	.
	School Leadership	.000	.000	.000
	Communication	.000	.000	.000
	Staff Development	.000	.000	.000
N	SCHOOL_EFFECTIVENESS	393	393	393
	Teachers' Collaboration	393	393	393
	Physical Facilities	393	393	393
	School Leadership	393	393	393
	Communication	393	393	393
	Staff Development	393	393	393

Correlations

		School Leadership	Communication	Staff Development
Pearson Correlation	SCHOOL_EFFECTIVENESS	.681	.625	.613
	Teachers' Collaboration	.708	.661	.546
	Physical Facilities	.488	.609	.524
	School Leadership	1.000	.707	.633
	Communication	.707	1.000	.698
	Staff Development	.633	.698	1.000
Sig. (1-tailed)	SCHOOL_EFFECTIVENESS	.000	.000	.000
	Teachers' Collaboration	.000	.000	.000
	Physical Facilities	.000	.000	.000
	School Leadership	.	.000	.000
	Communication	.000	.	.000

	Staff Development	.000	.000	.
N	SCHOOL_EFFECTIVENESS	393	393	393
	Teachers' Collaboration	393	393	393
	Physical Facilities	393	393	393
	School Leadership	393	393	393
	Communication	393	393	393
	Staff Development	393	393	393

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Staff Development, Physical Facilities, Teachers' Collaboration, School Leadership, Communication	.	Enter

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729	.531	.525	7.44893

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24354.217	5	4870.843	87.784	.000
	Residual	21473.299	387	55.487		
	Total	45827.517	392			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.715	2.567		.668	.505
	Teachers' Collaboration	.077	.293	.014	.263	.793
	Physical Facilities	.171	.209	.037	.817	.414
	School Leadership	1.818	.256	.404	7.112	.000

Communication	.695	.274	.152	2.539	.012
Staff Development	.852	.195	.223	4.367	.000

APPENDIX V

SUMMARY OF REGISTERED PRIVATE SCHOOLS IN THE STATE

S/N	LGA	SECONDARY
1	AKOKO-EDO	18
2	EGOR	128
3	ESAN CENTRAL	12
4	ESAN NORTH EAST	22
5	ESAN SOUTH EAST	14
6	ESAN WEST	24
7	ETSAKO CENTRAL	5
8	ETSAKO EAST	24
9	ETSAKO WEST	48
10	IGUEBEN	9
11	IKPOBA-OKHA	196
12	OREDO	122
13	ORHIONMWON	9
14	OVIA NORTH EAST	58
15	OVIA SOUTH WEST	25
16	OWAN EAST	17
17	OWAN WEST	5
18	UHUNMWONDE	60
	TOTAL	796

Source: Directorate of Planning, Ministry of Education Edo State, July, (2023)

