

**IMPACT OF TEACHING PRACTICE ON THE PRODUCTIVITY OF  
TEACHERS IN PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL  
GOVERNMENT AREA OF EDO STATE**

**BY**

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**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**JANUARY, 2025**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## CERTIFICATION

We certify that this work was carried out by **Precious Chiyere NWAKA** with Matriculation Number: **EDU2009384** of the Department of Educational Management in the University of Benin, and is adequate in scope and quality in partial fulfilment of the requirements for the award of Bachelor of Science B.Sc. (Ed) Degree in Educational Management.

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## **DEDICATION**

This research work is dedicated to God Almighty, my maker who saw the success of this work. And also dedicated to my lovely parents, Mr. and Mrs. Nwaka

## ACKNOWLEDGEMENTS

I express my heartfelt gratitude to God for His unwavering love and guidance in the successful completion of this project. My deepest appreciation goes to my parents, Mr. and Mrs. Nwaka, for their unwavering financial, emotional, and spiritual support. May God bless them abundantly.

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## **ABSTRACT**

The study examines the impact of teaching practice on the productivity of teachers in public secondary schools in Egor local government area of Edo state. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 65 public secondary teachers in Egor local government. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean and standard deviation.

From the finding, it unveiled that teachers encounter a plethora of challenges in implementing effective teaching practices, such challenges include lack of resources, insufficient support from school administrators, large class sizes, students' varying learning styles and abilities, and students' limited access to technology or resources outside of the classroom.

The study recommended that Schools should ensure they cope with the changing technological environment and organizational climate by designing proper and functional in-service training and staff development programmes for their teachers to boost their morale, enhance their productivity and ensure that workers' training is conducted frequently in schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is widely regarded as a fundamental element in the progress of any nation globally. According to Okai (2020), education is recognized as a potent instrument for instigating societal transformations. The role of education in societal advancement is of immense importance, underscoring the indisputable fact that it serves as the driving force behind progress and growth in all aspects of human endeavors. According to Lingamurthy and Srihylam in 2016, the strength of a nation is intricately linked to the robustness of its education system, which in turn hinges on the effectiveness of the instructional process. Additionally, Oparaji and Ugwu (2019) defined education as an indispensable tool for sustainable development and a means to propel knowledge forward. Consequently, educational reforms in Nigeria have been steadfast in their commitment to enhancing teacher and student quality a central pillar in their strategy to elevate the quality of education and enhance learning outcomes (Dahiru, Akinpade, and Aluko, 2021).

The educational system has continued to experiment with numerous strategies and programs to bridge the gap between inexperienced new teacher and the promotion of climates that foster positive educational outcomes. One of the programs is the teacher's training scheme or program. The actual models in which it is done may vary for different climates, but most include an initial component during which student teachers observe class instruction by the mentor (teacher). During this time, the intern may be asked to reflect upon the teaching, offer insights, and suggest the next steps in the instruction. After this observation period, usually measured in a few weeks, the student-teacher begins to assume direct teaching responsibilities.

This study focuses on secondary education, which is the type of education that the child receives immediately after primary education and which equips him for tertiary education. Secondary school, as one of the levels of education in Nigeria, has a crucial role in preparing individuals for higher education.

According to Ogohi (2020), secondary education is an arm of learning that develops the cognitive, affective, and psychomotor attributes of the learners to make them better citizens and prepare them for tertiary education. Unachukwu (2014) defined secondary education as the bridge between the primary and tertiary

levels. The backbone of the actualization of the objectives of secondary education is the teacher.

A teacher is one whose profession is based on teaching, instructing, imparting knowledge, and guiding the learners to pass through the learning process. A teacher is a person who shapes the future of everyone by providing the best education to his/her students. Teachers are the most valued assets and truly the pillar of the school organization. Every teacher in his or her own way adds to the success or failure of the school (Mduma and Mkulu, 2021). According to Abazie (2020), teachers are considered basic and very powerful instruments in any education system and as such they are the mainstay of the education system. A teacher is a person who helps others to acquire knowledge, competencies, or values (Johnson, 2016). In any educational organization, teachers are indispensable instruments because they have many roles to play in the effective realization of educational objectives. FRN (2013), clearly stated that no education system can rise above the quality of its teachers. Buttressing the importance of teachers in the education sector, Sanders and Rivers (2014), accentuated that the single best predictor of student success is teacher's quality.

Teaching practice popularly abbreviated as "TP" is a process of putting in action (rather than theory) the ways or methods of imparting knowledge for some

time by a student under the skillful guidance of a professional teacher or regular teacher, to improve their skills. Teaching practice can also be referred to as practical learning on task with the able guidance of an expert in the area of study (Adzongo, Shir & Hembah, 2016). According to Adzongo, Shir, and Hembah (2016), student-teachers who go for teaching practice are exposed to field experiences, internships, or practices as a part of training. Teaching practice is generally mandatory for every student-teacher it is also a prerequisite for the award of teacher's certificates or diplomas. It used to be the first opportunity given to a student-teacher to participate in activities involved in teaching normal and actual situations before the introduction of microteaching. This opportunity to teach under a typical school condition in a selected cooperating school helps the student-teacher in securing experience in observing and participating actively in all diverse educational activities of teachers in the school. Teaching practice as the name implies is necessary but a "scare" for would-be teachers (aspiring teachers). It is a stage through which an education student must pass before he/she qualifies as a teacher. It can also be referred to as practicalizing what is being learned theoretically (Adzongo, Shir & Hembah, 2016).

Oyekan in Adzongo, Shir & Hembah (2016, p. 92) summarize the objectives of teaching practice as follows: (a) inculcating in the student-teachers

the basic teaching skills and ethics which facilitate the teaching-learning process (b) providing the student-teachers an opportunity to imbibe practical classroom life experiences (c) exposing the student-teachers to the dynamic social life system of the school as they interact with the learners and staff (d) use physical facilities and participating co-curricular activities (e) identifying their strengths and weaknesses in lesson presentation while thinking on possible means to improve their teaching capabilities (f) inculcating the ability to use instructional materials to explain and illustrate basic concepts and process for greater understanding (g) developing healthy relationships towards the learners, community and members of the teaching profession (h) enhancing the supervisory capacity of the co-operating teachers (i) facilitating exchange of innovative educational ideas between the students-teachers training institutions and the cooperating schools (j) providing an avenue for the student-teachers and their supervisors to translate theory into practical and (k) exposing the weakness in teacher training programmes to the educators for prompt correction and improvement. These objectives are geared towards enhancing the effective teaching of the student-teacher.

Productivity in education is intangible and invisible and can only be deduced from turnover, and the rate at which educational objectives are achieved; it is a process in the cycle (Umeghalu, 2019). Productivity in the words of

Bernolak in Vipinosa (2015), is the result of efforts exerted and resources utilized in creating a good output. Mali in Edo and Nwosu (2018), defined productivity as the measure of how resources are brought together in organizations and utilized for accomplishing a set of results. Aina, Olanipekun, and Garuba (2015), defined a productive teacher as one who is intellectually challenging, motivating students setting high standards, and encouraging self-initiating learning. A realistic approach to this is to constantly train teachers to meet up with the changing trends in the field of education. This type of training is simply referred to as an in-service teacher training program (Okotoni and Erero, 2005 in Okoro, 2019).

Productivity within the teaching context measures how efficiently a given set of resources is utilized to achieve a given set of objectives. The effects of this venture in the educational field can be measured based on the knowledge, skills, and competencies of teachers in carrying out their roles as teachers and the total performance of the students who are placed under the direct care of the teachers (Ndugu, 2014). It also takes into account a teacher's ability: to be punctual to school, organize extra lessons for students, submit examination grades on time, and participate in extra-curricular activities, etc. It is against this background that the researcher seeks to explore and investigate the impact of teaching practice on

the productivity of teachers in public secondary schools in Egor's local government area of Edo state.

## **1.2 Statement of Problem**

Teaching practice is one of the most important aspects of teachers training programme in Nigeria aimed at exposing the student teachers to the field to carry out the theoretical knowledge and experience into practice in real classroom situation under the supervision of a sound teacher. In some cases, the objective of teaching practice may not be fully realized, this is because, most student teachers after their student teaching experiences or even after their graduation from college, still lack the required and necessary skills for which they were sent on teaching practice. The inability to fully realize the objectives of teaching practice or the inability of student teachers to perform to expectation can be attributed to certain challenges or inadequacies of the programme.

It has been observed that student-teachers faced a lot of challenges during teaching practice exercise. Some of these challenges include financial constraint, lack of accommodation, lack of cooperation between cooperating teachers and student-teachers, taking other subjects other than student-teacher's discipline,

disrespect from students and pupils, burden and difficulties of classroom management and fear of supervision, lack of finance for up keep, rejection of student teachers by some schools and overload of work by cooperating teacher.to lack of instructional materials, low mastery of the subject matter, lack of good methodology, inability to control classroom during the teaching, over familiarity with the students, lack of office facilities for the student-teachers, lack of cooperation from their practicing schools, negative attitude of the pupils and students towards them and difficulty on the part of student teacher to manage his class effectively. Naturally these challenges may affect the attitude of student-teachers to teaching profession, hence, causing them to lose interest in the profession which has often resulted in low productivity of teachers and educational instructors. These inconsistencies are made more difficult by the fact that there seems to be low-quality assurance practice of what goes on in the educational system of many public schools in Nigeria. Therefore, this study seeks to investigate the relationship between teaching practice and teacher productivity, identify the factors influencing effective teaching practice, examine the challenges hindering effective teaching practice, and recommend strategies for improving teaching practice.

### **1.3 Research Questions**

The following research questions were raised to guide the study:

- i. What is the current state of teaching practice among teachers in public secondary schools in Egor Local Government Area?
- ii. How does teaching practice impact teacher's productivity in public secondary schools?
- iii. What are the challenges faced by teachers in implementing effective teaching practices?
- iv. How can teaching practice be improved to enhance teacher's productivity?

### **1.4 Purpose of the Study**

The main objective of this study is to investigate the impact of teaching practice on the productivity of teachers in public secondary schools in the Egor local government area of Edo state. The following research purposes have been outlined for the study:

- i. Investigate the relationship between teaching practice and teacher productivity.
- ii. Identify factors influencing effective teaching practice.
- iii. Examine challenges hindering effective teaching practice.
- iv. Recommend strategies for improving teaching practice

### **1.5 Significance of the Study**

The findings of this study would be of immense benefit to student-teachers, students, teachers, stakeholders, and Government. This would be facilitated by making the study available in places where the public could gain access to it, for example; the library, internet, and print media houses.

The outcome of the study will help policymakers, educators, school administrators, parents, guardians, and other stakeholders to identify the challenges faced by student teachers, informing strategies for improvement.

The outcome of the study will help policymakers, educators, school administrators, parents, guardians, and other stakeholders gain an in-depth understanding of some basic problems and challenges faced by student teachers during teaching practice and insights into the application of social cognitive theory and self-efficacy theory in teacher education.

The outcome of the study will empower the policymakers, educators, school administrators, parents, guardians, and other stakeholders in addressing the problems and challenges faced by student-teachers in teaching and developing competent and confident teachers.

The outcome of the study will contribute to educational policy and curriculum development in shaping education as a core to enhance knowledge and productivity on the impact of teaching practice on teaching efficacy, effectiveness, and student learning outcomes.

The recommendation in this study would be of great benefit to educational curriculum planners. It would help the education curriculum planners to understand of challenges faced by student teachers during teaching practice exercises and inform education policymakers on the need to review and revise teacher education curricula.

Finally, the study will benefit prospective researchers as it will serve as a source of reference point to them. Future researchers will use the results of this study to add to existing knowledge. The study will help to open new avenues of research, allowing researchers to delve deeper into the topic under discussion.

### **1.5 Scope and Delimitation of the Study**

This research work focuses on the impact of teaching practice on the productivity of teachers in public secondary schools and it is delimited to Public secondary schools in Egor local government area of Edo State.

### **1.6 Definition of Terms**

**Teaching Practice:** Refers to the instructional methods, techniques, and approaches used by teachers to deliver curriculum content.

**Productivity:** Encompasses teachers' performance, efficiency, and effectiveness in achieving educational goals.

**Public Secondary Schools:** Government-funded schools providing secondary education.

**Egor Local Government Area:** A specific geographic region in Edo State, Nigeria.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents the review of related literature under the following subheadings.

- Concept of Teaching of Practices
- Concept of Teachers' Productivity
- Teaching Practices and Teachers' Productivity
- Summary of Literature Review

#### **2.1 Concept of Teaching Practice**

The teaching profession cannot be acquired overnight, it means adequate preparation and practical work. Olorundare (2014), considered teaching practice as the main quality control measure in the preparation of teachers. Similarly, Nwanna

(2010), saw teaching practice as a period of industrial experience during which the student teacher has the opportunity to integrate educational theories, methods, skills, and strategies into actual classroom teaching in a school. It is a type of internship practised in medicine, law, and other professions. In line with the above teaching practice is an attempt to expose the learner to the practical aspect of teaching through the posting of student teachers outside their institution of training to designated schools known as cooperative schools. It is a period of experience during which the student-teacher can integrate educational theories, teaching methods, and skills/strategies into actual classroom teaching in a school. Andabai (2011), opined that, it is the practical aspects of the course as distinct from theoretical studies, practice teaching is the name of the preparation of the students for teaching practical training.

Onyejekwe (2010) defined teaching practice as “an exercise in which student teachers are guided to acquire skills and competencies by exposing them to environments (schools) similar to those in which they hope to work after schooling. According to Saiden (2017), teaching practice is “an essential aspect of teacher education as it forms the core of the teacher programme; and aims to acquaint student teachers with the practical knowledge of teaching and learning”. Kiggundu and Nayimul (2009) opined that teaching practice is “a form of work-integrated

learning that is described as a period when students are working in the relevant industry to receive specific in-service training to apply theory in practice”.

Samphina Academy (2022) defined teaching practice as "an integral part" of teacher education which occupies a phase of its own, during this phase, there will be a teacher sent out by his or her training institution to a lower level of education for the purpose of putting into practice the skills he or she learned under the supervision of an experienced teacher”.

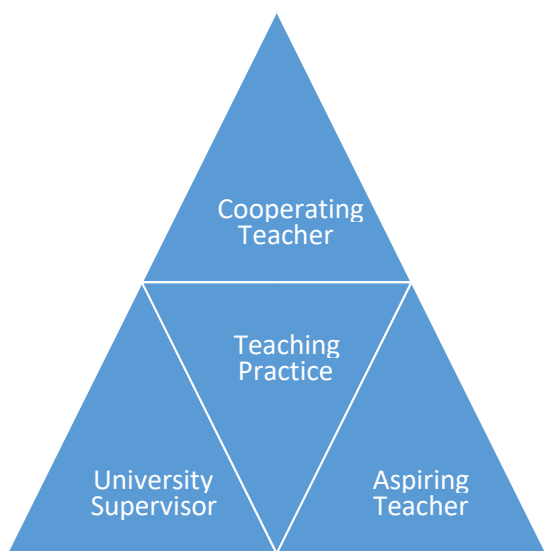
Tshuma and Bhebe (2016) defined teaching practice as a "teacher training approach that was adopted by teacher training institutes to enhance a student teacher's adeptness in the career he or she is training for”.

From the foregoing, teaching practice was subsequently viewed as a pre-professional exercise geared towards helping the teacher trainee to bridge the gap between educational theory and practice. Through a program of cooperation and interactive guidance, the student-teacher acquires valuable skills in teaching and management of teaching from experienced teachers.

### **2.1.1 Teaching Practice Triad**

This triangle is also referred to as the student Teaching Triad. The success of teaching practice depends on the collaboration among cooperating teachers,

university supervisors, and aspiring teachers. The primary goal of this team is to guide the aspiring teacher to successful completion of teaching practice. The team needs to have a clear understanding of the program expectations for teaching practice participants. To function as a team, communication, and positive interaction are necessary ingredients needed for clarity of purpose and for collaboratively guiding, mentoring, and supporting student teachers.



The Aspiring Teacher’s field experience is the culminating activity for teacher candidates. Efforts should be made by program managers to place aspiring teachers at schools and subjects that correspond with their intended teaching license.

Cooperating Teachers is integral to successful professional teacher training or teacher education programs. They are field mentors due to their experience in the classrooms. They are expected to guide student teachers during their teaching practice in areas of instructional design, classroom management, assessment, and a broader notion of being a teacher.

Different institutions may have established standards that cooperating teachers must meet to host their student teachers. For example, cooperating teachers should have a minimum of three years of teaching experience at their current school. This will provide them with enough knowledge about the school and the system to guide student teachers. Cooperating teachers should be required to complete a course or seminar under the supervision of student teachers. They should also hold some kind of teaching license.

The University Supervisor who is the third prong of the triad should be well acquainted with the professional teacher training or teacher education program and performance expectations for the student teacher. They are the performance experts charged with evaluating and assessing student teachers during teaching practice. Ideally, supervisors should visit and meet with student teachers at their assigned postings at least three times during the twelve-week field experience to enable the supervisors to make informed decisions regarding aspiring teachers’

progress and performance as prospective classroom teachers. The first meeting should be at the beginning of the teaching practice. At this meeting supervisor should set expectations, and answer any questions that the student teacher may have. The second meeting should be evaluative; where the supervisor observes the student teacher and provides feedback, sets ongoing goals, and answers any new questions that the student teacher may have. The final meeting should be a conclusive evaluation meeting to determine the completion of the field experience and final grade. The supervisors also facilitate the scheduled meetings among cooperating teachers, student teachers, and supervisors otherwise known as ‘Triad Meetings’ to ensure open communication regarding the overall program and successful completion of teacher education requirements for licensure. Triad meetings also provide opportunities for student teachers to discuss in a safe supportive environment and issues that emerge during field experience. Supervisors are also responsible for assigning final grades for completing student teaching.

### **2.1.2 Advantages of Teaching Practice**

**Professionalism:** According to Obunadike and Ughammadu (2015) teaching practice is a worthwhile program for professionalizing teaching. Without teaching practice, a student teacher will not be recognized as a teacher. Collaborating,

Oluwafemi (2010) opined that teaching practice is “a basic professional requirement, the unfulfillment of which the student teacher cannot qualify as a teacher”

**Exposure:** the training gained during teaching practice no doubt exposes the student teacher to what is obtainable in the teaching profession. In lending credence to this, Ofoegbunam (2007) asserts that “teaching practice is a period during which the student-teachers are exposed to the practical realities of the teaching profession which form part of their program”. Also, Quick and Sieborger cited in Nyaga (2019) opined that “teaching practices expose student teachers to the real teaching world and contextualize their theoretical skills to practical skills”.

**Mastery of the subject:** Practice makes perfect. Thus, teaching practice provides the student teachers with experience in the actual teaching and learning environment which leads to perfection. Ngugi and Thungui (2014) asserted that “the mastery of the subject matter is the foundation upon which the education of a teacher requires among other things the skill of mastering the subject matter and being able to establish the inter-relationships between different subjects. Speaking further, they maintained that it is through the mastery of subject matter that they can help their learners to learn and understand the same subject matter, which is

essential for the professional growth of a teacher and contributes to the growth of a teacher as a person.

**Confidence:** Through the experience gathered during the exercise, the student teachers build confidence in themselves as teachers. Collaborating, Lukman (2021) opined that “teaching practice also improves the level of confidence among student teachers, this gives them the ability to present their seminar projects effectively and also enables them to handle higher classes after graduation”.

## **2.2 Concept of Teachers' Productivity**

Babalola (2009) in Oduwaiye (2011) noted that productivity in any sector would mean an increase in output. In the education sector teachers' productivity would mean better performance from teachers leading to school leavers or graduates who are morally, spiritually, physically, and mentally able to fit into the society as well as the labour market. Teachers are directly responsible for the success or failure of the educational system because their productivity reflects the productivity of the school. Anisah et al. (2020) also noted that teachers as professional and functional staff are responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, and have the most significant contribution to realizing school

productivity. A teacher cannot give what he does not have. Johnson and Birkland (2003) in Etomes and Molua (2019) also defined teacher productivity as a measure of the quantity and quality of the outcome, to their inputs in any aspect of their activities as teachers such as test results, graduation rates, dropout rates, labor market outcome, school climate, teacher commitment, and discipline. The success of Students in the education and learning process will be determined by their teachers' work productivity. Getange (2016) in Etomes and Molua (2019) explained that productivity on the part of the teachers is determined by their level of participation in the day-to-day running of the school, regularity in school, class attendance, and student's level of discipline and proper use of instructional materials to facilitate the learning process. In this regard, the teachers' performance could be measured through annual reports of the activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to the job, and extra-curricular activities.

### **2.2.1 Teachers Job Performance**

Teachers are the backbone of an educational activity. The success and failure of educational activities highly depend on their performance. Their performance is directly linked to the process and product of education. Therefore,

the performance of teachers is important for the improvement of education. Performance may be described as "an act of accomplishing or executing a given task." It could also be described as the ability to skillfully combine the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 2019). Performance incorporates the resulting outcomes of the actions of employees based on their expertise and skills. Consequently, teacher performance is how a member of the teaching staff fulfils the duties of their role, completes required tasks, and behaves in the school workplace. It is a sign of the capacity of an individual teacher in a workplace to efficiently achieve independent goals. In most organizational settings, employees' performance is the accumulation of skills, efforts, and abilities of all employees to contribute to the organization's improved productivity, leading to its goal achievement. Improved organizational performance indicates efforts towards goal achievement while requiring more efforts in terms of improved employee performance. According to Karakas (2020), the term "teacher performance" signifies individual teacher work achievement after exerting the required effort on the job, which is associated with getting meaningful work, an engaged profile, and compassionate colleagues and employers around.

Teacher performance is among the critical factors that contribute significantly to school organizational success. Any learning organization plays an important role in ensuring their employees perform better through the provision of training and welfare packages for their employees. Griffin (2015) explored that the performance of a teacher is determined by three factors, i.e., motivation, work environment/practices, and ability to do work. Chandrasekar (2021) examined how workplace practices impact teacher morale, productivity, and job performance both positively and negatively. If the workplace practices are not liked by the teacher, they get demotivated, and their performance is also affected. Poorly designed work timings, unsuitable authorities or duties, a lack of appreciation, and a lack of personal decision-making opportunities. People working in such an environment are not satisfied; they feel stressed about themselves, which impacts their job performance.

### **2.3 Teaching Practices and Teachers' Productivity**

Nebolisa, (2023) evaluated In-Service Training Programmes as Correlates of Teachers' Job Productivity in Public Schools in Anambra State. The study looked at the correlation between in-service training programs for teachers and their job output in Anambra State government-owned secondary schools. The study made use of a correlational research design. The sample of 619 obtained

from 48 secondary schools was obtained through a stratified random sampling technique from an entire population of 6,185 teachers from 262 government-owned secondary schools found in the state. A total number of five research questions were raised to guide the study and similarly, five null hypotheses were postulated and tested at 0.05 level of significance. The data for the study was obtained through the administering of copies of the instrument that was used for data collection entitled 'The In-Service Training Programs Questionnaire (ITPQ) and the Teachers' Job Productivity Questionnaire (TJPQ). The research instrument was subjected to a reliability test and a coefficient of 0.86 reliability was obtained using the test-retest method. From the study, findings showed that there exists a significant and positive relationship between teachers' job productivity and in-service training program participation, a significant relationship exists between seminar attendance by teachers, workshop training attendance, orientation for teachers, conference participation and job productivity of teachers in government-owned secondary schools in Anambra State. The study concluded that from the research, in-service training programs have a great correlation with the job productivity of teachers in public secondary schools. The study utilized a correlational design for the research which allows for the examination of relationships between variables, which is appropriate for the research question

posed with five research questions and five hypotheses. There is no theoretical framework in the study and validation of the instrument was not stated. Overall, Nebolisa's (2023) study addresses an important aspect of staff development with a significant sample size and a relevant context.

Ogunbayo and Mhlanga (2022), researched the Effects of Training Teachers on their Job Productivity in Teaching Engineering /Technically based Subjects in Public Secondary Schools. This study investigated the effects of teacher training on their job productivity in teaching engineering/ technically based subjects in public secondary schools. A check was carried out on teachers in selected public secondary schools that are within the State Mainland Education. The simple random sampling technique was adopted for the study, and 200 questionnaires were administered to 200 teachers in the selected public secondary schools. T-test statistics and PPMC were used in analyzing the data collected for the study. The findings from the study revealed that teachers' training in teaching engineering/ technical-based subjects in secondary schools increases job productivity and students' academic achievement. The study, findings also revealed that the training received by teachers on engineering/ technically based subjects, improves recognition, higher pay, promotion, and a sense of self-satisfaction. Hence the study concluded that the educational stakeholders and

government should conduct and enroll engineering/ technically based subject teachers to various on-the-job training which will enable teachers to improve professionally. The study employs a field survey design, which is appropriate for collecting large data. The use of simple random sampling is commendable, as it minimizes selection bias. The weakness of this study is that the theory of the study was not captured and the validation and reliability of the instrument used for the study was not mentioned.

In a study conducted by Onaolapo (2019) titled "Job Productivity of Teachers in Secondary Schools in Nigeria". The study looked into satisfaction at the family level and job satisfaction of teachers as correlates of teachers' job productivity in secondary schools in Ekiti State, Nigeria. The study used a descriptive survey research design. With a population that comprised of all the 179 principals and 7573 teachers in all the 179 public secondary schools in the state. The sample used for the study comprised 72 principals and 720 teachers obtained employing a multistage sampling procedure including simple and stratified random sampling methods. A pair of instruments titled "Family and Job Satisfaction Questionnaire(FJSQ)" and "Teachers' Job Productivity Questionnaire (TJPQ)" were used in the conduct of the study. The instruments were subjected to validation by experts to determine the appropriateness of the instruments. A

reliability test was carried out on the instruments using the test-retest method and a reliability coefficient of 0.65 and 0.75 were obtained for the two instruments respectively. Hypotheses formulated for the study were tested at a 0.05 significance level. The results from the study revealed that there exists a significant relationship between family satisfaction and job productivity and there was a significant relationship between job satisfaction and job productivity. However, the study concluded that job satisfaction and family satisfaction had significant effects on teachers' job productivity. The design in the form of a descriptive survey was adopted for the study and the study's sample size enhances the results' generalizability. The study lacks a theoretical framework.

Khan and Abdullah (2019) researched how staff training and development impacted teachers' productivity in Iraq. The main objective of the study was to find out the impact of training and development of staff on their productivity and job performance in their teaching at the classroom level and also in carrying out their duties as administrative as well. The study used a survey research design. Data utilized in the study were from primary and secondary sources. Available journals publications, books, research articles and as well as websites were the secondary sources of data. The instrument used for data collection at the primary level was a structured questionnaire. An interview was conducted with 58 teachers

with the aid of the questionnaire. Statistical Package for Social Sciences (SPSS Version 16) was utilized for data analysis. In conclusion, the study showed that there is a positive correlation between training and development and the productivity of teachers in Kurdistan. The study furthermore concluded that there exists a positive correlation between independent factors like job knowledge, skills, morale, potential, expertise, enhancement, proficiency, commitment, values and productivity. Technological training was found to be the most suitable and appropriate training program for the teachers of this particular region. This study was based on a survey research design and the primary objectives were well-defined. It has a limited sample size of 58 teachers which may not be a proper representative of the whole population, limiting generalizability. The theory in the study was not captured and the reliability and validation of the instrument used in the study was not mentioned. The study doesn't mention how participants were selected, potentially leading to sampling bias. Overall, the study gave valuable knowledge into the importance of training and development of staff for teachers' optimum productivity.

Shaiful and Alberto (2021), researched staff development level and teacher job satisfaction in schools in Johor, Malaysia. The study determined the level of teacher dimensional leadership and job satisfaction in 2 Johor's public secondary

schools, in Malaysia. With one school located in a rural area and the other one in the city. Respondents comprising 78 administrators, teachers and middle leaders participated in the study. With the usage of sequential explanatory mixed-method research design, the study made use of the Mohrman-Cooke- Mohrman Job Satisfaction Scale (MCMJSS), Teacher Leadership School Survey (TLSS), and semi-structured interviewing items as the instruments for the collection of data purpose. Several 3 respondents were chosen from each school to participate in a semi-structured interview. Descriptive statistics using mean and standard deviation and also inferential statistics using t-test, correlation, and analysis of variance were utilized in the analysis of data. The findings showed that all the schools were ranked in the region of high to very high in leadership dimensions of teacher and job satisfaction. There exists a significant difference in leadership dimensions of teachers and job satisfaction, and yet there exists a positive relationship that is statistically significant between job satisfaction and leadership dimensions of teachers in both schools. Part of the qualitative results from the study indicated that all the schools have acknowledged the level of the dimensions in job satisfaction. Lastly, strong evidence of teacher leadership practices was obtained in both schools. The study used the sequential explanatory mixed-method design for research, which combined both qualitative and quantitative methods to provide

a comprehensive understanding. The test of validity and reliability on the instruments was not captured. A limited sample size of 78 respondents from only two schools restricts generalizability. Overall, the study provides valuable insights into the leadership and job satisfaction of teachers in Malaysian secondary schools.

Rowena (2024), researched the Effect of Seminars for Teachers on the Teachers' Job Productivity of Higher Education teachers in the Philippines. The study delves higher into the research looking at ways in which seminars influence the job performance of teachers in higher education. It adopted a survey research design to examine how seminar affects the teaching performance of teachers in randomly selected 172 institutions of higher education faculty members in the Philippines. The data for the study were collected and analyzed using both inferential and descriptive statistics. Results from the t-test analysis showed that there is a significant difference in the faculty member's performance before and after attending the teaching seminar, with a teaching performance average score of 1.56 before and after attending the teaching seminar. The overall, findings from the study revealed that seminars significantly helped the members of faculty in institutions of higher education in improving their performances in regards to teaching and that the seminar was efficient among the members of the faculty, most especially the newly employed or less experienced teachers. As various

institutions of education continue to give priority to the professional development of teachers in their faculty, knowledge of the effect of seminars on teachers' teaching has become very crucial for boosting the culture of continuous teacher improvement in higher education. The study used a survey research design and findings from the study cannot be generalized. The instrument's validity and reliability testing was stated. The population drawing of the sample size was not captured. Overall, the study was able to provide important insights into the effectiveness of seminars for teachers in improving them.

A study conducted by Baustad and Bjørnstad (2023) focused on In-service professional development for enhancing interaction, experiences, staff reflections and skills in Norway. The study assessed the staff of ECECs' views on the in-service teacher professional development practices which targeted to improve the total quality of teaching in the ECEC. The research work draws on various theories and research. Personnel were employed from ECEC tertiary institutions in a particular region in Norway that are already participants. A sample of staff was obtained from all the staff working with a class of children who agreed to participate. Therefore, it ended in a sample selection of twenty-two staff that work with seven groupings of children in two ECEC public institutions; four groups with various children within the age range of 1–3 and three groups with children

within the age bracket of 3–5. Due to some circumstances that are different from each other, three people in the selected participants revoked their consent, and as a result, the study was based on data from nineteen members of staff. The majority of those that participated were female (95%), with all having a full-time role in the institution and working for five days each week with that very similar child group, and had also worked in ECEC for about thirteen years. Fifty- eight per cent of them had a degree in ECEC and twenty-one per cent had at least a certificate as youth and child workers which is the higher secondary education. The group was in agreement with what is obtainable in Norway by size; about three members of staff with a qualified teacher working with an estimated ten children below the age of three or twenty children over the age of three. Individual interviews, data collection, observations through video and thematic analysis of content were employed in analyzing the interview transcripts. Major findings of the work revealed that: the process was highly useful for staff, there was an increase in their motivation during the whole process, improved autonomy was experienced, well-being and self-confidence as a result of training made staff became more conscious about various interactional aspects. The study used Qualitative research but didn't capture what type of qualitative research. The study also used Individual interviews and thematic analysis which provides in-depth insights. The study only

examines short-term effects (three months). The study doesn't compare different PD approaches or control groups. The validity of the interview questions was not stated.

Popova et al. (2021) researched the professional development of teachers around the whole world: The lacuna between evidence and practice. A lot of teachers in low and middle-income nations lack the necessary skills for teaching effectively, and teacher professional development programmes are the main tool that almost every government is using for upgrading those necessary skills. The paper proposed indicators which is the Survey Instrument for In-Service Teacher Training for standardizing reports on professional teacher development. The application of this instrument to thirty-three enormously evaluated PD programs revealed that those programs linking participation to career incentives are specifically subject-focused, lesson incorporating in the training, with initial one-on-one interaction in training tend to reveal higher learning gains by students. In the interviews conducted qualitatively, programme implementation by those responsible also reported a follow-up visit as part of the most vibrant and productive traits of their professional development programmes. This study then used the instrument to present important data on a sample of 139 respondents that are government-sponsored, to scale up teacher professional development

programmes in about fourteen countries. The characteristics of most of the at-scale teacher professional development programmes are sharply in contrast from those of programmes that results suggested are effective, with lesser incentives to participate in the PD, fewer opportunities for practice of new skills, and lesser follow-up the moment those teachers return to their various classrooms. The study made use of a survey research design. The problem statements of the above study agreed with the title, even though they were visible to the average reader. The study lacked a theoretical framework which doesn't explicitly link to TPD theories. The gap in the study doesn't evaluate the cost-effectiveness of TPD programs. The population was not clearly stated before the sample size was selected. Overall, the study provides significant insights into Teacher Professional Development programs.

Langat (2022), conducted a study on how staff training and development influence the performance of lecturers at Rongo University, Kenya. They utilized a descriptive survey research design. The targeted population for the study was 102 teaching staff of Rongo University which comprises professors, readers, senior lecturers and others. The sample size for the study was eighty-two staff who were selected through a stratified random sampling technique. Both primary and secondary data were used. The data at the primary level was collected through the

usage of questionnaires which were semi-structured while the data at the secondary level were collected through annual reports from Rongo University. The data for the study was analysed using thematic analysis for the qualitative data then results were presented in a narrative form. With the use of SPSS (version 22), descriptive statistics and inferential statistics were used for quantitative data analysis. The study made use of descriptive statistics to find the mean, frequency distribution and percentage. While inferential statistics with the aid of correlational analysis and multivariate regression analysis were used. Results from the study were presented in the form of tabular, pie charts, bar charts and so on. The study found that staff training and their development have a lesser effect on the academic achievement of lecturers at Rongo University. The study further found out that Rongo University made available insignificant training to the teaching staff and a handful of the staff had been trained since from the time they got employment with Rongo University. The study used a descriptive survey as the research design and the theory used for the study was not captured. How valid and reliable the instrument used was not captured. For the statistical analysis, the study has a small sample size (82 participants, 80% response rate). Overall, the study provided valuable insights into the topic, but further improvements in design clarity, and method of data analyses would strengthen its findings. Arinaitwe

(2024) examined the development of staff and how it has impacted the academic achievement of students in selected secondary schools of Kanungu District in Uganda. The study employed a mixed-methods approach and it sought to provide clear and articulated empirical illumination into the correlation between alternating approaches to developmental initiatives of staff and academic achievement of students within the purview of government-owned secondary schools of Kanungu District, Uganda over six years. However, little comprehensive evidence was able to systematically evaluate such different effects for informed evidence-based utilization of budgets. To curb this knowledge lacuna, annual examination achievement data ranging from 2014 to 2019 overall twenty secondary schools in the district were captured from the Examinations Board of Uganda records. Students' academic performance showed a moderately strong positive correlation with the teachers' performance reviews which was significant statistically. The findings of the study brighten the pathways towards improving educational succession through the elaborating of human capital capabilities with the potential for transformation-scaled replication giving an implementation process that was supportive of tailored solutions amid disturbing resource constraints facing Uganda's remote borderlands. The study adopted a case study which was not clearly stated but the actual purpose of the study was clearly stated,

which is in agreement with the title. The strategies used to get the data for this paper were mixed methods which were clearly explained. Longitudinal design (6-year period) which had a Comprehensive data collection. The instruments and their development were explained. The findings were well organized and reported objectively based on the visible results and the findings of the study. The validation and reliability of the instrument were not captured and also the methods of statistical analysis were not stated.

Mduma and Mkulu (2021) looked at how teachers' professional development influenced practices on their job productivity in secondary schools that are public-oriented: A case of Nyamagana District of Mwanza-Tanzania. It sought to determine the impact of professional development practices of teachers on their job output in the district. The study made use of a parallel design that is convergent under the mixed methods research approach to help in the collection and analysis of both quantitative and qualitative data. Simple and stratified random sampling techniques were employed to sample teachers and government-owned secondary schools while a purposive sampling technique was used to sample schools' heads and the officer of education at the district. The size of the sample for the study was ninety-one respondents. Data for the study was obtained through the use of interview guides and questionnaires. Quantitative data collected was

analyzed using SPSS while qualitative data collected were analyzed through the thematic analysis of the specified objectives. The findings of the study showed that training given to the teachers had the most impact on diverse dimensions like; improvement of teaching techniques, reduction in teachers' burnout rate, turnover and stress, improvement in teachers' effectiveness and improvement in the overall teaching personnel. The study recommended that performance appraisals regularly in schools will enable almost all the teachers to better themselves in classroom control and management, simplify teacher supervision, and the assessment process, improve proper communication and it also ensure that teachers are disciplined at work. The study utilized a case study research design and the author's problem statements have two objectives, that guided the study. The population used was not captured before the sample size was selected and the validity and reliability of instruments were not also stated. The statistical tools used are adequate. The article gap is that the study doesn't examine the sustained effects of teacher professional development.

David (2023) conducted a study on Teachers' Professional Development and Job Performance in some Selected Secondary Schools in Ibanda Municipality. The study determined the relationship that exists between the professional development of teachers and their job performance in Ibanda Municipality

secondary schools. The study used descriptive survey design which is cross-sectional using a quantitative approach in the gathering, analyzing, interpreting, and presentation of data. The targeted population for the study consisted of headmasters, teachers, and study directors. Using Krecjie and Morgan's table for determining sample size, nineteen headmasters, 470 teachers, and twenty study directors were utilized in the study. Purposive and simple random sampling techniques were used to obtain the sample size. Data for the study were collected using a questionnaire that is closed-ended. Findings from the study showed that professional development and the job performance of teachers were positively correlated. Critical to the job performance of teachers is their professional development since it aids teachers in the improvement of their subject mastery, methods of teaching, beliefs and general attitude towards work, and diverse teaching, learning and other activities. The study however recommended continuous development activities professionally for all teachers. The school management should have a specified amount in their budget which should be for teachers' professional development. The use of a cross-sectional descriptive survey design, along with a structured closed-ended questionnaire, adds rigour to data collection and analysis. There was no mention of how valid and reliable the instruments used were assessed or established. Overall, the study contributes

valuable findings to the discourse on teachers' professional development and its effects on job performance.

Kaki (2023) researched Practices for Staff Development and Teachers' Job Performance in Mission Schools in Bayelsa State, Nigeria. The research critically looked at various staff development practices implemented and teachers' job performance in missionary secondary schools in Bayelsa State. The design for the study was a correlational survey and the ex-post- -facto. The study used the entire population of the study which consisted of 287 teachers and school administrators in the state mission schools. The instrument used for data collection was a structured questionnaire named: Staff Development Practices and Teachers Performance Questionnaire (SDPTPQ). In determining the reliability of the instrument, it was subjected to using missionary schools in Delta State which is out of the study population and a reliability coefficient of 0.81 was obtained indicating a high reliability coefficient. Data obtained for the study were subjected to analysis using mean and standard deviation to answer the research questions and Pearson r was used for testing the hypothesis at 0.05 level of significance. From the study, findings revealed that existing staff development practices in mission schools in Bayelsa State include; conferences at professional levels, job specification rotation and so on. The outcome of the study also revealed that

practices that develop teachers impacted their performances since they help foster collaboration, mitigate current challenges that exist in the primary responsibilities of teachers and also contribute to teachers' capability to meet the different needs of learners. The reviewed study employs a correlational survey with an ex-post-facto design. By including all 287 school administrators and teachers, the study benefits from a full population analysis, which strengthens the findings. Moreover, the researcher does not mention the validity and reliability of the questionnaire used for data collection; this could affect the credibility of the findings.

Matiba (2020) conducted a study on how relevant the courses on staff development are in taking care of various needs of pedagogy in university teaching staff in Tanzania. The research study looked into how relevant staff development courses were carried out in a pair of Tanzanian universities to affirm whether they cater for the lecturers' pedagogical needs or not. Three specific objectives were used in guiding the study. A total number of thirty-eight participants were studied. Interviews that are semi-structured in nature and documentary reviews were mainly the tools used for data collection. The study found out that the pair of universities have been offering several courses on staff development basically in research and teaching. Some of the teaching courses included how to teach larger classes and how technology can be integrated into

teaching. However, the study found that academic staff members had varied staff developmental needs based on the core functions of respective universities most especially in research and teaching. The study adopted a Qualitative research approach suitable for exploring complex issues. Semi-structured interviews and documentary reviews provide rich data. The study has a limited sample size (38 participants) and scope (two universities) and the study lacks generalizability. The Study relies on self-reported data from academic staff and no quantitative data to support findings. Limited exploration of underlying factors influencing staff development needs.

Senyamator et al., (2019) examined the correlation between the job satisfaction of teachers and how productive they are in the Ashanti Region of Ghana. The study aimed to assess how school teachers' job satisfaction at the basic level relates to their productivity in the region. A descriptive design was used in the study. The entire population of the study captured all the school teachers at a basic level in the District. The total sample size was 217. A self-developed questionnaire by the researchers was used to obtain data from the respondents. Major findings of the study showed that most of the respondents (71.9%) believed that the government's teacher award scheme for the best only motivates a negligible number of teachers neglecting most of the teachers. Teachers' job

satisfaction levels showed a strong positive correlation with their productivity. For the enhancement of teacher job satisfaction and productivity, the study, therefore, recommends that the award for best teacher of the district should be made to cover more teachers in the entire district instead of a particular individual so that most of the teachers would not feel demoralized, unrecognized and neglected. The use of a research design in the form of a descriptive survey and the problem statement were clearly stated with two research questions that guided the study. There was no theoretical framework and the population was not captured before the sample size was selected. The procedures used for the sampling technique were not also stated. The instrument's validity and reliability were successfully conducted.

#### **2.4 Summary of Literature Review**

The literature reviewed teaching practice as a period of industrial experience during which the student teacher has the opportunity to integrate educational theories, teaching methods, skills, and strategies into actual classroom teaching in a school. It is a type of internship practised in medicine, law, and other professions. As can be seen from the literature reviews, the teaching practice triad includes cooperating teachers, university supervisors and aspiring teachers, the triad is aimed at successful teaching practices.

The reviewed literature also looked at teacher productivity as a measure of the quantity and quality of the outcome, of their inputs in any aspect of their activities as teachers such as test results, graduation rates, dropout rates, labor market outcome, school climate, teacher commitment, and discipline.

The reviewed literature further investigated teaching practices and teacher productivity. Study Nebolisa revealed that there exists a significant and positive relationship between teachers' job productivity and in-service training program participation, a significant relationship exists between seminars attendance by teachers, workshop training attendance, orientation for teachers, conference participation and job productivity of teachers in government-owned secondary schools. Another study by Ogunbayo and Mhlanga, findings from their study revealed that teachers' training in teaching engineering/ technical-based subjects in secondary schools increases job productivity and students' academic achievement.

This research has probably been conducted in other states and academic fields of study, but not in Edo State and Egor local government. Therefore, the researcher aims to address this gap so that teachers, university supervisors and aspiring teachers may gain insight into the impact of teaching practice on the productivity of teachers.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the methods that were used in conducting this research were done along the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **3.1 Research Design**

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it helped to collect data on the impact of teaching practice on the productivity of teachers in public secondary schools in Egor local government area of Edo State

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

The population for this study will consist of all the 274 public secondary school teachers in the 13 public secondary schools in Egor Local Government Area of Edo State. (Ministry of Education, Edo State, 2024).

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

The sample size for the study will consist of sixty-five teachers. With the aid of the simple random sampling technique, five (5) teachers each will be selected from thirteen (13) public secondary schools in the local government thus, making a total sample size of 65 respondents. The simple random sampling technique will be used to draw out the respondents.

### **3.4 Research Instrument**

The instrument that will be used for the data collection will be a structured questionnaire titled “Impact of Teaching Practice On the Productivity of Teachers in Public Secondary Schools in Egor Local Government Area of Edo State Questionnaire (ITPOPTPSSQ)”. The questionnaire will be divided into two sections, A and B. Section A will focus on the demographic or personal data of the respondent while section B will contain information that borders on the problem of this research. The questionnaire consisted of a 4-point Likert scale response of Strongly agree (4), Agreed (3), Disagree (2), and Strongly Disagree (1).

### **3.5 Validity of the Instrument**

The questionnaire designed by the researcher will be presented to the project supervisor to cross-check for content validity. His opinion and observations will be incorporated into the instrument before it will be administered to the respondents.

### **3.6 Method of Data Collection**

The copies of the questionnaire will be distributed by the researcher to the respondents. All the questionnaires that will be administered will be collected on the spot to ensure a high return rate.

### **3.7 Method of Data Analysis**

The researcher will make use of descriptive statistics such as mean score and standard deviation as the method of data analysis. The scores above the mean of 2.50 will be considered high, while scores below the mean of 2.50 will be considered low.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents the results and discussion of the findings in line with the research questions. It is discussed in two sections. Section A deals with the analysis of the demographic information of the respondents, section B deals with answering the research questions and section C is concerned with the discussion of findings. However, sixty-five (65) questionnaires were administered but fifty-nine (59) questionnaires were returned and filled. Hence, the data analysis was based on the fifty-nine (59) questionnaires recovered.

#### **4.2 Section B: Research Questions**

**Research Question 1:** What is the current state of teaching practice among teachers in public secondary schools in Egor Local Government Area?

**Table 1:** Distribution of responses on the current state of teaching practice among teachers in public secondary schools

S/N	Items	N=59 Mean	SD	Remarks
1	Teachers regularly review and update their lesson plans	3.09	0.93	High
2	Teachers collaborate with their colleagues to share best practices and improve teaching	2.91	1.32	High
3	Teachers participate in regular professional development activities to improve my teaching practice	2.93	1.02	High
4	Teachers stay up-to-date with current research and trends in education	3.01	0.97	High
5	Teachers provide regular feedback to students on their performance	2.79	1.21	High
<b>Grand Mean</b>		<b>2.94</b>		

Data presented in Table 4 revealed that the respondents agreed on all the items presented at a mean score of 3.09, 2.791, 2.93, 3.01 and 2.79 respectively. The grand mean of 2.94 is above the criterion mean score of 2.50 which implies that teachers engage in regular review and update their lesson plans, collaborate with their colleagues to share best practices and improve teaching, participate in regular professional development activities, stay up-to-date with current research and trends in education, and provide regular feedback to students on their performance to improve on current state teaching practice.

**Research Question 2:** How does teaching practice impact teacher’s productivity in public secondary schools?

**Table 2:** Distribution of responses on how does teaching practice impact teacher’s productivity in public secondary schools

S/N	ITEMS	N=59		
		Mean	SD	Remarks
1	Teaching practice exposes a student teacher to the preparation of lesson notes based on the level of the learner	2.79	0.81	High
2	Teaching practice helped trainee teachers broaden their knowledge of the subject matter	3.02	1.34	High
3	Teaching practice has helped one to gain valuable insight into assessing his suitability for the teaching profession	3.11	0.97	High
4	Teachers training programme enhances teacher’s productivity	3.07	0.89	High
5	Teachers' training programme improves teachers and teaching quality	3.12	1.03	High
<b>Grand Mean</b>		<b>3.02</b>		

Data presented in Table 5 revealed that respondents agreed on all the items presented at a mean score of 2.79, 3.02, 3.11, 3.07 and 3.12 respectively. The grand mean of 3.02 is above the criterion mean score of 2.50 which implies that teaching practices have impacted teacher productivity and exposed student teachers to the preparation of lesson notes based on the level of the learner, helped trainee teacher to broaden their knowledge of the subject matter, helped them to gain valuable insight about assessing his suitability for the teaching profession, enhances and improves teachers productivity and teaching quality.

**Research Question 3:** What are the challenges faced by teachers in implementing effective teaching practices?

**Table 3:** Distribution of responses on the challenges faced by teachers in implementing effective teaching practices

S/N	ITEMS	N=59		
		Mean	SD	Remarks
1	Lack of resources (e.g., textbooks, technology) hinders teachers abilities to implement effective teaching practices	3.21	1.43	High
2	Insufficient support from school administrators makes it difficult for teachers to implement new teaching methods	3.13	0.95	High
3	Large class sizes make it challenging for teachers to provide individualized attention to students	2.93	1.66	High
4	Students' varying learning styles and abilities make it difficult for teachers to implement effective teaching practices	3.05	1.33	High
5	Students' limited access to technology or resources outside of the classroom makes it challenging for teachers to implement effective teaching practices	3.10	0.93	High
<b>Grand Mean</b>		<b>3.01</b>		

Data presented in Table 6 revealed that respondents agreed on all the items presented at a mean score of 3.21, 3.13, 2.93, 3.05 and 3.10 respectively. The grand mean of 3.01 is above the criterion mean score of 2.50 which implies that teachers encounter a myriad of challenges in implementing effective teaching practices, such challenges include a lack of resources, insufficient support from school administrators, large class sizes, students'

varying learning styles and abilities, and students' limited access to technology or resources outside of the classroom.

**Research Question 4:** How can teaching practice be improved to enhance teacher's productivity?

**Table 4:** Distribution of responses on how can teaching practice be improved to enhance teacher's productivity

S/N	ITEMS	N=59		
		Mean	SD	Remarks
1	Providing teachers with ongoing professional development opportunities would improve teaching practice	2.91	1.72	High
2	Encouraging teachers to reflect on their practice and set goals for improvement would enhance teaching practice	3.13	1.45	High
3	Providing teachers with autonomy to design their curriculum and instructional strategies would improve teaching practice	2.99	0.93	High
4	Aligning teachers professional development with cultural awareness	3.04	1.49	High
5	Teachers should enhance cooperative learning among the students	3.21	0.51	High
<b>Grand Mean</b>		<b>3.06</b>		

Data presented in Table 7 revealed that respondents agreed on all the items presented at a mean score of 2.91, 3.13, 2.99, 3.04 and 3.21 respectively. The grand mean of 3.06 is above the criterion mean score of 2.50 which implies that teaching practices can be improved to enhance teacher productivity, the improvement includes providing teachers with ongoing professional development opportunities, encouraging teachers to reflect on their practice and setting goals for improvement, providing teachers with autonomy to design their own curriculum and instructional strategies, aligning teachers' professional development with cultural awareness, and enhancement of cooperative learning among students by teachers.

### **4.3 Section C: Discussion of Findings**

Findings from the study revealed that teachers engage in regular review and update their lesson plans, collaborate with their colleagues to share best practices and improve teaching, participate in regular professional development activities, stay up-to-date with current research and trends in education, and provide regular feedback to students on their performance to improve on current state teaching practice.

Findings from the study revealed that teaching practices have impacted teacher productivity and exposed student teachers to the preparation of lesson notes based on the level of the learner, helped trainee teacher to broaden their knowledge of the subject matter, helped them gain valuable insight about assessing his suitability for the teaching profession, enhances and improves teacher's productivity and teaching quality. In support of these findings, Ogosu and Agi (2024) reveal in their study that the variables of teachers' productivity such as effective teaching, lesson note preparation, effective use of the scheme of work, creativity, innovativeness, and responsibility, monitoring of students' work,

disciplinary ability and work ethics are virtues which should be upheld effectively by teachers in the school system.

Findings from the study also reveal that teachers encounter a plethora of challenges in implementing effective teaching practices, such challenges include a lack of resources, insufficient support from school administrators, large class sizes, students' varying learning styles and abilities, and students' limited access to technology or resources outside of the classroom. In collaboration with these findings, Emesini, Ugwu, Mbah & Ikpozu (2024) revealed in their study that inadequate funds and transport facilities bad road networks lack of skilled manpower in schools of practice and improper supervision create problems for student teachers that now hinder their effective practice of teaching.

More so, findings from the research study unravel that teaching practices can be improved to enhance teacher productivity, the improvement includes providing teachers with ongoing professional development opportunities, encouraging teachers to reflect on their practice and set goals for improvement, providing teachers with autonomy to design their own curriculum and instructional strategies, aligning teachers' professional development with cultural awareness, and enhancement of cooperative learning among students by teachers.

## **CHAPTER FIVE**

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

This chapter dealt with the summary of the study, the conclusions drawn, the results obtained and recommendations.

#### **5.1 Summary**

This study examined the impact of teaching practice on the productivity of teachers in public secondary schools in the Egor local government area of Edo state. To achieve the purpose of the study, four research questions were raised and examined. The population of the study comprises public secondary teachers in the Egor local government area of Edo State. The sample size for the study was made up of sixty-five (65) respondents randomly selected from five public secondary schools in the local government, however, fifty-nine (59) questionnaires were returned and filled. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done using mean and standard deviation.

## **Findings of the research**

Findings from the study include:

- Teachers engage in regular reviews and update their lesson plans, collaborate with their colleagues to share best practices and improve teaching, participate in regular professional development activities, stay up-to-date with current research and trends in education, and provide regular feedback to students on their performance to improve on current state teaching practice.
- Teaching practices have impacted teacher productivity and exposed student teachers to the preparation of lesson notes based on the level of the learner, helped trainee teacher to broaden their knowledge of the subject matter, helped them to gain valuable insight about assessing their suitability for the teaching profession, enhances and improves teachers productivity and teaching quality.
- Teachers encounter myriad challenges in implementing effective teaching practices, such challenges include a lack of resources, insufficient support

from school administrators, large class sizes, students' varying learning styles and abilities, and students' limited access to technology or resources outside of the classroom.

- Teaching practices can be improved to enhance teacher productivity, the improvement includes providing teachers with ongoing professional development opportunities, encouraging teachers to reflect on their practice and set goals for improvement, providing teachers with autonomy to design their own curriculum and instructional strategies, aligning teachers' professional development with cultural awareness, and enhancement of cooperative learning among students by teachers.

## **5.2 Conclusion**

The study investigated the impact of teaching practice on the productivity of teachers in public secondary schools in the Egor local government area of Edo state. Based on the findings of the study, the researcher concluded that teachers engage in a series of activities such as regular review and updating their lesson plans, collaborating with their colleagues to share best practices and improve teaching, participating in regular professional development activities to improve on their current state of teaching practice. Teaching practice impacts teacher's

productivity and improves teaching quality. The researcher also concluded that teachers encounter myriad challenges in implementing effective teaching practices.

### **5.3 Recommendations**

Based on the findings and conclusion drawn from this study, the following recommendations were put forward:

- No matter how impactful teaching practice is for student-teachers, their competence will be jeopardised if they are not well remunerated as teachers. This is the bane of the teaching profession in public schools. In this light, the government should provide teachers with good pay and proper motivation so that they can compete meaningfully.
- The teaching practice exercise must be used as a selection instrument for good teachers. It takes a certain type of person to be a teacher as such the exercise should be used to qualify those who can be good teachers and to disqualify those who are not teacher material. By so doing only those who can teach very well will graduate as teachers.
- Schools should ensure they cope with the changing technological environment and organizational climate by designing proper and functional

in-service training and staff development programmes for their teachers to boost their morale, enhance their productivity and ensure that workers' training is conducted frequently in schools.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**SECTION A: Demographic Data**

**Instruction:** please tick (√) the appropriate responses in the boxes below

**Gender:** Male ( ) Female ( )

**Educational Qualification:** B.Sc. ( ), M.Sc. ( ), Ph.D. ( ) Others (specify)\_\_\_\_\_

**Working Experience:** 1-5yrs ( ), 6-10yrs ( ), 11-15yrs ( ), 16-20yrs ( ), 21 years above ( )

**Research Questions**

- v. What is the current state of teaching practice among teachers in public secondary schools in Egor Local Government Area?
- vi. How does teaching practice impact teacher's productivity in public secondary schools?
- vii. What are the challenges faced by teachers in implementing effective teaching practices?
- viii. How can teaching practice be improved to enhance teacher's productivity?

**SECTION B: Research Variables**

**Instruction:** in this part, you are required to tick (√) as you find Appropriate:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1.	Teachers regularly review and update their lesson plans.				
2.	Teachers collaborate with their colleagues to share best practices and improve teaching.				
3.	Teachers participate in regular professional development activities to improve my teaching practice				
4.	Teachers stay up-to-date with current research and trends in education				
5.	Teachers provide regular feedback to students on their performance.				
6.	Teaching practice exposes a student teacher to preparation of lesson note based on the level of the learner.				
7.	Teaching practice helped trainee teacher to broaden their knowledge of the subject matter.				
8.	Teaching practice has helped one to gain valuable insight with regard to assessing his suitability for the teaching profession.				
9.	Teachers training programme enhances teacher's productivity.				
10.	Teachers training programme improves teachers and teaching quality.				
11.	Lack of resources (e.g., textbooks, technology) hinders teachers abilities to implement effective teaching practices.				
12.	Insufficient support from school administrators makes it difficult for teachers to implement new teaching methods.				
13.	Large class sizes make it challenging for teachers to provide individualized attention to students.				
14.	Students' varying learning styles and abilities make it difficult for teachers to implement effective teaching practices.				
15.	Students' limited access to technology or resources outside of the classroom makes it challenging for teachers to implement effective teaching practices.				
16.	Providing teachers with ongoing professional development opportunities would improve teaching practice.				
17.	Encouraging teachers to reflect on their practice and set goals for improvement would enhance teaching practice				
18.	Providing teachers with autonomy to design their own curriculum and instructional strategies would improve teaching practice.				

19.	Aligning teachers professional development with cultural awareness				
20.	Teachers should enhance cooperative learning among the students				