



IN-SERVICE TRAINING, PERFORMANCE APPRAISAL AND TEACHERS PRODUCTIVITY IN SECONDARY SCHOOL IN OSUN WEST SENATORIAL DISTRICT, OSUN STATE, NIGERIA

JOHNSON TAYO ADIGUN (PH.D)

*Department of Educational Foundations and Management,
Bamidele Olumilua University of Education, Science and Technology. Ikere-Ekiti (BOUESTI)*

GRACE OLUWAKEMI DAIRO

*Department of Educational Foundations and Management,
Bamidele Olumilua University of Education, Science and Technology. Ikere-Ekiti (BOUESTI)*

ABSTRACT

Productivity remains the heart of any venture both in the industry and all sectors. Productivity is always a function of several variables used in a relationship to give desired optimum output. Meanwhile, there have been several insinuations concerning the school system as stakeholders have often complained of poor teacher productivity. One therefore wonders if in-service training and performance appraisal could bring about improved teacher productivity. The study investigated the relationship among in-service training, performance appraisal and the productivity of secondary school teachers in Osun state, Nigeria. The study adopted the descriptive survey research design. A total of 516 respondents (486 Teachers and 30 Principals) were selected to constitute the sample for the study. However, only 480 questionnaires was retrieved. The instrument employed was questionnaire titled "In-service Training, Performance Appraisal and Teacher Productivity Questionnaire (ITPATPQ)". Four research questions were answered and four hypotheses were tested at 5% level of significance. Data collected were analysed using frequency counts, percentage, mean, Pearson Product Moment Correlation (PPMC), Multiple Regression analysis and t-test. The study revealed that there was no significant difference in the perception of secondary school administrators (principals) and teachers on the contributions of the use of performance appraisal for teachers' promotion (productivity) in Osun West Senatorial District, Osun State, Nigeria. Moreover, it was revealed that in-service training significantly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ($r = 0.370$, $p < 0.05$). also, it was also found that performance appraisal significantly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ($r = 0.492$, $p < 0.05$). in addition, in-service training and



performance appraisal jointly influenced secondary school teachers' productivity in Osun West Senatorial District, Osun State, Nigeria ($F\text{-ratio} = 10.141, P < 0.05$). It was therefore recommended that government should use more resources to ensure that teachers are developed through In-service training. Also, teachers should be appraised from time to time as this will reveal their strengths and weaknesses for better improvement. Finally, teachers should be encouraged to portray positive attitude at all time.

KEYWORDS: In-Service Training, Performance Appraisal, Teachers Productivity

INTRODUCTION

Productivity in the words of Bernolak in Vipinosa (2015) is the result of efforts exerted and resources utilized in creating a good Productivity. Productivity can be measured as a ratio of output to input (Ajayi & Afolabi, 2012). In the context of the school system, productivity is measured by both efficiency and effectiveness, with the realization of goals and objectives in the school being a function of teacher efficiency and effectiveness (Garret & Poole in Ajayi & Afolabi, 2012). Low productivity in secondary schools reflects on students' output, such as skills acquired, failure, repetition and dropout rates amongst others that have adverse effects on the society and students.

Reports from UNESCO (1984) cited in Mutua (2014), explained that school dropouts are most likely candidates for unemployment and dropouts from secondary school are often the most disadvantaged in the job markets. Being educated, their educational aspirations are high. They are often not satisfied with traditional occupations or engaging in production at subsistence level. Moreover, family members expect them to engage in salaried work to bring returns to the investment that the family made. Successful secondary school leavers have difficulties in obtaining employment indicating that the dropouts a more difficult task in securing jobs. It could be said that dropout is not only an economic and pedagogical issue, but also a social and political one (Mutua, 2014). Learning outcome, classroom management, teacher student's interaction, professional development and professional focus are indications of teacher productivity.

The role of the teacher in the overall development of any child cannot be underestimated, as it is the teacher that as establish a climate of emotional support, helpfulness and serves as facilitator of learning to the child. Teacher is the important factor in the learning achievement of school children. In view of the foregoing, Ajao (2001) posited



that the quality of education depends on teachers as reflected on the overall development of pupils. Evidence abound that the teacher is a very most important single factor in determining what a school will be like for children. Thus, teachers create conditions that motivate school teachers to initiate positive interaction, ensures and enhance the physical condition/ environment that is conducive both for teachers' work and children learning achievement.

Teachers output can be determined by the extent to which any educational goals are met. In the classroom, the productivity of a teacher is a reflection of learning outcome of students. A productive teacher is an effective teacher. Aina, Olanipekun, & Garuba (2015) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self initiating learning. Effective teachers are very important for student learning. However, it is possible to measure some teachers' attribute like interaction with student, teaching strategy, motivation, pedagogical content knowledge and classroom management. Classroom management is a vital component of teacher productivity. Classroom Management is one of the neglected areas in our secondary schools, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, especially in terms of sound academic performance of the school. When this happens other negative consequences follow such as the depletion of the student population of the school because parent/guardians prefer to enroll their children and ward in schools that are performing well academically (Sunday-Piaro, 2018).

Discipline, is one of the key variable of Classroom Management. Discipline is a function of the interaction between teacher and student that bring about self-control and respect for authority (Sunday-Piaro, 2018). It entails creating and keeping rules based on reciprocal understanding limits that must not be breeched. What is common in the present time are students breeching the limits, turning violent in classroom, and exhibiting extreme unruly behavior. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support effective teaching and learning For greater teacher productivity, it is important that teachers learn to effectively manage their classrooms.

Teacher-students interaction is very important in school as it aid student success. The interaction between teacher and student is essentially the fundamental basis for teaching. A good teacher-student relationship may be more valuable for students with behavior and learning challenges (Aina, Olanipekun, & Garuba, 2015). A productive teacher will always interact well with students both within and outside the classroom because this is very



important to students' learning. Interaction between teacher and student in school is very important and teachers should ensure maximum interaction that will enhance learning in the classroom. Aina (2013) faulted lack of adequate interaction between teacher and student as one of the reasons students do not perform well academically. Interest and achievement of students lie within the teacher and students interaction/relationship in a given subject (Onah and Ugwu, 2010). Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goals. Most students learn best in the environment where they are able to freely express their feeling and this could be a situation when they are free with the teacher. Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which learner feel appreciated, acknowledge, respected and admired. Students who enjoy a close and supportive relationship with a teacher are more engaged and work harder in the classroom, persistence in the face of difficulties and cope better with stress (Aina, Olanipekun, & Garuba, 2015)..

Professional focus is the hallmark of teachers' productivity. Teaching is a profession and therefore for anyone to be effective in this profession he or she must be focused. The problem we have in teaching profession in Nigeria today is loss of focus. Many other professions in Nigeria like medical and banking are effective because people who practiced the profession remain focused. Inadequate emphasis on professionalism in the teaching domain is a plague to teachers' effectiveness. Olanipekun (2013) posits that teachers who are deficient in professional approach to teaching lack teaching methods and cannot follow the progress of a child psychologically, emotionally and otherwise in learning. As observed by Stronge et al (2011) that effectiveness can be measured by instructional delivery, assessment of students' leanings, learning environment and personal quality of the teacher. All these could only be possible for someone with a professional focus. Once the professional focus is not there those constructs also becomes mere mirage. Four things come to mind when we are talking about professional focus, are distraction, professional development, interpersonal relationship and punctuality.

Professional development is critical to the retention and improvement of any teacher in classroom. An effective teacher constantly and consistently develops his or her teaching skill and knowledge. A teacher who remains on the job and failed to develop his or herself through seminar, conference and workshop for years has lost his or her professional focus. There is a saying that punctuality is the soul of a business. A teacher who comes late to class



under any guise is not productive. Coming late to class is tantamount to wasting instructional time according to Stronge et.al (2011), an effective teacher should maximize instructional time. When a teacher has formed a habit of coming late to class, it is obvious that such teacher has been distracted and lost teaching focus.

Teachers are crucial in implementing educational reforms in accordance with the aspiration of the National Philosophy of Education. The success of a school curriculum is closely related to its effective implementation. Teachers have to be personally aware of the school curriculum, improve and enhance the necessary skills to interpret the concept changes accurately and to implement the modified curriculum according to its requirements, aims and objectives. As such, the need for in-service training or staff development programme for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self development. In developing the professionalism status of teachers, the training program such as in-service training should not be run away from the reformation that occurs.

The need for in-service training in schools is getting more attention for teachers to equip with new knowledge and skills for them to face new challenges and reformation in education. In-service training can enhance the professionalism of teachers who can contribute to the organisation to achieve its goals. In-service training is a professional and personal educational activity for teachers to improve their efficiency, ability, knowledge and motivation in their professional work. In-service training offers one of the most promising roads to the improvement of instruction. It includes goal and content, the training process and the context. According to Ong (1993), In-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. The primary purpose of in-service training is to enable teachers to acquire new understanding and instructional skills. It focuses on creating learning environments which enable teachers to develop their effectiveness in the classroom. In the aspect of in-service training for teachers it is the driving force behind much change that has occurred in the area of teaching and learning. In-service training is so vital that teachers need to keep up to date on current concepts, thinking and research in their field and also promote professional growth among themselves in order to promote excellence among themselves, their environment and their students. Kazmi, Pervez & Mumtaz (2011) explained that, in-



service training for teachers enables teachers to be more systematic and logical in their teaching style.

In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of pupils' education. In-service training has undergone considerable change in the recent years. As a practice, result-driven in service training is concerned with changing behaviour and/or attitudes of teachers, administrators and staff members rather than being concerned with the number of participants in such programs (Ronald, 2004). It is literally impossible today for any individual to take on a job or enter a profession and remain in it without any changes. Therefore "in-service training is not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff. The importance of in-service training should be looked in various perspectives. It promotes a very flexible environment and allows teachers to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in teaching and learning process. It also enables teachers to acquire new understanding and instructional skills to develop their effectiveness in the classroom. The rationale for in-service education of teachers cannot be overemphasized. There is no doubt that the National Policy on Education (2014) prescribed NCE as the minimum teaching qualification in Nigeria. Consequently, teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competencies.

The increased awareness and attention on student performances, under-performance, and learning outcome have led to greater discourse among researchers and educators regarding the roles of teachers. The academic performance of Osun state secondary school students in the 2018 WASSCE examinations is a matter that calls for research on teachers' productivity indices to ascertain the degree at which these indices has influence on learning outcome. Osun state came 24th position in 2017 and 29th position in 2018 indicating a declining trend in students output. Though there continue to exist various works on student's factors, administrative factors, parental factors, infrastructural and facilities factors as the case may be but the present study seeks to investigate the in-service training and performance appraisal as they affect teachers productivity. The beauty of the teaching profession in the contemporary is that the education system is replete with more graduate and post graduate



teachers but that still does not translate to students' academic achievement. Hence, the belief of the present research work on in-service training and regular performance appraisal of teachers in order to upgrade knowledge in pedagogical skills and a means to check lapses in the teachers-students interaction, instruction and teaching methodology, which are the key determinants of teachers productivity in this study

STATEMENT OF PROBLEM

Productivity is the heart of any venture both in the industry and all sectors. Productivity is always a function of several variables used in a relationship to give desired optimum output. In the teaching profession, the teacher acquires very significant as he/she to a large extent determines input into the system and by extension the output. There have been several insinuations concerning the school system as stakeholders have often complained of poor teacher productivity. Teacher productivity, in the area under study, appears to be poor in terms of the way and manner in which they perform their duties. For quite some time, teachers welfare has been on a low ebb in Osun state due to irregular salaries, absence of employment, training and the productivity of teachers is either threatened or on the decline. There have been constant cases of absenteeism, persistent lateness to school, poor lesson note preparation, irregular and unauthorized movement of teachers from their duty post and indiscipline constitute a big problem to the attainment of educational goals in secondary schools.

However, if these irregularities are not well addressed, it is likely that this may result to production of half-baked school leavers as witnessed in the final results of the Senior School Certificate Examinations released over time now. Previous studies have worked on various factors that can improve teacher productivity such as educational infrastructural facilities, non-availability of educational resources, inadequate funding of secondary schools, low morale of teachers, and poor leadership style of the principals as against principal's effectiveness with little or no emphasis on in-service training and performance appraisal in relation to teacher productivity, therefore the need for this study. The study thus investigated how the independent variable (In-service training, performance appraisal) will relate with the dependent variable (teacher productivity) in Osun state, Nigeria.



RESEARCH QUESTIONS

- i. What is the level of teacher productivity (classroom management, punctuality, lesson note production, classroom lesson delivery) among secondary school teachers in Osun West Senatorial District, Osun State, Nigeria?
- ii. What is the perception of secondary school administrators on the level of teachers' productivity in Osun West Senatorial District, Osun State, Nigeria?
- iii. To what extent does in-service training contribute to teacher productivity in secondary schools in Osun West Senatorial District, Osun State, Nigeria?
- iv. Is performance appraisal effective and regularly carried out by secondary school administrators in Osun West Senatorial District, Osun State, Nigeria?

METHODOLOGY

The descriptive survey research design was adopted for this study. The population for this study consisted of all the 1,079 teachers and 98 school administrators in all the public secondary schools in Osun West Senatorial District of Osun State. The multi-stage sampling procedure was adopted to select 516 respondents (486 teachers and 30 principals) to constitute the sample for the study. Two self-developed structured questionnaires were used to elicit response from respondents (teachers and principals). The first questionnaire was used to elicit responses from the teacher titled "In-service Training, Performance Appraisal and Teacher Productivity Questionnaire (ITPATPQ)". The questionnaire was divided into four sections: A, B, C, D and E. Section A elicited responses on respondents' bio-data and demographic information. Section B elicited information on teacher productivity, section C on in-service training while section D elicited responses on performance appraisal. ITPATPQ was administered on teachers.

The second questionnaire was used to elicit responses from the school administrator, the questionnaire is divided into three sections: section A elicited responses on respondents' bio-data and demographic information, section B elicited responses on teachers productivity while section C elicited responses on performance appraisal. These instruments were used to elicit information on the four research questions and three hypotheses. The instrument was designed in line with the modified Likert type scale, and rated as follows: SA - Strongly Agree (4), A - Agree (3), D - Disagree (2) and SD - Strongly Disagree (1) and GE – Great Extent (4), HE – High Extent (3), SE – Small Extent (2), LE – Little Extent (1).



Research Question 1

What is the level of productivity (classroom management, punctuality, lesson note production, classroom lesson delivery) among secondary school teachers in Osun West Senatorial District of Osun State, Nigeria?

Table 1.0: Table showing the level of productivity among secondary school teachers in Osun West Senatorial District of Osun State, Nigeria

	Items	SA	A	D	SD	Mean	Remark
1	I always prepare my lesson notes for my classes	371 (77.3%)	109 (22.7%)	0 (0%)	0 (0%)	3.77	Accepted
2	I attend my classes regularly	162 (33.8%)	318 (66.3%)	0 (0%)	0 (0%)	3.34	Accepted
3	I go to class punctually	480 (100%)	0 (%)	0 (0%)	0 (0%)	4.00	Accepted
4	I always prepare my lesson notes for my classes	108 (22.5%)	372 (77.5%)	0 (0%)	0 (0%)	3.22	Accepted
5	I give homework to students after class	372 (77.4%)	54 (11.3%)	54 (11.3%)	0 (0%)	3.66	Accepted
6	I select proper instructional materials before hands.	162 (33.8%)	318 (66.3%)	0 (0%)	0 (0%)	3.34	Accepted
7	I give homework to students after class	328 (68.3%)	152 (31.7%)	0 (0%)	0 (0%)	3.68	Accepted
8	I give class work to students after class	122 (25.4%)	305 (63.5%)	53 (11.0%)	0 (0%)	3.57	Accepted



		%))	%)			
9	I create a friendly learning environment for students during my classes.	275 (57.3)	205 (42.7%)	0 (0%)	0 (0%)	3.36	Accepted
10	I monitor students' progress from time to time during teaching.	172 (35.8)	308 (64.2%)	0 (0%)	0 (0%)	3.71	Accepted
11	I have the ability to improve students' skills in reading and writing	357 (74.4)	106 (22.1%)	17 (3.5%)	0 (0%)	3.16	Accepted
12	I have the ability to work with special needs and inclusive students	131 (27.3)	296 (61.7%)	53 (11.0)	0 (0%)	3.74	Accepted
Weighted Average Mean						3.54	

Responses of the respondents on the level of productivity (classroom management, punctuality, lesson note production, classroom lesson delivery) among secondary school teachers in Osun State, Nigeria are as shown below:

I always prepare my lesson notes for my classes (*Mean*=3.77), I attend my classes regularly (*Mean* =3.34), I go to class punctually (*Mean*=4.00), I always prepare my lesson notes for my classes (*Mean* =3.22), I give homework to students after class (*Mean*=3.66), I select proper instructional materials before hands (*Mean*=3.34), I give homework to students after class (*Mean*=3.68), I give class work to students after class (*Mean*=3.57), I do create a friendly learning environment for students (*Mean*=3.86), I monitor students' progress from time to time (*Mean*=3.36), I have the ability to improve students' skills in reading and writing (*Mean*=3.71), I have the ability to work with special needs and inclusive students (*Mean*=3.16).

Conclusively, the mean average of the whole items in table 4.9 is 3.54. Since the mean average (3.77) is above the criterion mean score of 2.50, then it can therefore be deduced that the level of productivity among secondary school teachers in Osun West Senatorial District of Osun State, Nigeria is very high.



Research Question 2

What is the perception of secondary school administrators on the level of teachers' productivity in Osun West Senatorial District, Osun State, Nigeria?

Table 2.0 Table showing the perception of secondary school administrators on the level of teachers' productivity in Osun West Senatorial District, Osun State, Nigeria

S/N	Items	GE	HE	SE	LE	Mean	Remark
1.	My teachers have full authority on the subjects they teach	9 (30.0)	9 (30.0)	7 (23.3)	5 (16.7)	2.73	Accepted
2.	My teachers are always punctual to school	12 (40.0)	9 (30.0)	5 (16.7)	4 (13.3)	2.97	Accepted
3.	My teachers prepare lesson plan regularly.	10 (33.3)	8 (26.7)	7 (23.3)	5 (16.7)	2.77	Accepted
4.	My teachers select proper teaching aids before hands.	17 (56.7)	7 (23.3)	6 (20.0)	0 (0%)	3.37	Accepted
5.	My teachers use material aids in the teaching.	14 (46.7)	9 (30.0)	7 (23.3)	0 (0%)	3.23	Accepted
6.	My teachers co-operate willingly in the daily assignment of the school.	11 (36.7)	13 (43.3)	6 (20.0)	0 (0%)	3.17	Accepted
7.	My teachers mark assignment and class-work regularly.	13 (43.3)	7 (23.3)	7 (23.3)	3 (10.0)	3.00	Accepted
8.	My teachers have effective classroom management skills	12 (40.0)	3 (10.0)	10 (33.3)	5 (16.5)	2.73	Accepted
9.	My teachers have good method of	10	8	8	4	2.80	Accepted



	teaching	(33.3 %)	(26.7 %)	(26.7 %)	(13.3 %)		ed
10.	My teachers involve learners in the teaching	10 33.3%	9 30.0%	7 (23.3 %)	4 (13.3 %)	3.06	Accept ed
	Weighted average mean					2.9 8	

Responses of the respondents on the perception of secondary school administrators on the level of teachers' productivity in Osun West Senatorial District, Osun State, Nigeria are as shown below:

My teachers have full authority on the subjects they teach (*Mean*=2.73), My teachers are always punctual to school (*Mean* =2.97), My teachers prepare lesson plan regularly (*Mean*=2.77), My teachers select proper teaching aids before hands (*Mean* =3.37), My teachers use material aids in the teaching (*Mean*=3.23), My teachers co-operate willingly in the daily assignment of the school (*Mean*=3.17), My teachers mark assignment and class-work regularly (*Mean*=3.00), My teachers have effective classroom management skills (*Mean*=2.73), My teachers have good method of teaching (*Mean*=2.80) and My teachers involve learners in the teaching (*Mean*=3.06).

Conclusively, the mean average of the whole items in table 5.0 is 3.54. Since the mean average (2.98) is above the criterion mean score of 2.50, then it can therefore be deduced that secondary school administrators perceived the level of teachers' productivity in Osun West Senatorial District, Osun State, Nigeria to be high to a great extent.

Research Question 3

To what extent does in-service training contribute to teacher productivity in secondary schools in Osun West Senatorial District, Osun State, Nigeria?



Table 3.0: Table showing the extent to which in-service training contributes to teacher productivity in secondary schools in Osun West Senatorial District, Osun State, Nigeria

S/N	Items	SA	A	D	SD	Mean	Remark
1.	I have once attended in-service training.	82 (17.1%))	338 (70.4%))	60 (12.5%))	0 0%	3.06	Accepted
2.	The in-service training has improved the way I prepare lesson notes	359 (74.8%))	68 (14.2%))	53 (11.0%))	0 0%	3.66	Accepted
3.	Through in-service training, I know how to control classroom activities	138 (28.8%))	243 (50.6%))	99 (20.6%))	0 0%	3.08	Accepted
4.	Teaching contents have been enhanced through in-service training.	326 (67.9%))	55 (11.5%))	55 (11.5%))	44 (9.2%))	3.38	Accepted
5.	In-service training has given me the opportunity to learn new methods in teaching and curriculum	135 (28.1%))	214 (44.6%))	131 (27.3%))	0 0%	3.08	Accepted
6.	In-service training has improved my assessment of students' progress in learning activities.	297 (61.9%))	128 (26.7%))	99 (20.6%))	0 0%	3.50	Accepted
7.	In-service training has improved my relationship with students.	84 (17.5%))	297 (61.9%))	99 (20.6%))	0 0%	2.97	Accepted
						3.25	

Responses of the respondents on the extent to which in-service training contributes to teacher productivity in secondary schools in Osun West Senatorial District, Osun State, Nigeria are as shown below:

I have once attended in-service training (*Mean*=3.06), the in-service training has improved the way I prepare lesson notes (*Mean* =3.66), through in-service training, I know how to control classroom activities (*Mean*=3.08), teaching contents have been enhanced



through in-service training ($Mean = 3.38$), in-service training has given me the opportunity to learn new methods in teaching and curriculum ($Mean = 3.08$), in-service training has improved my assessment of students' progress in learning activities ($Mean = 3.50$) and in-service training has improved my relationship with students ($Mean = 2.97$).

Conclusively, the mean average of the whole items in table 5.1 is 3.25. Since the mean average (3.25) is above the criterion mean score of 2.50, then it can therefore be deduced that in-service training has contributed positively to teacher productivity in secondary schools in Osun West Senatorial District, Osun State, Nigeria to a great extent.

Research Question 4

Is performance appraisal effectively and regularly carried out by secondary school administrators in Osun West Senatorial District, Osun State, Nigeria?

Table 4.0: Table showing the effectiveness and regularity of performance appraisal carried out in secondary schools in Osun West Senatorial District of Osun State, Nigeria

S/N	Items	SA	A	D	SD	Mean	Remark
1.	Performance appraisal system is carried out in my school	168 (24.8%)	237 (49.4%)	75 (15.6%)	0 0%	3.19	Accepted
2.	I am satisfied with the existing performance appraisal system in my school	119 (24.8%)	287 (59.8%)	74 (15.4%)	0 0%	3.09	Accepted
3.	The performance appraisal is helpful for improving personnel skills	176 (36.7%)	252 (52.5%)	52 (10.8%)	0 0%	3.26	Accepted
4.	Performance ratings are done regularly by principal in my school	117 (24.4%)	305 (63.5%)	58 (12.1%)	0 0%	3.12	Accepted
5.	Performance helps to identify strengths and weakness of the employees	121 (25.2%)	265 (55.2%)	94 (19.6%)	0 0%	3.06	Accepted
6.	Promotion in my school is purely	164	220	96	0	3.14	Accept



	based on performance appraisal.	(34.2)	(45.8%)	(20.0)	0%		ed
7.	Transfer, demotion, suspension and dismissal in my school is based on performance appraisal.	190 (39.6)	182 (37.9%)	54 (11.3)	54 (11.3)	3.06	Accept ed
8.	Performance appraisal increase employee motivation	163 (34.0)	196 (40.8%)	121 (25.2)	0 0%	3.09	Accept ed
						3.13	

Responses of the respondents on the effectiveness of performance appraisal carried out in secondary schools in Osun West Senatorial District of Osun State, Nigeria are as shown below:

Performance appraisal system is carried out in my school (*Mean*=3.19), I am satisfied with the existing performance appraisal system in my school (*Mean* =3.09), The performance appraisal is helpful for improving personnel skills (*Mean* =3.26), Performance ratings are done regularly by principal in my school (*Mean*=3.12), Performance helps to identify strengths and weakness of the employees (*Mean*=3.06), Promotion in my school is purely based on performance appraisal (*Mean*=3.14), Transfer, demotion, suspension and dismissal in my school is based on performance appraisal (*Mean*=3.06) and Performance appraisal increase employee motivation (*Mean*=3.09).

Conclusively, the mean average of the whole items in table 5.2 is 3.13. Since the mean average (3.13) is above the criterion mean score of 2.50, then it can therefore be deduced that the performance appraisal carried out in secondary schools in Osun West Senatorial District of Osun State, Nigeria is effective.

DISCUSSION OF FINDINGS

The result on table 1.0 showed that the level of productivity (classroom management, punctuality, lesson note production, classroom lesson delivery) among secondary school teachers in Osun West Senatorial District of Osun State, Nigeria is high. This negated the findings of Onyekuru & Ibegbunam (2013) which found that the teaching productivity of secondary school teachers was below average and therefore low.



The result on table 2.0 showed that the performance appraisal carried out in secondary schools in Osun West Senatorial District of Osun State, Nigeria is effective.

The result on table 3.0 revealed that there was no significant difference in the perception of secondary school administrators (principals) and teachers on the contributions of the use of performance appraisal for teachers' promotion (productivity) in Osun West Senatorial District, Osun State, Nigeria.

The result on table 4.0 showed that in-service training had significantly influence on teacher productivity in secondary schools Osun West Senatorial District of Osun State. This is in line with the findings of Musa (2016) that through In-Service training, teachers in most secondary schools learnt how to plan lessons well, mastered their subjects well, learnt how to control classes, learnt how to introduce and presents lessons, learnt how to evaluate lessons, learnt how to use techniques for questioning, learnt how to carry out formative and summative evaluation of students, increase their knowledge and learnt how to effectively communicate. This invariably enhanced the performance of teachers in the class.

CONCLUSION

It is generally believed that no nation or educational system can rise above the quality of their teachers. Therefore, everything must be done in ensuring that teachers become highly productive. Also, based on the findings of this study, it is obvious that in-service training and performance appraisal are considered to be predictors of teacher productivity. These, among others, go a long way in determining whether teachers will be productive or not.

RECOMMENDATIONS

Based on the above conclusion, the following recommendations were made so as to improve teachers' productivity;

- i. Government should use more resources to ensure that teachers are developed through In-service training.
- ii. Teachers should be appraised from time to time as this will reveal their strengths and weaknesses for better improvement.
- iii. Teachers should be encouraged to portray positive attitude at all time.



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