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INVESTIGATION INTO TEACHERS' PRODUCTIVITY AND EDUCATIONAL QUALITY IN SELECTED SECONDARY SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE (2015 -2023).

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Abstract

This study investigated the relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The study was prompted by the persistent decline in educational standards manifested in poor academic performance, examination malpractice, and inadequate skill acquisition among secondary school graduates. A descriptive survey research design was adopted for the study. The population comprised teachers and school administrators in selected public and private secondary schools, while a sample of 124 respondents was selected through a multi-stage sampling procedure. Data were collected using a structured questionnaire titled Teachers' Productivity and Educational Quality Questionnaire (TPEQQ). The instrument was validated by experts in educational management and measurement, while a reliability coefficient of 0.81 was obtained using Cronbach Alpha. Data collected were analysed using frequency counts, percentages, mean statistics, and Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed a significant positive relationship between teachers' productivity and educational quality ($r = 0.72$, $p < 0.05$). The study also established that efficient remuneration, effective instructional delivery, adequate lesson preparation, and professional commitment significantly enhanced students' academic performance and curriculum implementation. The study concluded that teachers' productivity is a critical determinant of educational quality in secondary schools. It was therefore recommended that government and school authorities should improve teachers' welfare, provide regular professional development programmes, and strengthen institutional support systems to enhance teachers' effectiveness and educational outcomes.

Keywords: Teachers' Productivity, Educational Quality, Instructional Delivery, Professional Commitment, Academic Performance.

Introduction

Education remains a fundamental instrument for national development and societal transformation. Globally, education is widely recognized as a foundation for economic growth, political stability, technological advancement, and social cohesion. In developing countries such as Nigeria, education plays a critical role in addressing challenges associated with poverty,

unemployment, and underdevelopment. Consequently, the effectiveness of an educational system is often regarded as a major indicator of national progress. Within the Nigerian educational structure, secondary education occupies a strategic position because it bridges the gap between primary and tertiary education. It is designed to equip learners with the knowledge, skills, and values necessary for higher education and productive participation in society. The attainment of these objectives depends largely on the quality of teaching and learning within schools. Teachers therefore constitute a central component of the educational process, and their productivity significantly influences educational outcomes. Teachers' productivity refers to the effectiveness and efficiency with which teachers perform their professional responsibilities, including lesson preparation, instructional delivery, classroom management, student assessment, record keeping, and participation in co-curricular activities. Productive teachers are expected to demonstrate subject mastery, professional commitment, adaptability, and effective pedagogical skills capable of meeting diverse learning needs. Conversely, low teacher productivity may result in poor academic performance, ineffective curriculum implementation, and declining educational standards. In recent years, concerns regarding the declining quality of education in Nigeria have continued to attract scholarly and policy attention, particularly at the secondary school level. Evidence from the West African Examinations Council (WAEC) and the National Examinations Council (NECO) has consistently shown fluctuations and generally low performance rates in core subjects among secondary school students. Reports have also indicated increasing cases of examination malpractice, inadequate instructional facilities, overcrowded classrooms, and poor learning outcomes in many public secondary schools (Federal Ministry of Education, 2022; WAEC Chief Examiners' Report, 2023). In addition, several studies have linked declining educational quality to inadequate teacher motivation, poor working conditions, insufficient professional development opportunities, and weak institutional support systems (Akinsolu, 2021; Yusuf & Adigun, 2023). Educational quality extends beyond students' academic achievement to include effective curriculum implementation, availability of instructional resources, conducive learning environments, and the overall effectiveness of the teaching-learning process. Improving educational quality therefore requires sustained attention to factors influencing teachers' productivity and professional effectiveness. Despite various educational reforms and policy interventions introduced by the Nigerian government, challenges relating to educational quality persist across many secondary schools. Existing studies have largely focused on students'

academic performance, school funding, or infrastructural deficits, with limited empirical attention given to the relationship between teachers' productivity and educational quality at the secondary school level, particularly within Ilorin West Local Government Area of Kwara State. Furthermore, many previous studies examined teacher effectiveness in broader national contexts without sufficiently accounting for localized institutional and organizational factors influencing productivity. This creates an empirical gap regarding how teacher-related variables such as welfare conditions, professional development opportunities, administrative support, and school environment collectively influence educational quality within the study area. Against this background, this study investigates the relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The study specifically examines how factors such as teachers' welfare, instructional resources, professional development opportunities, administrative support, leadership practices, and school environment influence teachers' productivity and educational outcomes. The study also seeks to provide empirical evidence that may assist policymakers, school administrators, and educational stakeholders in formulating strategies for improving teacher performance and enhancing the quality of secondary education in Nigeria.

Literature Review

Academic Performance

Academic performance remains a major indicator for assessing educational effectiveness within secondary schools. Contemporary educational research, however, argues that academic performance should not be restricted to examination scores alone but should reflect broader learning outcomes, including cognitive development, problem-solving ability, and effective curriculum implementation. Within the Nigerian context, persistent poor performance in secondary school examinations has generated increasing scholarly concern regarding the quality of teaching and learning processes. Reports by the West African Examinations Council and the National Examinations Council have consistently revealed low pass rates in core subjects such as English Language and Mathematics. The WAEC Chief Examiners' Reports (2022; 2023) attributed students' weak performance to poor instructional delivery, inadequate classroom engagement, and insufficient practical learning experiences. These findings suggest that academic performance is closely linked to teacher-related and institutional factors rather than students' abilities alone. Empirical studies in Nigeria have further reinforced the relationship

between teachers' productivity and students' academic outcomes. Adedigba et al. (2021) found that lesson preparation, instructional competence, and classroom management significantly influenced students' achievement in public secondary schools. Similarly, Oladipo and Adewale (2023) reported that teacher motivation and professional commitment positively affected academic performance more than infrastructural availability alone. Despite these findings, existing studies remain fragmented and geographically concentrated in states such as Lagos and Oyo, with limited empirical evidence from Kwara State, particularly Ilorin West Local Government Area. This study therefore addresses this contextual gap by examining how teachers' productivity influences educational quality and students' academic performance within the study area.

Educational Quality

Educational quality has remained a central concern in contemporary educational discourse, particularly within developing countries where concerns about declining learning outcomes, weak institutional capacity, and ineffective policy implementation continue to shape educational reforms. Contemporary scholarship increasingly argues that access to schooling alone is insufficient without meaningful learning outcomes, thereby repositioning quality as the defining benchmark of educational effectiveness. Consequently, educational quality is now understood as a multidimensional construct involving effective teaching, curriculum implementation, learning outcomes, institutional efficiency, and the development of relevant cognitive and social competencies. Within the Nigerian context, empirical evidence suggests persistent concerns regarding the quality of secondary education despite increased enrolment and policy interventions. Reports by the Federal Ministry of Education and the West African Examinations Council continue to indicate poor students' performance in core subjects, inadequate instructional facilities, overcrowded classrooms, and weak instructional supervision across many public secondary schools. These conditions have generated debates among scholars regarding the major determinants of educational quality in Nigeria. Existing Nigerian studies reveal divergent perspectives on the factors influencing educational quality. While some scholars emphasize infrastructural availability and funding inadequacies, others argue that teacher-related variables constitute the most critical determinants of educational outcomes. For instance, Akinyemi (2022) found that schools with qualified and professionally motivated teachers recorded significantly better curriculum implementation and students' academic performance than schools with

relatively better infrastructural facilities but weak instructional delivery systems. Similarly, Oladipo and Adewale (2023) observed that administrative support, teachers' professional commitment, and classroom management practices exerted stronger influence on educational quality than resource availability alone. These findings challenge earlier input-based assumptions that educational quality can be improved primarily through increased funding and infrastructural provision. Nevertheless, the literature remains fragmented in several respects. Many Nigerian studies examine educational quality using isolated indicators such as examination performance or infrastructural adequacy without sufficiently integrating broader dimensions of teachers' productivity and institutional effectiveness. In addition, most empirical studies are concentrated in states such as Lagos, Oyo, and Rivers, with limited contextual evidence from Kwara State, particularly Ilorin West Local Government Area. This geographical and conceptual limitation creates an important empirical gap regarding how teachers' productivity variables interact with institutional conditions to shape educational quality within the study area.

Secondary Education

Secondary education in Nigeria represents the post-primary stage of formal schooling designed to consolidate foundational learning and prepare learners for higher education, vocational engagement, and societal participation. It is structured into junior and senior levels, each serving distinct developmental and academic purposes. While the junior secondary phase emphasizes foundational literacy, numeracy, and basic life skills, the senior secondary level focuses on subject specialization and preparation for tertiary education. Empirical evidence within Nigeria suggests that the effectiveness of secondary education remains uneven despite policy reforms aimed at improving access and quality. Reports by the Federal Ministry of Education and the West African Examinations Council indicate persistent challenges such as inadequate instructional resources, overcrowded classrooms, and inconsistent learning outcomes across public secondary schools. These structural deficiencies have been linked to variations in school performance and reduced system efficiency. However, recent Nigerian studies increasingly argue that structural inputs alone do not fully explain secondary education outcomes. Yusuf et al. (2023) observed that learner achievement is significantly influenced by teacher quality, instructional practices, and school leadership effectiveness rather than infrastructure alone. Similarly, Okunlola and Hendricks (2024) demonstrated that disparities in secondary school performance across Nigerian states are more strongly associated with variations in instructional

delivery and teacher competence than with curriculum design. These findings challenge earlier input-based assumptions and shift attention toward process-related variables within schools. Despite this growing body of evidence, existing studies remain fragmented, with limited integration of how teacher-related variables collectively influence secondary education outcomes within localized contexts such as Ilorin West Local Government Area. This constitutes a critical empirical gap addressed in this study.

Teacher Motivation

Teacher motivation refers to the psychological, economic, and organizational forces that influence teachers' willingness to commit effort, sustain instructional engagement, and achieve educational objectives. Rather than being a singular construct, motivation operates through the interaction of intrinsic factors (such as professional satisfaction and personal achievement) and extrinsic factors (such as remuneration, promotion, and working conditions). Empirical studies in Nigeria consistently demonstrate that teacher motivation is a key determinant of instructional quality and student outcomes. Belo (2023) found that motivated teachers exhibit higher instructional commitment and classroom effectiveness in secondary schools. Similarly, Abubakar (2024) reported a strong relationship between teachers' motivation, job satisfaction, and students' academic performance, particularly in public schools where welfare conditions are inconsistent. Comparative findings by Aytaç et al. (2024) further reinforce that teacher motivation significantly predicts instructional behaviour, classroom engagement, and productivity. However, Nigerian studies reveal inconsistencies regarding which motivational dimension is most influential, with some emphasizing remuneration while others highlight professional recognition or leadership support. Despite these contributions, most studies treat motivation as an isolated variable rather than examining its interaction with broader productivity indicators and educational quality outcomes. Furthermore, limited attention has been given to how motivation functions within specific local government contexts such as Ilorin West, where institutional conditions may differ from previously studied regions. This constitutes a clear empirical gap.

Teacher Productivity

Teacher productivity is a multidimensional construct that reflects the efficiency and effectiveness with which teachers convert educational inputs into meaningful learning outcomes. It extends beyond teaching quantity to include instructional quality, classroom interaction, curriculum

implementation, and student learning achievement. Empirical literature suggests that teacher productivity is significantly shaped by professional development, resource availability, and institutional support. Ogunbayo and Fatai (2022) found that in-service training improves teachers' instructional competence and enhances classroom effectiveness. Similarly, Saka et al. (2020) argue that productivity is not merely about output volume but the quality of teacher-student engagement and pedagogical delivery. From a broader perspective, Nwachukwu (2006) conceptualizes productivity as the efficient utilization of human and material resources to achieve educational objectives, while Hanushek and Woessmann (2007) emphasize cognitive achievement as a key outcome indicator of educational productivity. Barrett et al. (2006) further highlight that teaching time allocation, instructional methods, and learning materials significantly determine productivity levels in schools. In the Nigerian context, Aja-Okorie (2016) emphasizes that personnel management practices strongly influence teacher productivity, particularly through motivation, supervision, and professional support systems. However, empirical findings remain fragmented, as most studies examine isolated components of productivity without integrating them into a comprehensive framework linked to educational quality. A major gap in the literature is the limited empirical attention to how teacher productivity interacts with motivation and institutional conditions to influence educational quality within localized Nigerian contexts such as Ilorin West. This study addresses this gap by adopting an integrated analytical approach.

Empirical Review

Several empirical studies conducted in Nigeria have examined the relationship between teachers' productivity and educational quality, particularly regarding instructional effectiveness, students' academic performance, and school effectiveness. Educational Management studies by Ogunbayo and Fatai (2022) investigated the productivity levels of teachers exposed to in-service training in selected secondary schools in Lagos State, Nigeria. Using a survey research design and Pearson Product Moment Correlation analysis, the study found that teachers who participated in regular professional training demonstrated significantly higher productivity levels than those without training. The study concluded that in-service training enhances teachers' instructional competence and classroom effectiveness. Similarly, Ogunbayo and Mhlanga (2022) examined the effects of training on teachers' job performance in public secondary schools in Lagos State. The study revealed that continuous professional development significantly improved teachers'

instructional delivery and students' academic performance. The researchers recommended regular training programmes to improve teachers' effectiveness and educational outcomes in Nigerian secondary schools. Ayeni (2022) investigated instructional planning and teachers' productivity in public secondary schools in Ondo State using descriptive survey and Pearson correlation analysis. The findings revealed a significant relationship between instructional planning and teachers' instructional task performance ($r = 0.896$, $p < 0.05$), as well as students' academic performance ($r = 0.851$, $p < 0.05$). The study established that effective lesson preparation and classroom management significantly improve educational quality. In another Nigerian study, Osatimehin, Oredein, and Olumilua (2022) examined the influence of school environmental factors and teachers' effectiveness in public secondary schools in Ekiti State. Using regression analysis, the study found a significant combined influence of school environmental variables on teacher effectiveness ($R^2 = 0.212$, $F = 20.803$, $p < 0.05$). The findings showed that inadequate facilities and poor school environments negatively affect teachers' productivity and instructional effectiveness. Similarly, Adewale (2022) investigated institutional environment and teacher characteristics as determinants of students' academic performance in Ogun State secondary schools. The study revealed that teacher characteristics, instructional resources, and supportive school environments significantly influenced students' academic achievement. The researchers concluded that improving school facilities, administrative support, and teacher development programmes is essential for enhancing educational quality in Nigeria. Although previous Nigerian studies established significant relationships among teacher effectiveness, school environment, professional development, and students' academic performance, most studies examined these variables independently. Limited empirical studies have integrated remuneration, instructional delivery, administrative support, professional commitment, and school environment within a unified framework of teachers' productivity and educational quality. Furthermore, few studies have specifically focused on secondary schools in Ilorin West Local Government Area of Kwara State. This study therefore fills this empirical gap by providing localized evidence on how teacher-related and institutional factors collectively influence educational quality in secondary schools.

Research Gaps

Despite the growing body of Nigerian literature on teacher effectiveness, motivation, and school performance, several gaps remain evident in existing studies. First, many previous studies

concentrated mainly on isolated variables such as teacher motivation, instructional facilities, or professional development without integrating these factors into a comprehensive framework of teachers' productivity and educational quality. Consequently, the multidimensional nature of teachers' productivity has not been sufficiently examined within the Nigerian secondary school context. Second, most existing studies focused primarily on students' academic performance as the sole indicator of educational quality, while paying limited attention to broader dimensions such as curriculum implementation, classroom management, instructional effectiveness, and learning environment. This narrow conceptualization limits a holistic understanding of educational quality within secondary schools. Third, several Nigerian empirical studies adopted descriptive approaches without extending analysis to predictive and relational statistics capable of establishing the strength and significance of relationships among variables. This creates methodological limitations in explaining the extent to which teachers' productivity influences educational quality. Furthermore, although studies have been conducted in states such as Lagos, Ogun, Ondo, and Ekiti, limited empirical attention has been given to secondary schools in Ilorin West Local Government Area of Kwara State. The institutional and socio-educational realities within the study area therefore remain underexplored in existing literature. This study addresses these gaps by integrating remuneration, instructional delivery, professional commitment, administrative support, school environment, and professional development within a unified framework of teachers' productivity and educational quality. The study also employs both descriptive and inferential statistical analyses to provide empirical evidence on the nature and strength of the relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State.

Theoretical Framework

This study is anchored on Herzberg's Two-Factor Theory developed by Frederick Herzberg in 1959, which explains job satisfaction and performance through two categories of factors: hygiene factors and motivators. The theory posits that job satisfaction and dissatisfaction are not opposite ends of a single continuum but are influenced by separate sets of conditions. Hygiene factors, which are extrinsic to the job, include remuneration, working environment, administrative policies, interpersonal relationships, and job security. Motivators, which are intrinsic to the job, include achievement, recognition, responsibility, and opportunities for personal and professional growth. According to Herzberg, the absence of hygiene factors leads to

dissatisfaction, while their presence does not necessarily motivate employees but prevents dissatisfaction. Conversely, motivators are responsible for enhancing satisfaction and stimulating higher levels of performance. Herzberg's Two-Factor Theory is adopted as the most suitable theoretical foundation for this study because it provides a clear and empirically supported explanation of how both environmental conditions and psychological factors jointly influence workers' performance. Compared to other motivational theories such as Maslow's Hierarchy of Needs and McClelland's Need Theory, Herzberg's model is more directly applicable to organizational and educational settings because it specifically distinguishes between factors that cause dissatisfaction and those that enhance productivity. In the context of secondary education in Nigeria, teachers' productivity is not only determined by internal commitment but also significantly influenced by external working conditions such as salary structure, classroom environment, administrative support, and institutional policies. Therefore, Herzberg's framework offers a more comprehensive lens for analysing the interaction between workplace conditions and teacher effectiveness.

Within this theoretical perspective, teachers' productivity in this study is understood as the level of effectiveness with which teachers perform their instructional and professional responsibilities. These responsibilities include lesson preparation, instructional delivery, classroom management, student engagement, and participation in professional development programmes. Hygiene factors such as remuneration, working environment, and administrative support are expected to influence teachers' job satisfaction and reduce dissatisfaction, thereby creating a conducive atmosphere for effective teaching. Similarly, motivator factors such as recognition, achievement, and professional growth opportunities are expected to enhance teachers' job satisfaction, commitment, and willingness to perform effectively. Educational quality, which serves as the dependent variable in this study, is reflected in students' academic performance, the effectiveness of curriculum implementation, and the overall learning environment. The theory therefore implies that when teachers experience adequate remuneration, supportive working conditions, and job satisfaction, their productivity improves. Improved teacher productivity, in turn, leads to more effective instructional delivery, better classroom management, and enhanced student learning outcomes, which collectively contribute to higher educational quality. In the context of secondary schools in Ilorin West Local Government Area of Kwara State, Herzberg's Two-Factor Theory provides a useful framework for explaining variations in teacher

performance and educational outcomes. Schools where hygiene factors and motivators are adequately provided are more likely to record higher levels of teacher productivity and improved educational quality. Conversely, where these factors are lacking, teachers are likely to experience dissatisfaction, reduced commitment, and lower instructional effectiveness. Thus, Herzberg's theory offers a strong explanatory basis for understanding the relationship between teachers' productivity and educational quality in this study.

Methodology

This study adopted a descriptive survey research design to examine the relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The design is considered appropriate because it allows the collection of data from respondents in their natural setting without manipulation of variables, while enabling the description and analysis of relationships among study variables. The population of the study comprised all teachers in the five selected secondary schools in Ilorin West Local Government Area. The schools include Community Senior Secondary School, Anifowoshe; Barakah Community Senior Secondary School; Baboko Community Senior Secondary School; Government Girls' Day Senior Secondary School; and Government High School, Ilorin. Based on school records obtained from the school administrations, the total accessible population of teachers in these selected schools is approximately 180 teachers, which formed the basis for the study. The sample size for the study was determined using the Taro Yamane (1967) formula for finite population. At a 95% confidence level and 5% margin of error, a sample size of 124 teachers was obtained. This sample size is considered adequate to ensure representativeness and statistical reliability for the study. A multi-stage sampling technique was employed. First, a purposive sampling technique was used to select the five schools based on their relevance to the study. Second, proportionate stratified sampling was used to ensure fair representation of teachers across the selected schools. Finally, simple random sampling was used to select teachers within each school to ensure equal chance of participation. In addition, principals and vice principals were selected using purposive sampling due to their administrative roles and relevance to institutional data. The research instrument used for data collection was a structured questionnaire titled *Teachers' Productivity and Educational Quality Questionnaire (TPEQQ)*. The instrument consisted of four sections: Section A captured demographic

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information; Section B measured teachers' productivity; Section C assessed educational quality; and Section D examined factors influencing teachers' productivity.

The instrument was validated through face and content validation by experts in Educational Management and Measurement and Evaluation. A pilot test was conducted outside the study area using 30 teachers, and reliability was established using Cronbach's Alpha, yielding a coefficient of 0.82, indicating good internal consistency. Data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, and mean scores were used to summarize respondents' characteristics. Inferential statistics including Pearson Product Moment Correlation (PPMC) were used to test the relationship between teachers' productivity and educational quality. In addition, simple linear regression analysis was used to determine the predictive influence of teachers' productivity on educational quality, while Chi-square analysis was applied where categorical associations were required. All hypotheses were tested at the 0.05 level of significance.

Table 1: Demographic Characteristics of Respondents

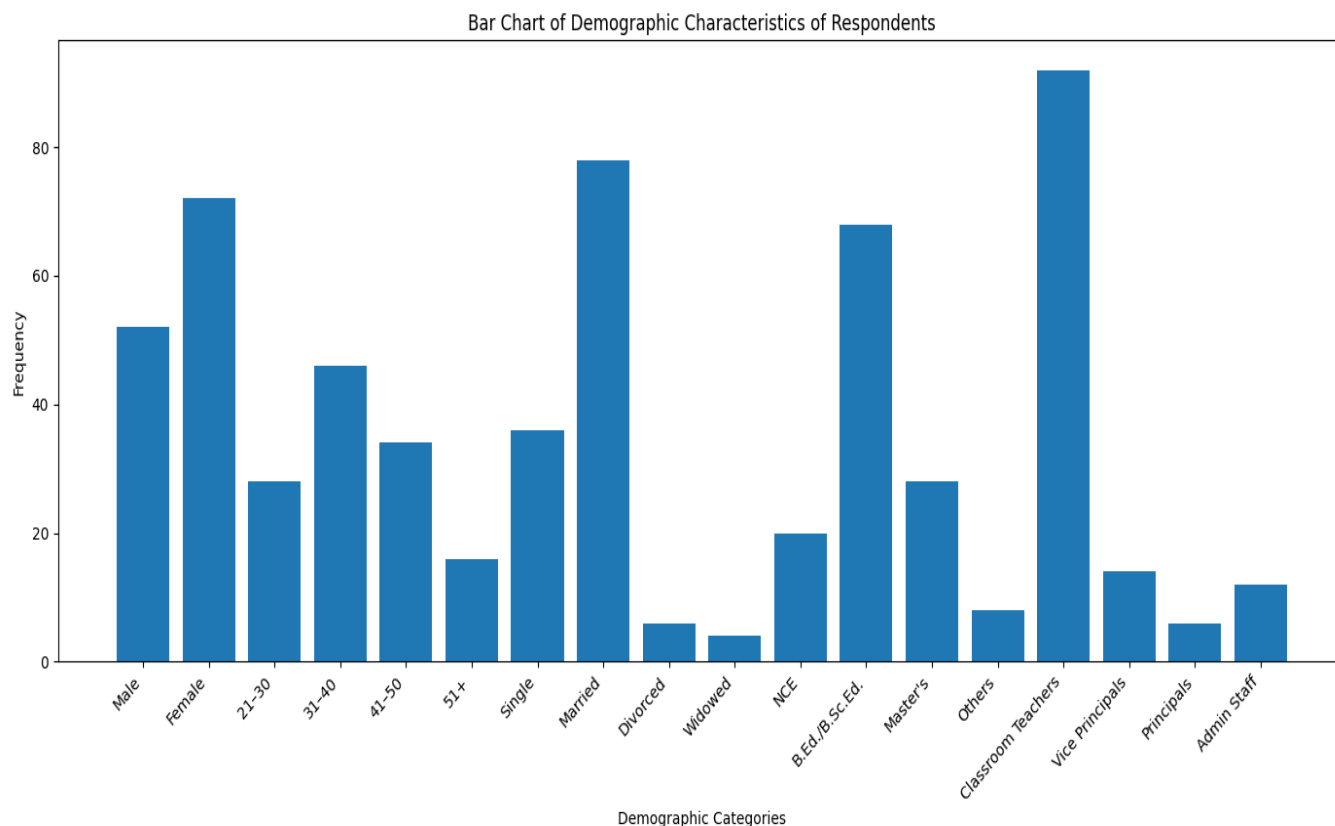
Variables	Categories	Frequency	Percentage (%)
Gender	Male	52	41.9%
	Female	72	58.1%
Age	21–30 years	28	22.6%
	31–40 years	46	37.1%
	41–50 years	34	27.4%
	51 years and above	16	12.9%
Marital Status	Single	36	29.0%
	Married	78	62.9%
	Divorced	6	4.8%
	Widowed	4	3.3%
Educational Qualification	NCE	20	16.1%
	B.Ed./B.Sc. Ed.	68	54.8%
	Master's Degree	28	22.6%
	Others	8	6.5%
Occupation	Classroom Teachers	92	74.2%

	Vice Principals	14	11.3%
	Principals	6	4.8%
	Administrative Staff	12	9.7%
Total		124	100%

Source: Field Survey, 2026

The demographic distribution indicates that female respondents constituted the majority of participants with 58.1%, while male respondents accounted for 41.9%. This suggests relatively stronger female representation within the selected secondary schools. The age distribution further revealed that most respondents (37.1%) were between 31–40 years, indicating that the majority of teachers were within their active professional years and likely possessed considerable teaching experience. Regarding marital status, married respondents constituted the largest proportion (62.9%), while single respondents accounted for 29.0%. This implies that a substantial proportion of respondents had family responsibilities that may influence work commitment and productivity. In terms of educational qualification, the majority of respondents (54.8%) possessed B.Ed./B.Sc. Ed. qualifications, while 22.6% had Master's Degrees, indicating that most respondents were professionally trained and academically qualified for secondary school teaching. The occupational distribution showed that classroom teachers constituted the highest category of respondents with 74.2%, followed by vice principals (11.3%), administrative staff (9.7%), and principals (4.8%). This distribution indicates that the study largely captured responses from participants directly involved in classroom instruction and curriculum implementation.

Figure 1:



Discussion of the Bar Chart

The chart presents the demographic characteristics of respondents used for the study. Female respondents constituted the majority with 72 respondents, while male respondents accounted for 52 respondents. In terms of age distribution, respondents within the 31–40 years age bracket recorded the highest frequency (46), followed by those within 41–50 years (34), indicating that most respondents were within their active professional years. The chart also reveals that married respondents constituted the majority with 78 respondents, while single respondents accounted for 36 respondents. Regarding educational qualification, most respondents possessed B.Ed./B.Sc. Ed. qualifications (68), followed by Master's Degree holders (28), showing that the majority were professionally qualified teachers. Furthermore, classroom teachers formed the largest occupational category with 92 respondents, while vice principals, principals, and administrative staff accounted for 14, 6, and 12 respondents respectively. This indicates that the study largely captured the views of respondents directly involved in teaching and instructional activities.

Discussion of Findings

The study revealed a significant positive relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State. The Pearson Product Moment Correlation analysis produced a correlation coefficient of $r = 0.72$ at $p < 0.05$, indicating a strong positive relationship between the two variables. This implies that increased teachers' productivity leads to improvements in students' academic performance, curriculum implementation, classroom management, and overall educational quality. The regression analysis further showed that teachers' productivity significantly predicts educational quality, with a coefficient of determination of $R^2 = 0.52$ and $F = 108.34$, $p < 0.05$. This indicates that 52% of the variation in educational quality was explained by teachers' productivity, while 48% was influenced by other factors outside the study. Descriptive findings also revealed that respondents agreed that teachers' productivity significantly influences educational quality, with a grand mean score of **3.41**, while educational quality indicators recorded a grand mean of **3.36**. Furthermore, remuneration, administrative support, training opportunities, and school environment recorded mean scores ranging from **3.20 to 3.48**, showing that these factors significantly affect teachers' morale, commitment, and effectiveness. The findings support Herzberg's Two-Factor Theory and align with previous Nigerian studies which established that motivated teachers, supportive school environments, and professional development opportunities improve instructional quality and students' academic performance. Overall, the study confirms that teachers' productivity remains a major determinant of educational quality in secondary schools.

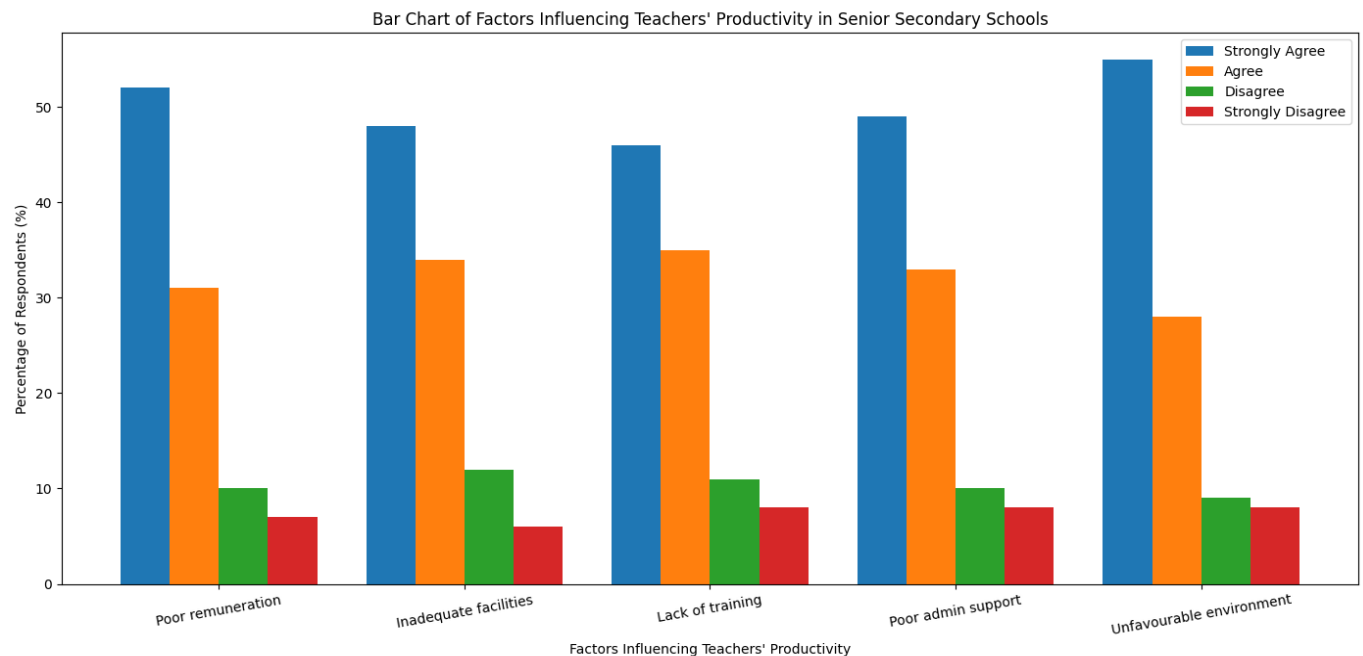
Table 2: Factors Influencing Teachers' Productivity

Factors	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Poor remuneration affects productivity	55	34	10	7	100
Inadequate instructional facilities reduce effectiveness	48	31	12	6	100
Lack of training opportunities affects teaching performance	46	35	11	8	100
Poor administrative support lowers	49	33	10	8	100

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productivity					
Unfavourable working environment affects commitment	52	28	9	8	100

Figure 2



The findings indicate that respondents generally agreed that financial and institutional factors significantly influence teachers' productivity in selected senior secondary schools in Ilorin West Local Government Area of Kwara State. The study used a four-point Likert scale with the following interpretation: 3.50–4.00 = Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; and 1.00–1.49 = Strongly Disagree. Poor remuneration emerged as the most influential factor, with 55% strongly agreeing and 34% agreeing that inadequate salary and welfare packages reduce teachers' effectiveness. It recorded a mean score of approximately 3.37, indicating substantial agreement. Similarly, inadequate instructional facilities recorded 48% strongly agree and 31% agree, with a mean of about 3.21, showing that poor resources negatively affect teaching effectiveness and learning outcomes. Lack of training opportunities also significantly affects performance, with 46% strongly agreeing and 35% agreeing (mean $\approx$ 3.19), indicating limited professional development reduces teachers' competence. Poor administrative support recorded 49% strongly agree and 33% agree (mean $\approx$ 3.23), while unfavourable working environment recorded 52% strongly agree and 28% agree (mean $\approx$ 3.24), showing strong

agreement that school conditions reduce productivity. Overall, the findings show that institutional and motivational factors strongly influence teachers' productivity. This is supported by the correlation result ($r = 0.72$, $p < 0.05$), indicating a significant positive relationship between teachers' productivity and educational quality. The regression result ($R^2 = 0.52$, $F = 108.34$, $p < 0.05$) further shows that 52% of the variation in educational quality is explained by these factors. Taking account of the above, the findings support Herzberg's Two-Factor Theory, emphasizing that salary, working conditions, administrative support, and professional development opportunities are key determinants of teachers' productivity and educational quality.

Inferential Statistical Analyses of the Study

Hypothesis One

H₀: There is no significant relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State.

Table 3: Pearson Product Moment Correlation Analysis

Variables	N	Mean	SD	r-value	p-value	Decision
Teachers' Productivity	124	3.41	0.62	0.72	0.000	Significant
Educational Quality	124	3.36	0.58			

The Pearson Product Moment Correlation analysis revealed a strong positive relationship between teachers' productivity and educational quality ($r = 0.72$, $p < 0.05$). Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that teachers' productivity significantly influences educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State. The result implies that improvements in lesson preparation, instructional delivery, classroom management, and professional commitment are associated with better students' academic performance, curriculum implementation, and classroom effectiveness.

Table 4: Regression Analysis Model Summary

Model	R	R ²	Adjusted R ²	Std. Error
1	0.72	0.52	0.51	0.41

The regression analysis showed a coefficient of determination ($R^2 = 0.52$), indicating that teachers' productivity explained approximately 52% of the variation in educational quality, while the remaining 48% could be attributed to other variables outside the study.

Table 5: ANOVA Result

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.24	1	18.24	108.34	0.000
Residual	20.55	122	0.17		
Total	38.79	23			

The ANOVA result revealed that the regression model was statistically significant ($F = 108.34$, $p < 0.05$). This confirms that teachers' productivity significantly predicts educational quality in secondary schools.

Chi-Square Analysis

Hypothesis Two

H₀: There is no significant association between teachers' motivation and productivity.

Variables	χ^2 -value	df	p-value	Decision
Teachers' Motivation and Productivity	42.67	12	0.001	Significant

The Chi-square analysis revealed a statistically significant association between teachers' motivation and productivity ($\chi^2 = 42.67$, $p < 0.05$). This suggests that remuneration, administrative support, working conditions, and professional development opportunities significantly influence teachers' effectiveness and commitment in secondary schools.

Summary of Findings

This study investigated the relationship between teachers' productivity and educational quality in selected secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria. The findings revealed a strong and significant relationship between teachers' productivity and educational quality, indicating that effective teachers play a central role in improving students' academic performance through better instructional delivery, classroom management, curriculum implementation, and learning outcomes. The demographic results showed that most respondents were female teachers within the active working age of 31–40 years, and a large proportion possessed professional qualifications such as B.Ed./B.S.Eds degrees. This suggests that the issue of productivity is less about professional inadequacy and more about systemic and institutional conditions within the school environment. The study further identified key factors influencing teachers' productivity, including poor remuneration, unfavorable working conditions, inadequate instructional facilities, lack of training opportunities, and weak administrative support. Among these, poor remuneration and poor working conditions emerged as the most critical constraints

affecting teachers' motivation and effectiveness. From a broader governance and public administration perspective, these findings reflect challenges in welfare management, resource allocation, and policy implementation within the education sector. The pattern suggests that teachers' productivity is strongly shaped by how effectively educational institutions are funded, managed, and supported administratively. Overall, the study concludes that teachers' productivity is not solely an individual issue but a reflection of institutional efficiency and governance quality. Improving educational outcomes therefore requires stronger attention to teacher welfare, improved school infrastructure, and more accountable and effective education sector management.

Conclusion

This study concludes that teachers' productivity is a key determinant of educational quality in secondary schools in Ilorin West Local Government Area of Kwara State. Effective teaching in areas such as lesson preparation, instructional delivery, classroom management, and professional commitment significantly enhances students' academic performance and overall learning outcomes. However, this productivity is largely shaped by structural and governance-related factors rather than individual capacity alone. Poor remuneration, unfavorable working conditions, inadequate instructional facilities, limited training opportunities, and weak administrative support were identified as major constraints that reduce teachers' motivation and effectiveness. These challenges reflect broader weaknesses in educational governance, particularly in welfare management, resource allocation, and institutional accountability. The study therefore concludes that improving educational quality requires not only teacher-focused interventions but also stronger governance reforms that enhance welfare systems, improve school infrastructure, and ensure effective administrative support for sustained teacher productivity.

Recommendations

Based on the findings of this study, the following targeted and governance-oriented recommendations are made:

1. **Teachers' welfare reform:** Government should review and implement a more responsive salary structure, including timely payment and improved welfare incentives that directly address cost-of-living realities and restore teachers' economic dignity.
2. **Education financing and infrastructure accountability:** School authorities and education ministries should not only provide instructional materials but also establish

transparent mechanisms for monitoring procurement, distribution, and maintenance of teaching facilities to ensure resources translate into classroom impact.

3. **Continuous professional development system:** Instead of occasional workshops, a structured, compulsory, and credit-based in-service training framework should be institutionalized, linked to career progression and teaching certification renewal.
4. **Strengthened instructional governance:** Educational administrators should adopt a more data-driven supervision model, using regular classroom observation, performance feedback systems, and accountability benchmarks to improve instructional delivery.
5. **Work environment restructuring:** Government and school management should redesign school environments beyond physical infrastructure to include psychosocial safety, workload balance, and reduced administrative bottlenecks that hinder teaching effectiveness.
6. **Integrated education policy alignment:** Educational policies should move from fragmented interventions to a coordinated teacher development framework that integrates motivation, welfare, infrastructure, and leadership accountability as a unified reform agenda.

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