

EMPIRICAL REVIEW OF STUDIES ON STAFF DEVELOPMENT AND TEACHERS' JOB PRODUCTIVITY IN EDUCATIONAL INSTITUTIONS

ABSTRACT

One of the most important components of the education system is the teacher. Development programs for teachers are important aspects of education processes that deal with the art of acquiring skills in the teaching profession. These are essential exercises that enhance subject mastery, teaching methodology and classroom management. This paper reviews empirical studies on staff development and teachers' job productivity in educational institutions from 2019 to 2024. The review focuses on the staff development on teachers' job productivity. Two objectives guided the review. The methodology used was a systematic review of 15 empirical papers with 13 focusing on staff development and 2 on teachers' job productivity. The studies used various research designs, including correlational, survey, experimental, qualitative, and case study research. Data collection methods included questionnaires and interviews, which were adopted, adapted, and self-structured. Data analysis was mainly descriptive statistics, with some authors focusing on multiple sub-variables. The findings aligned with the study's titles and were well organized. The study found that staff development and teachers' job productivity contribute to national development and innovation, teachers training, seminars, workshops, conference, mentoring and coaching should be encouraged.

Keywords: Staff development, Teachers' job productivity, Educational institutions

INTRODUCTION

Education has been known as the most dynamic tool for national growth, education is dynamic and teachers must be made to cope with the demands of innovation associated with the present-day system of education. The Federal Republic of Nigeria (2014) in the National Policy on Education stated since no education system may rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development; and the goals of teacher education according shall be to: produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. It is a well-known fact in Nigeria today that the success of educational system depends mainly on the quality of teachers employed and their training is quite inevitable because of the explosion brought about by technological innovations which make the whole world a global village. Eze (2016) posited that the teacher shapes the direction and influences to a great extent

other educational inputs to achieve the stated goals of the education industry. The extent to which this can be done depends on the quality and quantity of training received by teachers since the quality of educational outcomes depends to a great extent on the quality of teachers.

The achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational productivity. In the school system, a teacher's job productivity according to Getange (2016) refers to the duties performed by a teacher at a particular period in the school system in achieving desired goal. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Productivity in education is intangible and invisible and can only be deduced from turnover, and the rate at which educational objectives are achieved (Aja-Okorie, 2016). Aja-Okorie furthered that productivity in schools are a continuous process, taking into consideration, the input, process and output phases of education. Teacher input as per their job productivity thus refers to the teacher's performance determined by his/her abilities and motivations and technology and technical factors such as quality and quantity of instructional material.

Staff development programmes are processes designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. In an earlier assertion, (Musa, 2016). According to Obioma (2015), staff development is an organizational effort aimed at helping an employee to acquire basic skills required for the effective execution of the activities of functions for which he/she is hired. The heart of any successful learning program is the well-informed teacher(s), which means that, teachers' education, their number, training and devotion to duty, their efficiency and capability are essential ingredients for the proper management, growth and development of the entire educational system. Eze (2016) stated that in ancient times, the traditional system of education was largely vocational and generally aimed at the acquisition of skills, abilities and attitudes necessary for effective living. According to Akpan and Ita (2015), staff development programs for teachers has been acknowledged as an effective method of growing the knowledge and skills of teachers in order to help teachers teach more effectively. Furthermore, Nakpodia (2018) sees staff development program as a process of continuous updating of the teacher's knowledge, skills and interests in chosen field. It is a means for professional growth, which encourages the extension of teacher educators. In concord with this, Nakpodia explained that teachers are expected to have both managerial and professional skills for growth and development. This he said can be achieved if they do not stop attending development programs after the initial teacher training.

PURPOSE OF THE STUDY

The goal of this study is to review empirical studies that discuss staff development and teachers' job productivity in educational institutions. The study was specifically designed to:

1. Review empirical studies on staff development and teachers' job productivity in educational institutions.
2. Critique the empirical studies on staff development and teachers' job productivity in educational institutions

METHODOLOGY

The researcher searched a wide range of academic databases and respected publications for relevant literature for this review. To make sure that the results are still current and applicable, empirical articles that were published within the last five years were given priority. The chosen studies, which cover various geographic locations and institutional kinds, give various viewpoints and insights into staff development and teachers' job productivity in educational institutions.

REVIEW OF EMPIRICAL STUDIES ON STAFF DEVELOPMENT AND TEACHERS' JOB PRODUCTIVITY IN EDUCATIONAL INSTITUTIONS.

David (2023). Teachers' Professional Development and Job Performance in Selected Secondary Schools in Ibanda Municipality. The study examined the relationship between teachers' professional development and teachers' job performance in secondary schools in Ibanda Municipality. A cross-sectional descriptive survey design using a quantitative approach was used in the collection, analysis, interpretation, and presentation of data. The target population consisted of headteachers, teachers, and the directors of studies. Using Morgan and Kreccie's table of sample size determination, the study used 19 headteachers, 470 teachers, and 20 directors of studies. Simple random sampling and purposive sampling were used to select the sample size. Data was collected using a closed-ended questionnaire. Findings revealed a positive correlation between professional development and the performance of teachers. Teachers' professional development is very critical in job performance since it helps teachers to improve subject mastery, teaching methods, general attitude, and beliefs towards work, and diverse learning activities. The study recommends sequential professional development activities for all teachers. School administration should have a specific budget for teachers' professional development.

The use of a cross-sectional descriptive survey design, along with a structured closed-ended questionnaire, adds rigor to data collection and analysis. There was no mention of how the validity and reliability of the instrument were assessed or established. Overall, the study

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

Kaki (2023) conducted research on Staff Development Practices and Teacher Performance in Missionary Secondary Schools in Bayelsa State. This study critically examined staff development practices and teacher performance in missionary secondary schools in Bayelsa State. This study was a correlational survey of the ex-post- facto design. The population of the study consisted of two hundred and eighty-seven (287) school administrators and teachers in Bayelsa State missionary schools. All the population were used for the study since it was a manageable size, thus no sample was done. Instrument named Staff Development Practices and Teachers Performance Questionnaire was used to obtain information. The instrument was subjected to test to determine its reliability using missionary schools in Delta State and a coefficient of 0.81 was obtained revealing a high reliability index. Data obtained were coded and analyzed using mean rating and SD to answer research questions while Pearson r was used to test hypothesis at a significance level of 0.05. Finding revealed that current staff development practices in missionary secondary schools in Bayelsa State include; professional conferences, job rotation among others. The study also revealed that staff development practices impact teacher performance since it fosters collaboration, address current challenges in teaching, contributed to teachers' ability to meet the diverse needs of students.

The 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.

Nebolisa, (2023), investigated In-Service Training Programs as Correlates of Teachers' Job Productivity in Public Secondary Schools in Anambra State. The study examined the relationship between in-service training programs and teachers' job productivity in public secondary schools in Anambra State. The design of the study was correlational research design. The population for the study was 6,185 teachers from 262 public secondary schools in Anambra State while the sample of 619 from 48 secondary schools was drawn through stratified random sampling techniques. Five research questions guided the study and five null hypotheses were tested at .05 level of significance. The study objectives were investigated with data collected through the administration of copies of researchers' adapted instrument titled, "In-Service Training Programs Questionnaire (ITPQ) and Teachers' Job productivity Questionnaire (TJPQ). The reliability coefficient of 0.866 was obtained in test-retest method using Pearson Product Moment Correlation. The major findings of the study showed that there was a

significant strong and positive relationship between teachers' job productivity and their participation in in-service training programs, a significant relationship exists between teachers attending seminars, teacher workshop training, teacher orientation, conference attendance and job productivity in public secondary schools in Anambra State. From the study it was concluded that in-service training programs have a strong correlation with teacher job productivity in public secondary schools.

The study utilized a correlational research design 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), conducted research on Effects of Training on Teachers' Job Productivity in Teaching Technical/Engineering-Based Subjects in Public Secondary Schools. This study intends to investigate the effects of training on teachers' job productivity in teaching technical/engineering-based subjects in public secondary schools. Design field survey was carried out among teachers in selected public secondary schools within Lagos Mainland Education District Lagos-State, Nigeria. A simple random sampling technique was employed for this study, and questionnaires were distributed to 200 schoolteachers within the selected public secondary schools. Pearson product-moment correlation and T-test statistics were used in analyzing the data collected. The study's findings revealed that teachers' training in teaching technical/engineering-based subjects in secondary schools improves job productivity and students' academic performance. The study's findings also showed that the training for technical/engineering-based subjects teachers ensure increased recognition, promotion, higher pay, and a sense of personal satisfaction. The study concluded that government and educational stakeholders should organize and expose technical/engineering base subject teachers to different on-the-job training that will allow them to grow 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 validity and reliability of the study was not mentioned.

In a study conducted by Onaolapo (2019) titled "Teachers Job Productivity in Secondary Schools, Nigeria". This study examined family satisfaction and job satisfaction as correlates of teachers' job productivity in Ekiti State secondary schools. Descriptive research design of the survey type was adopted for the study. The population of this study comprised of all the 7573

teachers and 179 principals in 179 public secondary schools in Ekiti State. The sample for the study comprised of 720 teachers and 72 principals selected from 72 public secondary schools in Ekiti State using multistage sampling procedure which include simple random, stratified random sampling techniques. Two sets of structured questionnaires titled “Family Satisfaction and Job Satisfaction Questionnaire (FSJSQ)” and “Teachers’ Job Productivity Questionnaire (TJPQ)” were used for this study. The experts determined the appropriateness of the instruments in measuring what is supposed to measure and ensured that the instrument contained the appropriate items that could actually elicit the intended responses on the family satisfaction and job satisfaction in order to meet the face and content validity. To ensure the reliability of the instrument, the test-retest method was adopted and the instruments yielded a reliability coefficient of 0.65 and 0.75 for FSJSQ and TJPQ respectively. The instruments were adjudged to be reliable for the study. All the hypotheses formulated were tested at 0.05 level of significance. The findings from the study showed that there was a significant relationship between family satisfaction and job productivity ($r=0.275$) at $p<0.05$, there was a significant relationship between job satisfaction and job productivity ($r=0.366$) at $p<0.05$). The study concluded that job satisfaction and family satisfaction had significant impact on teachers’ job productivity. The study adopted descriptive survey research design and the study’s sample size enhances the results’ generalizability. The study lacks theoretical framework.

Khan and Abdullah (2019) conducted research on “The impact of staff training and development on teachers’ productivity” in Iraq. Training and Development has always been a driving force for enhancing the teachers’ productivity and performance. The primary objective of this research paper is to investigate the impact of staff training and development on their productivity and performance in classroom teaching and in their administrative work as well. This research work is based on survey. For the purpose of this study, both primary and secondary data was used. It was conducted to get best and genuine results. Secondary data was collected from available books, journals, publications, research studies, articles and websites. Structured Questionnaire with closed-ended questions and rating scale questions was used to collect primary data. 58 teachers were interviewed through the questionnaire. Statistical Software (SPSS Version 16) was used for analyzing the data. The study concludes that there exist positive and strong relations between training and development and productivity of the teachers of Kurdistan. The study further concluded stating positive correlation between productivity and other independent factors like Skills, Expertise, Morale, Enhancement, Potential, Job Knowledge and Proficiency. Technical/Technology training is the most suitable training program for the teachers of this region.

This study was based on survey research design and the primary objective were well-defined. It has limited sample size of 58 teachers may not be representative of the entire population, limiting generalizability. The theory of the study was not captured and the validity and reliability of the study was not mentioned. The study doesn't mention how participants were selected, potentially leading to sampling bias. Overall, the study provides valuable insights into the importance of staff training and development for teachers' productivity.

Shaiful and Alberto (2021), conducted research on staff development and teacher Job Satisfaction in Secondary School in Johor, Malaysia. This study examined teacher leadership dimensions and job satisfaction in two public secondary schools in Johor, Malaysia; one located in a rural area and one located in the city. A total of 78 respondents comprising of administrators, middle leaders and subject teachers took part in this study. Using the sequential explanatory mixed-method research design, this study employed Teacher Leadership School Survey (TLSS), Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), and semi-structured interview as the instruments. Three respondents were selected from each school for a semi-structured interview. Descriptive and inferential statistics such as mean, standard deviation, t-test, correlation, and ANOVA were utilized in the quantitative phase, while qualitative data were treated according to the code, categories, and themes. The findings reflected that both schools ranked relatively high to very high in teacher leadership dimensions and job satisfaction. There was no significant difference found in teacher leaderships dimensions and job satisfaction, yet there was a statistically significant positive relationship between job satisfaction and teacher leadership dimensions in both schools. The qualitative findings in the study reflected that both schools acknowledged the importance of the dimensions in job satisfaction. Evidence of teacher leadership practices was found in both schools.

The study used the sequential explanatory mixed-method research design, which combined quantitative and qualitative methods provides a comprehensive understanding. The validity and reliability of the instruments were not captured. Limited sample size of 78 respondents from only two schools restricts generalizability. Overall, the study provides valuable insights into teacher leadership and job satisfaction in Malaysian secondary schools.

Rowena (2024), conducted research on Effect of Seminar on Teaching on The Teachers' Job Productivity of In Higher Education in Philippines. This paper delves deeper into the research surrounding how such seminars influence the teaching performance of higher education teachers. This study used a survey research design to examine the effect of Seminar on Teaching (SOT) on the teaching performance rating of randomly selected 172 faculty members of a higher education institution in the Philippines. Data were analyzed using

descriptive and inferential statistics. Results of the t-test showed significant differences in the performance of the faculty members before and after attending the SOT, with an average teaching performance score of 1.5503 (equivalent rating of 80.67) before attending the SOT and 1.4965 (equivalent rating of 83.33) after attending the SOT. Overall, the findings showed that the seminar greatly helped the higher education institutions' faculty members improve their teaching performance and that the seminar was effective among the faculty members, especially those newly hired or inexperienced in teaching. As educational institutions continue to prioritize the professional development of their faculty, understanding the impact of seminars on teaching has become crucial for fostering a culture of continuous improvement in higher education.

The study adopted a survey research design and the findings of the study cannot be generalized. The validity and reliability of the instrument was stated. The population drawing of the sample size was not captured. Overall, the study provides valuable insights into the effectiveness of SOT.

In a study conducted by Baustad and Bjørnstad (2023) titled "In-service professional development to enhance interaction – staffs' reflections, experiences and skill" in Norway. This article analyses ECEC staffs' perspectives on the in-service professional development (PD) process aimed at improving the quality of interaction in ECEC, inspired by the Caregiver Interaction Profile (CIP) scales. The study draws on theories and research on PD and ECEC quality and falls within a pragmatic paradigm, using qualitative individual interviews, thematic analyses and external observations. Staff were recruited from ECEC institutions in a region in Norway already participating. Staff were sampled from all staff working with a group of children agreed to participate. This resulted in a sample of 22 staff working with seven groups of children in two public ECEC institutions; four groups with children aged 1–3 and three groups with children aged 3–5. Due to different circumstances, three participants withdrew their consent, so the study is based on data from 19 staff members. Most participants were female (95%), all had a full-time position at the institution and worked 5 days each week with the same child group, and had worked in ECEC for an average of 13 years. 58% had a Bachelor's degree in ECEC and 21% held certificates as child and youth workers (upper secondary education). Group sizes were in line with what is common in Norway; three staff members (including a qualified teacher) working with approx. 10 children under the age of three or 20 children above the age of three. Data collection Individual interviews, Video observations Analysis, Thematic content analysis was employed to analyze the interview transcripts. Main findings: staff found the process highly useful, their motivation increased

during the process, they experienced improved autonomy, self-confidence and well-being and became more conscious about different 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. Study only examines short-term effects (three months). Study doesn't compare different PD approaches or control groups. The validity of the interview questions was not stated.

Popova et al. (2021) conducted research on Teacher Professional Development around the World: The Gap between Evidence and Practice. Many teachers in low- and middle-income countries lack the skills to teach effectively, and professional development (PD) programs are the principal tool that governments use to upgrade those skills. This paper proposes a set of indicators—the In-Service Teacher Training Survey Instrument—to standardize reporting on teacher PD programs. An application of the instrument to 33 rigorously evaluated PD programs shows that programs that link participation to career incentives, have a specific subject focus, incorporate lesson enactment in the training, and include initial face-to-face training tend to show higher student learning gains. In qualitative interviews, program implementers also report follow-up visits as among the most effective characteristics of their professional development programs. This paper then uses the instrument to present novel data on a sample of 139 government-funded, at-scale professional development programs across 14 countries. The attributes of most at-scale teacher professional development programs differ sharply from those of programs that evidence suggests are effective, with fewer incentives to participate in PD, fewer opportunities to practice new skills, and less follow-up once teachers return to their classrooms.

The study adopted a survey research design. The problem statements of the above study agreed with the title, even though they were clearly visible to the average reader. The study lack of theoretical framework which doesn't explicitly link to TPD theories. The gap in the study doesn't evaluate cost-effectiveness of TPD programs. The population was not clearly stated before sample size was selected. Overall, the study provides significant insights into Teacher Professional Development programs.

Langat (2022), conducted a study on influence of staff training and development on academic performance of lecturers at Rongo university, Kenya. The study used a descriptive research design. The target population of this study was 102 academic staff at Rongo University: graduate assistants, tutorial fellows, assistant lecturers, lecturers, senior lecturers, associate professors and professors. The sample size was 82 staff who were selected by use of stratified random sampling. The research made use of primary data together with secondary

data. The secondary data source was the annual reports and policies from Rongo University while primary data was gathered through use of semi-structured questionnaires. Thematic analysis was deployed in analyzing qualitative data then presentation of results was in a narrative form. Through the help of SPSS (version 22) quantitative data was analyzed through use of descriptive statistics and inferential statistics. The research used descriptive statistics in determining mean, frequency distribution and percentage. Inferential statistics comprised of correlation analysis as well as multivariate regression analysis. The research results were presented in tables, bar charts and pie charts. The study found that staff training and development has an insignificant effect on academic performance of lecturers at Rongo University ($p\text{-value}=0.000$). The study found that Rongo University provided little training to the academic staff and about half of the academic staff had received training since they got employed in Rongo University.

The study used descriptive survey research design and the theory used for the study was not captured. The validity and reliability of the instrument used were not stated. For the statistical analysis, the study has small sample size (82 participants, 80% response rate). Overall, the study provided valuable insights into the topic, but further improvements in design clarity, method of data analyses would strengthen its findings.

Arinaitwe (2024) examined Staff Development and its Impact on students' Academic Performance Among Selected Secondary Schools in Kanungu District Uganda. This mixed-methods study sought to provide robust empirical insights into the relationship between alternative approaches to staff development initiatives and students' academic performance within the network of public secondary schools in Kanungu District, Uganda over a six-year period. However, limited comprehensive evidence has systematically evaluated such differentiated effects to inform evidence-based optimization of developmental budgets. To address these knowledge gaps, annual examination performance data spanning 2014 to 2019 covering all 20 secondary institutions in Kanungu District were compiled from the Uganda National Examinations Board records and merged with an exhaustive census survey of each school's exposure to diverse teacher development interventions over the same timeframe. Notably, students' academic performance demonstrated a moderately strong positive correlation ($r = 0.582$) with employee performance reviews that was statistically significant ($p = 0.000 < 0.01$). The significance value ($p = 0.000$) was lower than the chosen alpha level ($\alpha = 0.01$) allowed us to reject the null hypothesis that there was no correlation between the variables in the population Findings illuminated pathways towards accelerating educational progression through optimized, low-cost strategies magnifying human capital capabilities - with potential

for transformative scaled replication given supportive implementation of tailored solutions amid pressing resource constraints confronting Uganda's remote borderlands.

The study adopted case study which was not clearly stated but the purpose of the study was clearly and concisely stated, which agreed with the title. The methods used to gather the data for this paper was mixed method 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 results and the findings of the study. Validation and reliability of the instrument was not captured and also the methods of statistical analysis were not stated.

Mduma and Mkulu (2021) examined Influence of Teachers' Professional Development Practices on Job productivity in Public Secondary Schools: A Case of Nyamagana District, Mwanza-Tanzania. The study sought to find out the Influence of Teacher's Professional Development Practices on their Job productivity in Nyamagana District, Mwanza Region. The study employed convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified random sampling and simple random sampling techniques were used to sample public secondary schools and teachers while purposive sampling techniques were used to sample heads of schools and the District Education Officer and the sample size of this study is 91. Data was collected through the use of questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel. Henceforth, regular performance appraisals in schools enable teachers to improve themselves in classroom management, simplifies supervision, evaluation and assessment process, improves proper communication and it also ensures teachers' discipline at work.

The study utilized case study research design and the author's problem statements have two objectives, that guided the study. The population used was not clearly captured before sample size was selected and the validity and reliability of instruments we're not also stated. The statistical tools used are adequate. The article gap is that the study doesn't examine sustained effects of teacher professional development.

Matiba (2020) conducted a study on Relevance of Staff Development Courses in Addressing Pedagogical Needs of University Academic Staff in Tanzania. This study investigated the relevance of staff development courses offered in two Tanzanian universities

to establish whether or not they respond to the lecturers' pedagogical needs. Three objectives guided this study. The study employed a qualitative research approach, with multiple case study designs. A total of 38 participants were studied. Semi-structured interviews and documentary review were the main data collection tools. The study findings indicate that the two universities offered several staff development courses mainly in teaching and research. Teaching courses included teaching how to teach large classes and integrating technology in teaching. Moreover, the study found that academic members of staff had varied staff development needs based on the respective university's core functions, especially research and teaching. However, majority of academics viewed the courses offered as not relevant enough to meet their pedagogical needs. Based on the study findings, it is apparent that, unless universities offer courses that cater for academic staff's actual needs, the efforts and resources invested in providing staff development courses would be more of a waste than an investment.

The study adopted Qualitative research approach suitable for exploring complex issues. Semi-structured interviews and documentary review provide rich data. The study has limited sample size (38 participants) and scope (two universities) which the study lack of 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 Relationship Between Teacher Job Satisfaction and Productivity in the Asante Akim South District of the Ashanti Region of Ghana. The aim of this study was to assess how basic school teachers' job satisfaction relates to their productivity in the Asante Akim South District of the Ashanti Region of Ghana. The descriptive design was employed in conducting the study. The population covered all the Basic School teachers in the Asante Akim South District. The sample size was 217, made up of 179 males and 38 females. A questionnaire was used to collect data from respondents. Data analysis was done, using frequency and percentage counts as well as the Pearson Product Moment correlation. Key findings of the study indicated that majority (71.9%) of the respondents perceived that the government's District Best Teacher award scheme only motivates a few teachers at the expense of the majority of teachers. Teachers' level of job satisfaction shows a strong positive correlation with teacher productivity ($r = 0.870$, $p = 0.020$). In order to enhance teacher job satisfaction and productivity, it was recommended that the District Best Teacher award scheme should be made to cover at least 20% of teachers in the district instead of an individual so that majority of them would not feel unmotivated, neglected and unrecognized. Government should make teacher promotions and salaries relatively equitable and competitive with that of workers

in other analogous institutions in the country in order to enhance their job satisfaction and productivity.

The use of a descriptive survey research design, the problem of the statement was 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. Procedures used for sampling technique was not also stated. The validity and reliability of the instrument conducted.

FINDINGS OF THE EMPIRICALLY REVIEWED PAPERS

Based on the Fifteen empirical papers reviewed across the globe, Ten were from the continent of Africa, with Nigeria having five and Kenya having one, Tanzania having two, Uganda one, and Ghana one. One out of the fifteen were from the continent of Europe (Norway). In the same vein, the Asian Tigers of Malaysia, Iraq, and Philippines, each got papers from these respective countries and One paper from California U.S.A. Among the papers reviewed, two were an ex post-facto research, five case study with two mixed methods, and three were correlational research and the remaining three adopted descriptive survey research. Several gaps were observed with similarity across various region. These gaps include inappropriate design and instrument of data collection; inaccurate method of instrument validation, inaccurate method of data analysis among others. Therefore, the findings pointed out that teachers in educational institutions to be provided with several staff development programs such as, training. seminars, workshop, conferences, in-service programs in order to improve their job productivity.

CONCLUSIONS

The primary purpose of this research work was to review empirical papers on staff development and teachers' job productivity in educational institutions. The reviewed paper revealed that lack of staff development causes of decreases teachers' job productivity and students' academic performance; therefore, for educational institutions, government and organizations to navigate through staff training and development in other to make to the teaching profession to be flowing well and improve students' performance and teachers job productivity.

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