

Empirical review of studies on staff development and teachers' job productivity in educational institutions

ABSTRACT

The teacher is part of the most important components of the education system is the teacher. Development programmes designed for teachers are germane aspects of the total education processes. Teacher training is essential exercises that improves the subject matter 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 in the world has been the most important tool for self and national growth of any nation, education changes and teachers must be made to adapt with the demands of changes and improvement in the present-day system of education. The Federal Republic of Nigeria (2014) in the National Policy on Education stated that there is no system of education that can rise above its teachers' quality, teacher education must be given top priority in all educational planning and development projects; as the ultimate goal of teacher education is to: produce teachers that are motivated greatly, good and classroom teachers that are efficient for all the grades of our educational system. It is a well-known fact in Nigeria today that the goal achievement of any educational system relies solely on the quality of teachers involved in the teaching process. Eze (2016) posited that the teacher plays a big role in shaping the

direction of teaching and other educational inputs to attain the stated objectives and goals of the education industry.

To achieve quality education, the teachers needs appropriate motivation and satisfaction to produce the desired educational achievement. In the school system, a teachers' job productivity according to Getange (2016) refers to the roles played by a classroom teacher at a given period of time in a school set up for achieving planned goal. It also could be explained as the capacity of teachers to bring together important inputs so as to enhance the whole processes of teaching and learning. On the other hand, productivity in education refers to efforts put in place and can only be described from work output, and the level at which educational aims and objectives are achieved (Aja-Okorie, 2016). Aja-Okorie furthered that productivity in schools is a process that is continuous, and takes into consideration, the efforts and resources, the process and the outcome of education. Teachers' input as per their job productivity means the teacher's performance (productivity) determined by their motivations and abilities and other factors that are technical in nature such as the availability, quality and quantity of material used for instruction.

Staff development programmes are processes prepared to increase job understanding, improve more effective performance on the job, and specify future goals for career opportunities and growth. In an earlier assertion, (Musa ,2016). Obioma (2015) opined that staff efficacy and development is an effort by organisations which is aimed at assisting a teacher or any other person in an organization to get the basic skills or knowledge needed for the smooth and effective activities execution and functions for which the employee is hired. A well informed teacher is at the center of every successful teaching and learning programme, this implies that, teacher education, number of teachers, training received and dedication to duty, their capability and efficiency are very essential components for the proper administration, growth and improvement of the entire educational system. Eze (2016) posited that in the olden days, the indogenous system of education was solemnly vocational and generally targeted at vocational skills acquisition, and capacity for effective living. Akpan and Ita (2015) observed that staff development programmes organized for teachers has been noted as method which is effective for improving the knowledge, skills and attitude of teachers so as to help them teach more efficiently and effectively. Nakpodia (2018) viewed staff development programme as a continuous process of upgrading the teacher's knowledge, attitude, skills and interests in particular field. It is therefore a means for good growth professionally, which encourages the expansion of teacher educators. In conformity with this assertion, Nakpodia further explained that teachers are required to have both professional and managerial skills for proper growth and development of education. This according to him can

be achieved through continuous teacher development programme attendance 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) conducted a study on Teachers' Professional Development and their Job Performance in some Selected Secondary Schools in Ibanda Municipality. The study determined the relationship that exist between professional development of teachers and their job performance in Ibanda Municipality secondary schools. The study used descriptive survey design which is cross-sectional using a quantitative approach in the gathering, analyzing, interpreting, and presentation of data. The targeted population for the study consisted of head masters, teachers, and study directors. Using Krecjie and Morgan's table for determining sample size, nineteen head masters, 470 teachers, and twenty study directors were utilized in the study. Purposive and simple random sampling techniques were used to obtain the sample size. Data for the study were collected using a questionnaire that is closed-ended. Findings from the study showed that professional development and the job performance of teachers were positively correlated. Critical in job performance of teachers is their professional development since it aid teachers in the improvement of their subject mastery, methods of teaching, beliefs and general attitude towards working, and diverse teaching, learning and other activities. The study however recommended continuous

development activities professionally for all teachers. The school management should have a specified amount in their budget which should be for teachers' professional development.

The use of a cross-sectional descriptive survey design, along with a structured closed-ended questionnaire, adds rigor to data collection and analysis. There was no mention of how valid and reliable the instrument used 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 Practices for Staff Development and Teachers' Job Performance in Mission Schools in Bayelsa State, Nigeria. The research critically looked at various staff development practices implemented and teachers' job performance in missionary secondary schools in Bayelsa State. The design for the study was a correlational survey and the ex-post- facto. The study used the entire population of the study which consisted of 287 teachers and school administrators in the state mission schools. Instrument used for data collection was a structured questionnaire named: Staff Development Practices and Teachers Performance Questionnaire (SDPTPQ). In determining the reliability of the instrument, it was subjected to using missionary schools in Delta State which is out of the study population and a reliability coefficient of 0.81 was gotten indicating high reliability coefficient. Data obtained for the study were subjected to analysis using mean and standard deviation to answer the research questions and Pearson r was used for testing hypothesis at 0.05 level of significance. From the study, findings revealed that existing staff development practices in mission schools in Bayelsa State includes; conferences at professional levels, job specification rotation and so on. The outcome of the study also revealed that practices that develop teachers impacted their performances since it helps in fostering collaboration, mitigate current faced challenges that exist in primary responsibilities of teachers and also contributed to teachers' capability to meet the different needs of learners.

The reviewed study employs a correlational survey with an ex-post-facto design. By including all 287 school administrators and teachers, the study benefits from a full population analysis, which strengthens the findings. Moreover, the researcher does not mention the validity and reliability of the questionnaire used for data collection; this could affect the credibility of the findings.

Nebolisa, (2023) evaluated In-Service Training Programmes as Correlates of Teachers' Job Productivity in Public Schools in Anambra State. The study looked at the correlation between in-service training programs for teachers and their job output in Anambra State government owned secondary schools. The study made use of correlational research design. The sample of 619 obtained from 48 secondary schools was gotten through stratified

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

The study utilized a correlational design for the research which allows for the examination of relationships between variables, which is appropriate for the research question posed with five research questions and five hypotheses. There is no theoretical framework in the study and validation of the instrument was not stated. Overall, Nebolisa's (2023) study addresses an important aspect of staff development with a significant sample size and a relevant context.

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

engineering/ technically based subject teachers to various on-the-job training which will enable teacher to improve professionally.

The study employs a field survey design, which is appropriate for collecting large data. The use of simple random sampling is commendable, as it minimizes selection bias. The weakness of this study is that the theory of the study was not captured and the validation and reliability of instrument used for the study was not mentioned.

In a study conducted by Onaolapo (2019) titled “Job Productivity of Teachers in Secondary Schools in Nigeria”. The study looked into satisfaction at family level and job satisfaction of teachers as correlates of teachers’ job productivity in secondary schools in Ekiti State, Nigeria. The study used descriptive survey research design. With a population that comprised of all the 179 principals and 7573 teachers in all the 179 public secondary schools in the state. And the sample used for the study comprised of 72 principals and 720 teachers obtained employing multistage sampling procedure including simple and stratified random sampling methods. A pair of instruments titled “Family and Job Satisfaction Questionnaire (FJSQ)” and “Teachers’ Job Productivity Questionnaire (TJPQ)” were used in the conduct of the study. The instruments were subjected to validation by experts to determine the appropriateness of the instruments. Reliability test was carried out on the instruments using test-retest method and reliability coefficient of 0.65 and 0.75 were obtained for the two instruments respectively. Hypotheses formulated for the study were tested at 0.05 significance level. The results from the study revealed that there exists a significant relationship between family satisfaction and job productivity and there was a significant relationship between job satisfaction and job productivity. However, the study concluded that job satisfaction and family satisfaction had significant effect on teachers’ job productivity. The design in the form of descriptive survey was adopted for the study and the study’s sample size enhances the results' generalizability. The study lacks theoretical framework.

Khan and Abdullah (2019) conducted research on how staff training and development impacted on teachers’ productivity in Iraq. The main objective of the study was to find out the impact of training and development of staff on their productivity and job performance in their teaching at classroom level and also in carrying out their duties as administrative as well. The study used survey research design. Data utilized in the study were from primary and secondary sources. Available journals publications, books, research articles and as well as websites were the secondary sources of data. The instrument used for data collection at the primary level was a structured questionnaire. Interview was conducted on 58 teachers with the aid of the questionnaire. Statistical Package for Social Sciences (SPSS Version 16) was utilized for data analysis. In conclusion, the study showed that there is a positive correlation

existing between training and development and the productivity of teachers in Kurdistan. The study furthermore concluded that there exists a positive correlation between independent factors like job knowledge, skills, morale, potential, expertise, enhancement, proficiency, commitment, values and productivity. Technological training was found to be the most suitable and appropriate training program for the teachers of this particular region.

This study was based on survey research design and the primary objective were well-defined. It has limited sample size of 58 teachers which may not be a proper representative of the whole population, limiting generalizability. The theory in the study was not captured and the reliability and validation of the instrument used in the study was not mentioned. The study doesn't mention how participants were selected, potentially leading to sampling bias. Overall, the study gave valuable knowledge into the importance of training and development of staff for teachers' optimum productivity.

Shaiful and Alberto (2021), conducted research on staff development level and teacher job satisfaction in schools in Johor, Malaysia. The study determined the level of teacher dimensional leadership and job satisfaction in 2 Johor's public secondary schools, Malaysia. With one school located in a rural area and the other one in the city. Respondents comprising of 78 administrators, teachers and middle leaders participated in the study. With the usage of sequential explanatory mixed-method research design, the study made use of Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS), Teacher Leadership School Survey (TLSS), and semi-structured interviewing items as the instruments for collection of data purpose. A number of 3 respondents were chosen from each school to participate in a semi-structured interview. Descriptive statistics using mean and standard deviation and also inferential statistics using t-test, correlation, and analysis of variance were utilized in the analysis of data. The findings showed that all the schools were ranked in the region of high to very high in leadership dimensions of teacher and job satisfaction. There exists a significant difference in leaderships dimensions of teacher and job satisfaction, and yet there exist a positive relationship that is statistically significant between job satisfaction and leadership dimensions of teachers in both schools. Part of the qualitative results from the study indicated that all the schools have acknowledged the level of the dimensions in job satisfaction. Lastly a strong evidence of teacher leadership practices was gotten in both schools.

The study used the sequential explanatory mixed-method design for research, which combined both qualitative and quantitative methods in providing a comprehensive understanding. The test of validity and reliability on the instruments were not captured. Limited sample size of 78 respondents from only two schools restricts generalizability.

Overall, the study provides valuable insights into leadership and job satisfaction of teacher in Malaysian secondary schools.

Rowena (2024), conducted research on Effect of Seminar for Teachers on the Teachers' Job Productivity of in Higher Education teachers in Philippines. The study delves higher into the research looking at ways in which seminars have influence on the job performance of teachers in higher education. It adopted survey research design to examine how seminar affects teaching performance of teachers in randomly selected 172 institutions of higher education faculty members in the Philippines. The data for the study were collected and analyzed using both inferential and descriptive statistics. Results from the t-test analysis showed that there is a significant difference in the faculty members' performance prior and after attending the seminar on teaching, with teaching performance average score of 1.56 prior and after attending the seminar on teaching. On the overall, findings from the study revealed that seminar significantly helped the members of faculty in institution of higher education in improving their performances in regards to teaching and that the seminar was efficient among the members of the faculty, most especially the newly employed or less experienced teachers. As various institutions of education continue to give priority to the professional development of teachers in their faculty, knowledge of the effect of seminars on teachers teaching has become very crucial for boosting the culture of continuous teacher improvement in higher education.

The study used a survey research design and findings from the study cannot be generalized. The instrument's validity and reliability testing was stated. The population drawing of the sample size was not captured. Overall, the study was able to provides important insights into the effectiveness of seminar of teachers in improving them.

In a study conducted by Baustad and Bjørnstad (2023) which was on In-service professional development for enhancing interaction, experiences, staff reflections and skill in Norway. The study assessed the staff of ECECs' views on the in-service teacher professional development practices which targeted to improve the total quality of teaching in the ECEC. The research work draws on various theories and researches. Personnel were employed from ECEC tertiary institutions in a particular region in Norway that are already participants. Sample of staff were obtained from all the staff working with a classes of children that accepted to participate. Therefore, it ended in a sample selection of twenty-two staff that work with seven groupings of children in two ECEC public institutions; four groups with various children within the age range of 1–3 and three groups with children within the age bracket of 3–5. Due to some circumstances that are different from each other, three people in the selected participants revoked their consent, and as a result, the study was actually based

on data from nineteen members of staff. Majority of those that participated were female (95%), with all having a full-time role in the institution and worked for five days in each week with that very similar child group, and had also worked in ECEC for a period of about thirteen years. Fifty-eight percent of the had a degree in ECEC and twenty-one percent had at least a certificates as youth and child workers which is the higher secondary education. The grouped were in agreement with what is obtainable in Norway by sizes; about three members of staff with a qualified teacher working with an estimated ten children below the age of three or twenty children over the age of three. Individual interviews, data collection, observations through video and thematic analysis of content were employed in analyzing the interview transcripts. Major findings of the work revealed that: the process was highly useful for staff, there was increase in their motivation during the whole process, improved autonomy was experienced, well-being and self-confidence as a result of training made staff to become more conscious about various interactional aspects.

The study used Qualitative research but didn't capture what type of qualitative research. The study also used Individual interviews and thematic analysis which provides in-depth insights. 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 the professional development of teachers around the whole world: The lacuna between evidence and practice. A lot of teachers in the low and middle income nations lack the necessary skills for teaching effectively, and teacher professional development programmes are the main tool that almost every government is using for upgrading those necessary skills. The paper proposed indicators which is the Survey Instrument for In-Service Teacher Training for standardizing report on teacher development professionally. With the application of this instrument to thirty-three enormously evaluated PD programmes revealed that those programmes linking participation to career incentives, are specifically subject focused, lesson incorporating in the training, with initial one-on-one interaction in training tend to reveal a higher learning gains by student. In the interviews conducted qualitatively, programme implementation by those responsible also reported a follow-up visit as part of the most vibrant and productive traits of their professional development programmes. This study then used the instrument to present important data on a sample of 139 respondents that are government sponsored, to scale up teacher professional development programmes in about fourteen countries. The characteristics of most of the at-scale teacher professional development programmes is sharply in contrast from those of programmes that results suggested are effective, with lesser incentives to participate in the

PD, lesser opportunities for practice of new skills, and lesser follow-up the moment those teachers return to their various classrooms.

The study made use of a survey research design. The problem statements of the above study agreed with the title, even though they were clearly visible to the average reader. The study lacked 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 how staff training and development influence the performance of lecturers at Rongo University, Kenya. The utilized descriptive survey research design. The targeted population for the study was 102 teaching staff of Rongo University which comprises of professors, readers, senior lecturers and others. The sample size for the study was eighty-two staff whom were selected through stratified random sampling technique. The both primary and secondary data were used. The data at primary level was collected through usage of questionnaires which was semi-structured while the data at secondary level were collected through annual reports from Rongo University. The data for the study was analysed using thematic analysis for the qualitative data then results were presented in a narrative form. With the use of SPSS (version 22), descriptive statistics and inferential statistics were used for quantitative data analysis. The study made use of descriptive statistics in finding the mean, frequency distributed and percentage. While inferential statistics with the aid of correlational analysis and multivariate regression analysis were used. Results from the study were presented in the form of tabular, pie charts, bar charts and so on. The study found out that staff training and their development has lesser effect on the academic achievement of lecturers at Rongo University. The study further found out that Rongo University made available insignificant training to the teaching staff and a hand full of the staff had been trained since from the time they got employment with Rongo University.

The study used descriptive survey as the research design and the theory used for the study was not captured. How valid and reliable the instrument used were not captured. 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 the development of staff and how it has impacted the academic achievement of student in selected secondary schools of Kanungu District in Uganda. The study employed mixed-methods approach and it sought to provide clear and articulated empirical illumination into the correlation between alternating approaches to

developmental initiatives of staff and academic achievement of students within the purview of government owned secondary schools of Kanungu District, Uganda over a period of six years. However, little comprehensive evidence was able to systematically evaluate such different effects for informed evidence-based utilization of budgets. To curb these knowledge lacuna, annual examination achievement data ranging from 2014 to 2019 over all twenty secondary schools in the district were captured from the Examinations Board of Uganda records. Basically, students' academic performance showed a moderately strong positive correlation with the teachers' performance reviews that was significant statistically. Findings of the study brighten the pathways towards improving educational succession through the elaborating human capital capabilities with potential for transformation scaled replication giving implementation process that was supportive of tailored solutions amid disturbing resource constraints facing Uganda's remote borderlands.

The study adopted case study which was not clearly stated but the actual purpose of the study was clearly stated, which is in agreement with the title. The strategies used to get the data for this paper 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 basing on the visible 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) looked at how teachers' professional development influenced practices on their job productivity in secondary schools that are public oriented: A case of Nyamagana District of Mwanza-Tanzania. It sought to determine the impact of professional development practices of teachers on their job output in the district. The study made use of parallel design that is convergent under the mixed methods research approach to help in the collection and the analysis of both quantitative and qualitative data. Simple and stratified random sampling techniques were employed to sample teachers and government owned secondary schools while purposive sampling technique was used to sample schools' heads and the officer of education at district. The size of sample for the study was ninety-one respondents. Data for the study was obtained through the use of interview guides and questionnaires. Quantitative data collected was analyzed using SPSS while qualitative data collected were analyzed through the thematic analysis of the specified objectives. The findings of the study showed that training given to the teachers had the most impact on diverse dimensions like; improvement of teaching techniques, reduction in teachers' burnout rate, turnover and stress, improvement in teachers' effectiveness and improvement in the overall teaching personnel. The study recommended that performance appraisals on regular

basis in schools will enable almost all the teachers to better themselves in classroom control and management, simplify teacher supervision, and also the assessment process, improvement of proper communication and it also ensures that teachers are disciplined 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 how relevant the courses on staff development are in taking care of various needs of pedagogy in university teaching staff in Tanzania. The research study looked into how relevant staff development courses carried out in a pair of Tanzanian universities to affirm whether they cater for the lecturers' pedagogical needs or not. Three specific objectives were used in guiding the study. A total number of thirty-eight participants were studied. Interviews that are semi-structured in nature and documentary reviews were mainly the tools used for data collection. The study found out that the pair of university have been offering several courses on staff development basically in research and teaching. Some of the teaching courses included how to teach larger classes and how technology can be integrated in teaching. However, the study found out that academic staff members had varied staff developmental needs based on the core functions of respective universities most especially in research and teaching.

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

neglecting most of the teachers. Teachers' job satisfaction level showed a strong positive correlation with their productivity. For the enhancement of teacher job satisfaction and productivity, they study therefore recommends that the award for best teacher of the district should be made to cover more teachers in the entire district instead of a particular individual so that most of the teachers would not feel demoralized, unrecognized and neglected.

The use of a research design in the form of descriptive survey, the problem 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 instrument validity and reliability were successfully 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.

Disclaimer (Artificial Intelligence):

Authors hereby make a declaration that there is NO generative AI technology ranging from Large Language Models (COPILOT, ChatGPT, and so on) and also, no text-to-text-image generators have been utilized during the preparation, writing or editing of this manuscript.

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