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**GOVERNMENT SUPPORT SERVICES AND TEACHER TASK
PERFORMANCE IN OYO STATE PUBLIC SECONDARY SCHOOLS, NIGERIA**

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Abstract

The quality of teacher task performance in Oyo State Secondary schools has become an issue of concern to policymakers and the society at large. Previous studies on teachers' task performance had focused on job satisfaction, teacher workload, organisational and demographic factors, and leadership style, with no attention on the influence of government support services (welfare services, motivational strategies and career advancement programmes) on teachers' task performance in Oyo State public secondary schools. Two research questions were raised and five hypotheses were formulated to guide the study. Descriptive survey research design was adopted for the study, while the multi-stage sampling procedure was used to select the samples. The sample for the study comprised of 78 principals and 1,189 teachers selected from secondary schools in the study area through a multistage sampling procedure involving proportional to size technique, simple random sampling technique and total enumeration technique. The data obtained were analysed using frequency counts, simple percentage, mean, standard deviation and Multiple Regression. The finding equally showed that the combination of all the independent variables also allowed reliable prediction of teachers' task performance $F_{(3,1150)} = 11.404, p < 0.05$. Also, relative contributions of motivational strategies ($\beta = 0.091$), career advancement programme ($\beta = 0.021$) while welfare services ($\beta = -0.003$) which was significant to teachers' task performance. The study recommended among others that government should improve the level of secondary school teachers' motivation by increasing their salary so as to make them perform better on their jobs.

Keywords: *Government Support Services, Motivational Strategies, Welfare Services, Career Advancement Programmes, Teacher Task Performance*

Introduction

Secondary school teachers' task performance is the output of education (learning) which is determined by the rate at which the teachers and students have accomplished school goals and objectives. These goals and objectives are transforming into how effective secondary school teachers are being able to discharge the duties and responsibilities assigned to them in the school system. It is essential to note that the performances of teaching staff largely decide whether an education system will be successful or otherwise. Teacher task performance, according to Faremi (2021) could be determined by the level of teachers' participation in the day-to-day running of his or her classroom. Umar (2018) and Wakkala, Danjuma and Bashir (2022) opined that parameters such as level of job commitment, actual classroom teaching, lesson preparation, assessment and evaluation of the learners, management of learners' discipline, maintenance of records of work covered and teachers' physical presence in school, involvement in co-curricular activities, counselling and guidance. In this study, qualities a secondary school teacher should exhibit on their job are classroom management, record management and assessment/evaluation of learner.

Abiodun-Oyebanji and Faremi (2016) have argued that most teachers are guilty of exhibiting poor classroom management. They further explained that many teachers are weak in the area of classroom management and record management. Teachers, who are capable of managing their classrooms and committed to work by keeping up to date the students' record, may likely perform better in the various tasks assigned to them. The teachers' ability to organize, coordinate, control and manage the classroom activities, coupled with the ability to manage students' behaviours within and outside the classroom as well as their commitment towards the attainment of their school goal(s) are pre-conditions in determining how effective a teacher has performed his/her task. In Oyo State, it seems teachers lack the impetus, ability and will to embark on proper classroom management, due to a large number of students per class in most secondary schools which is

against the Federal Ministry of Education (NPE, 2013). As a result of this, students most times do whatever they like in the classrooms and even skip classroom lessons.

Over the years, stakeholders in education have been lamenting about the seeming spate of poor task performance by teachers in Nigerian secondary schools. Sule (2013) and Lebo, Odigbo and Iheanacho (2021) revealed that the exhibition of poor attitude to work by secondary school teachers was one of the major factors leading to the decline in the attainment of the nation's educational development. This is because secondary school teachers seem to exhibit some actions such as poor classroom management, poor record management and poor students' evaluation, many at times are detrimental to their performance. All these poor attributes as regard teachers' performance seem to have contributed in no small measure to students' poor academic performance in Oyo State.

Teacher's low task performance in Oyo State secondary schools appears to have become a serious issue to educational stakeholders in Nigeria. Secondary school education has declined to the extent that the performance of students in external examinations has become a serious concern to the stakeholders in the education industry. The number of students who obtained credit passes in five subjects including English Language and Mathematics in examinations conducted by West African Examinations Council (WAEC) has been below expectation. The 2016 to 2019 WAEC results of students in Oyo State secondary schools revealed that the State took 26th position, but in year 2020, the state took 11th position. In 2021, the position of the state in the same examination seems too deep further as revealed in Table 1.1 below.

Table 1.1: Position and Percentage of students who obtained credit pass in five subjects including English Language and Mathematics in WASSC Examination in Oyo State

Year	Position	Percentage of students that Passed (%)	Percentage of students that Failed (%)
2016	26	22.12	77.8
2017	26	54.19	45.81
2018	26	49.98	50.02
2019	26	30.35	60.65
2020	11	42.41	57.59
2021	33	54.80	45.20

Source: West African Examinations Council (WAEC) yearly publication (2016-2021)

Meanwhile, stakeholders in the education sector such as parents, school administrators, policymakers and government in the past, have taken several measures such as staff development programme, timely promotion and motivation to tackle some of the challenges associated with teacher's low task performance. Despite all these measures, most secondary school teachers seem to be found wanting in the area of dedication to work, service delivery, punctuality at work, resourcefulness, intellectual curiosity and hard work among others.

Amie-Ogan and Unachukwu (2021) elucidated that teachers have severally been accused by the government of being negligent, lazy, not dedicated to work. They further laid claims that the level of teachers' effectiveness did not justify their constant request for a salary increase, provision of incentives and better working conditions. Many of the teachers' seem totally distorted to the extent of not being effective on their jobs, hence, leading to a lack of commitment on their parts. The roles of in-loco-parentis which teachers are supposed to play along with their teaching duty appear to have been totally relegated to the background and hence miscreant behaviours among the students appear to be the order of the day in many secondary schools in Oyo State.

Several studies have been conducted on teachers' task performance, most of these studies focused on job satisfaction, teachers' workload, organizational and demographic factors and

leadership style with little or no focus on the combined influence of government support services and secondary school teachers' task performance. In his study on workload and performance of the employee, Okeke (2015) found that extremely high or low workload correlated with employees' low task performance. He concluded that a balanced workload is maintained through constant time and attention among employees. All these perceived challenges have a negative effect on the achievement of the nation's educational goals through teachers' task performance.

In order to achieve the educational goals of secondary schools which are to prepare the individual for useful living within the society and for higher education (NPE, 2004), there is need to put in place government support services as a strategies that will facilitate the achievement of these goals. It is important for secondary school administrators to adopt strategies that could encourage, motivate and assist teaching personnel to work together, and also play their part optimally in achieving the school goal(s). Government plays a key role by either positively or negatively impacts the working conditions of school teachers (Certo and Fox, 2002). Support services, therefore, capture several factors which the government could put in place in order to encourage teachers to be more productive at work and even be proud of their profession. Otieno, Ajowi and Bosire (2015) listed some of these factors that could be used by the government to support their teaching personnel to perform optimally in their place of work. They are: well organized motivational strategies, improved working conditions, career development programmes, fringe benefits, promotion, compensation, welfare services and rewards among others. In respect to this study, indicators such as career advancement programmes, welfare services, and motivational strategies will be used to measure government support services.

Career advancement programme is the process of acquiring advance academic certificates through educational studies and training (Lebo, Odigbo and Iheanacho, 2021). Teachers seek opportunity for career advancement programme so as to enable them meet up with the requirements and improve their knowledge as regards the delivery of their services. These requirements could be referred to as in-service training, workshops, seminar and conferences among for career progression. Career advancement programme enable teachers to

integrate their career goals with those of the school. The effective staff career advancement programme changes the entire view of the teachers in the school setting and makes them to perform optimally as new skills and attitudes are developed from the training given to them (Iboma, 2008). However, in many cases, secondary schools administrators seem to find it difficult to support their employees in the area of career advancement. In support of this view, a teacher confronted with challenges of lack of training and development, ineffective seminar programme for teachers, and lack of workshops programmes among others certainly will not be performing his/her job very well for having diverted attentions (Waititu, Kihara and Senaji, 2017).

Career advancement programme are necessary for teachers as a strategy to ensure that teachers become highly competent in the execution of their job (Amie-Ogan and Unachukwu, 2021). This shows that any teacher that is not improving in knowledge and teaching skills cannot catch up with his or her teaching profession. Kanal, Normah and Othman (2012) elucidated that giving access to secondary school teachers to advance academically in their career will not only influence their academic performance, but also acquire the right global skill that will help achieve the nations education goal. In this regard, it has been observed that secondary school teachers who are not being given opportunities appear not to give optimum performance in relation to the service rendered. However, in the argument against career advancement programme, government seems to argue that when teachers are given these opportunities, they tend to leave the school system for a better paying job (Abiodun-Oyebanji and Faremi, 2016).

Similarly, the provision of welfare services is one of the ways through which the government provides support services to their personnel for optimum performance. These services, if inadequate, may negatively affect the quality of employee's service delivery to the public (Kemboi, Geoffrey, Tarus and Keter, 2013). Governments at all levels have increasingly used the provision of welfare services as a strategy for improving and enhancing the performance of secondary school teachers. This would enable teachers to give total commitment to their work. Abiodun-Oyebanji and Adelabu (2016) and Daddie, Andrews, Iroanwusi and Princewill (2018) in their study revealed that welfare services to employees has great significant effect on their

performance. They further explained that welfare services such as office accommodation, housing facilities, medical services, pension funds, recreation facilities, high salaries and educational reimbursement programmes among others are all welfare strategies that must be adequately put in place by government to encourage members of teaching staff who are doing well on their jobs. All these are necessary ingredients to arouse teacher's happiness and fulfillment in their workplace. Teacher task performance can be influenced by welfare services which is one of the strategies that motivates teachers.

In Oyo State, government has adopted welfare services for her workers, teachers inclusive, such as the Education Trust Fund (ETF) and Health Insurance Scheme (HIS) to enhance secondary school teacher's performance. For instance, Fifty billion naira (₦50,000,000,000) of Health Insurance Scheme (HIS) has been put in place by the state government for the benefit of the workforce in the State (secondary school teachers inclusive) in the year 2016, up till now, the scheme is still in operation. Those schemes are provision for genuine and well-coordinated classroom buildings, furniture, hospital/health facilities, ambulance, and housing loan, to mention a few. However, due to a dearth of comprehensive and poor budgetary allocation, corruption and mismanagement of public funds, school teachers' welfare has been badly neglected and sometimes, the government pays lip service to it. Most times, this discourages teachers from giving their best to the performance of their tasks. Since the performance of teachers is very critical to the attainment of educational goals, then, the government should ensure that effective welfare services are provided for secondary school teachers so as to enhance their task performance.

In any educational system, high task performance could be a product of the motivational strategies provided by the government. For an employer to get the best from its employees, effective use of motivational tools must be adopted as part of the government strategies to support its workers for better task performance. Ayeni (2015) viewed motivation as the actions and strategies adopted by a government to enhance a conducive and friendly working atmosphere which satisfactorily meet the needs of its employees, so that they may become satisfied, dedicated and effective in performing their tasks. Meanwhile, the motivation of teachers can, therefore, be described as the process of enhancing or stimulating teachers' morale and action

towards giving their best to the achievement of the school goal(s) and that of the nation at large. Any government who refuses to motivate its teachers may be doing so at its own peril. This is because the rate at which teachers are motivated may determine the level of their performance and in turn may determine the attainment of the school set goals and objectives. Thus, this then implies that employees may only give their best performance at work if their needs are met.

In order to encourage workers to be more productive and optimize their performance towards the achievement of the school goal(s), several motivational strategies such as housing allowances, medical services, salary increments, commendation package among others are adopted by secondary schools administration in the state. In spite of all this efforts made by Oyo State government for instance to motivate its teachers, their level of task performance appears to be in the decline. In their work, Ekpoh, Edet and Nkama (2013) revealed that despite government efforts to improve teachers' performance through such measures as increased and regular salaries, provision of car loans and regular promotions yet teachers' task performance seems is in the state of declining. Since different motivational strategies influence individual teachers to perform, it may, therefore, be difficult to know what motivational strategy a school should adopt for individual teachers in order to encourage them to effectively perform their task. Therefore, the study sought to investigate government support services and teachers' task performance in public secondary schools in Oyo State.

Statement of the problem

Teachers' low task performance in Oyo State secondary schools has become an issue of serious concern to stakeholders in the education industry. This could be expressed in form of quality classroom management, record management and assessment/evaluation of students. These appear to be facing some challenges in many public secondary schools especially in Oyo State, Nigeria. The quality of teaching expected from teachers when discharging their duties in the classroom includes hard work, resourcefulness, punctuality, intellectual curiosity, initiative and dedication to work. However, these as observed, appear to be grossly lacking in many secondary schools in Oyo State. This is evidently shown in public examinations such the West

African Secondary Schools Certificate Examination (WASSCE) conducted by West African Examinations Council (WAEC) and the National Examination Council (NECO) in which students failed woefully. This perceived problem of low teacher task performance has portended a great danger towards the achievement of the goal of secondary school education.

Meanwhile, previous studies on teachers' task performance had focused on job satisfaction, teacher workload, organisational and demographic factors, and leadership style, with no attention to the combined influence of government support services (welfare services, motivational strategies, and career advancement programmes) on teachers' task performance in Oyo State public secondary schools. This study, therefore, investigated government support services and teachers' task performance in public secondary schools in Oyo State. Specifically, this study, therefore: (i) found out the level of task performance among secondary school teachers in Oyo State. (ii) investigated the extent of government support services (welfare services, motivational strategies and career advancement programmes) to teachers' task performance in Oyo State secondary schools.

Research Questions

- i. What is the level of teachers' task performance (classroom management, record management and assessment/evaluation of students) in Oyo State secondary schools?
- ii. How adequate is government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools?

Hypotheses

- Ho₁: There is no significant joint contribution of government support services (welfare service, career advancement programmes and motivational strategies) on teachers' task performance in Oyo State public secondary schools.
- Ho₂: There is no significant relative contributions of government support services (welfare service, career advancement programmes and motivational strategies) on teachers' task performance in Oyo State public secondary schools.

Methodology

This study investigated government support services and teachers' task performance in secondary schools in Oyo State, Nigeria. The descriptive survey research design was adopted in the study, while the multi-stage sampling procedure was used to select the samples. Proportional to size technique was used to select 50% (11) out of 20 Local Government Areas across the sampled zones. Also, the same simple random sampling technique was used to select 30% of schools in each of the selected Educational Zones (EZs) giving a total of 78 schools. The proportional to size technique was adopted at 20% to select 1,163 teachers in all the sampled EZs of the State. The total enumeration technique was used to select principals within the sampled schools, which gave 78 respondents (principals) in all. Four instruments titled: Government Support Services Questionnaire (GSSQ) and Teacher Task Performance Questionnaire TTPQ were developed and used to collect data for the study. Reliability coefficients of: $r = 0.84$, $r = 0.90$, $r = 0.89$ and $r = 0.84$ were obtained for the Welfare Services, Motivational Strategies, Career Advancement Programmes and Teachers' Task Performance respectively, through Cronbach alpha method. The data collected were analysed by using descriptive statistics to answer the research questions. The inferential statistics of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis were used to test the hypotheses at $p < 0.05$ level of significance.

Research Question 1:

RQ1 - What is the level of teachers' task performance in Oyo State secondary schools?

Table 1: Level of teachers' task performance in Oyo State secondary schools

S/N	Items	Very High	High	Low	Very Low	Mean	Std. Dev.
Classroom Management							
1	Mark attendance regularly.	12 (15.4%)	2 (2.6%)	33 (42.3%)	31 (39.7%)	1.21	0.764
2	Effective class control.	9 (11.5%)	27 (34.6%)	34 (43.6%)	8 (10.3%)	1.46	0.863

3	Effectiveness of classroom arrangement.	8 (10.3%)	25 (32.1%)	38 (48.7%)	7 (9.0%)	1.44	0.799
4	Maintain classroom decorum.	10 (12.8%)	25 (35.2%)	41 (49.4%)	2 (2.6%)	1.50	0.744
Record Management							
1	Effective preparation of school record.	9 (11.5%)	24 (34.8%)	38 (48.7%)	7 (9.0%)	1.41	0.730
2	Effectiveness of students' record preparation.	10 (12.8%)	21 (26.9%)	37 (47.4%)	10 (12.8%)	1.40	0.873
3	Recording of test scores regularly.	13 (16.7%)	34 (43.6%)	28 (35.9%)	3 (3.8%)	1.28	0.784
4	Recording of examination scores regularly.	13 (16.7%)	4 (5.1%)	30 (38.5%)	31 (39.7%)	1.68	0.814
Evaluation of students							
1	Give assignment regularly.	6 (7.7%)	20 (25.6%)	43 (55.1%)	9 (11.5%)	1.40	0.827
2	Align instruction with assignment.	9 (11.5%)	25 (32.1%)	39 (50.0%)	5 (6.4%)	1.47	0.817
3	Check students note book regularly.	7 (9.0%)	26 (33.3%)	28 (35.9%)	17 (21.8%)	1.46	5.594
4	Effectiveness in evaluation of classroom teaching technique.	9 (11.5%)	26 (33.3%)	35 (44.9%)	8 (10.3%)	1.43	0.833
	Weighted Average					1.43	

Table 1 showed the level of task performance among secondary school teachers in Oyo State. 82% of the respondents agreed that the level of mark attendance among teacher is low while 18% disagreed. Also, 53.9% of the respondents agreed that class control mechanism use by teachers is low 46.1% disagreed that class control mechanism of teachers is high. Moreover, 57.7% of the respondents agreed that teachers prepared students record regularly, while 46.3% disagreed to that effect. Likewise, 66.6% of the respondents agreed that teacher gave their students assignment regularly while 33.3% of the respondents disagreed. The Table reveals a weighted average mean of 1.43. This then implies that the level of task performance among secondary school teachers in Oyo State is low with overall average mean of 1.43.

Research Question 2:

RQ2 - How adequate is government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools?

Table 2: Level of adequacy of government support services (welfare services, motivational strategies and career advancement programmes) to teachers in Oyo State secondary schools

Welfare Service	VA 4	A 3	NA 2	NVA 1	Mean	Std. Dev.
Provision of health care services	82 7.1%	196 16.9%	419 36.0%	466 40.1%	1.91	1.90
Health insurance scheme	122 10.5%	271 23.3%	402 34.6%	368 31.6%	1.13	.97
Provision of pension/retirement scheme	123 10.6%	392 33.7%	385 33.7%	263 22.6%	1.32	1.94
Provision of housing scheme	67 5.8%	257 22.1%	477 41.0%	362 31.1%	1.02	.87
Provision of transport facilities	77 6.6%	267 23.0%	480 41.3%	339 29.1%	1.07	1.88
Provision of recreation facilities	61 5.2%	187 16.1%	415 35.7%	500 43.0%	1.84	.88
Average Weighted Mean					1.38	1.40

Career Advancement Programmes							
Support for teacher capacity building programme	135 11.6%	292 25.1%	464 39.9%	272 23.4%	1.25	0.94	
In-service training programme	121 10.4%	372 32.0%	484 41.6%	186 16.0%	1.37	0.87	
Access to regular conference	78 6.7%	286 24.6%	540 46.4%	259 22.3%	1.16	0.84	
Support for academic advancement.	133 11.4%	334 28.7%	482 41.4%	214 18.4%	1.33	0.91	
Support for teacher workshops.	108 9.3%	384 33.0%	506 43.5%	165 14.2%	1.37	0.84	
Support for seminars.	110 9.5%	412 35.4%	488 42.0%	153 13.2%	1.41	0.834	
Average Weighted Mean					1.32	0.87	
Motivational Strategies							
Regular payment of salary.	123 10.6%	337 29.0%	528 45.4%	175 15.0%	1.35	0.86	
Regular/timely promotion.	74 6.4%	199 17.1%	572 49.2%	318 27.3%	1.03	0.84	
Timely reward for outstanding performance.	91 7.9%	192 16.5%	497 42.7%	383 32.9%	0.99	0.90	
Recognition for outstanding performance.	86 7.4%	210 18.1%	509 43.8%	358 30.8%	1.03	1.04	
Compensation for brilliant performance	114 9.8%	194 16.7%	480 41.3%	375 32.2%	1.04	0.94	
Average Weighted Mean					1.08	0.92	
Overall Average Mean for Government support services					1.26		

VA = Very Applicable A = Applicable NA = Not Applicable NVA = Not Very Applicable

Table 2 revealed the level of adequacy of government support services to teachers in Oyo State. The result reveals that 24.0% of the respondents agreed that health care services were available while 76.0% agreed that they were not available (mean = 1.91, SD = 0.90). The result also revealed that 36.7% of the respondents agreed that there was high level of support for teachers capacity building while 63.3% said that they were not available (mean = 1.25, SD = 0.94). Moreover, it revealed that 39.6% of the teachers agreed that regular payment of salary was readily available while 60.4% said it was not available (mean = 1.35, SD = 0.86). Table 2 shows a weighted average of 1.38, 1.32 and 1.08 for welfare services, career advancement programmes and motivational strategies respectively. This means that there was no sufficient support for teachers in the area of welfare services, career advancement programmes and motivational strategies which can enhance better teachers' task performance. Therefore, the study summarily concluded that the level of support given to secondary school teachers in Oyo State by the government is low with overall average mean of 1.26.

Hypotheses

H₀₁: There is no significant joint contribution of government support services(welfare service, career advancement programmes and motivational strategies) to teachers' task performance in Oyo State public secondary schools.

Table 3: Joint Contribution of Government Support Services to Teachers' task performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.286 ^a	0.082	0	11.90022		
a. Predictors: Welfare Service, Career Advancement Programmes and Motivational Strategies						
ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	14534.752	3	1614.972	11.404	0.000 ^b
	Residual	162857.523	1150	141.615		
	Total	177392.275	1159			
a. Dependent Variable: Teacher Task Performance						
b. Predictors: (Constant), Welfare Service, Career Advancement Programmes and Motivational Strategies						

Table 3 showed the regression analysis of the joint contribution of independent variables (welfare service, career advancement programmes and motivational strategies) to the dependent variable (teachers' task performance). The result presents the value of multiple correlations (R), R square of multiple correlations (R^2) in the model summary. In the Table 3, it was revealed that a multiple correlation of 0.286 exists between independent and dependent variables, this implies that, independent variables could influence teachers' task performance to some extent and R^2 of 0.082 is an indication that independent variables accounted for 8.2% of the total variance observed in dependent variable (teachers' task performance) leaving the remaining 91.8% to other factors that were not considered in the study. The table equally showed that the combination of all the independent variables also allowed reliable prediction of teachers' task performance $F_{(3,1150)} = 11.404$, $p < 0.05$). Hence, there is no significant joint contribution of government support services variables (welfare service, career advancement programmes and motivational strategies) to teachers' task performance.

Hypothesis 2

H₀₂: There is no significant relative contributions of government support services to teachers' task performance in Oyo State public secondary schools.

Table 4: Relative Contributions of Government Support Services to Teachers' task performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.745	3.180		0.234	0.000
Welfare Services	-0.015	0.121	-0.005	-0.122	0.903
Career Advancement Programmes	0.133	0.120	0.021	1.108	0.012
Motivational Strategies	0.307	0.131	0.091	2.337	0.000

a. *Dependent Variable: Teachers' Task Performance*

Table 4 presents the coefficients of regression analysis for relative contributions of government support services to teachers' task performance. The result revealed that of all the variables considered in the study, motivational strategies ($\beta = 0.091$) made the highest contribution to teachers' task performance, followed by Career advancement programmes ($\beta = 0.021$) were significant. Welfare services ($\beta = -0.005$) is shown not to have a significant contribution to teachers' task performance. This then implies that, the result shows significant relative contributions of motivational strategies and career advancement programmes to teachers' task performance except for welfare services which was not significant to teachers' task performance.

Discussion of Findings

The finding revealed the regression analysis of the joint contribution of the independent variable government support services (motivational strategies, career advancement programmes and welfare services) to dependent variable (teachers' task performance). The result showed a

significant joint contribution of government support services to teachers' task performance. This finding corroborates the work of Ayeni (2015) who found a positive correlation between government support services and job performance. Similarly, Kanal, Normah and Othman (2012) found positive relationship of government support services on teachers' job fulfillment with their retention and attrition in teaching. Amie-Ogan and Unachukwu (2021) elucidated that giving access to secondary school teachers to advance academically in their career as a motivational mechanism will not only influence their academic performance but also help them to know the global educational demand from students through quality supervision of students that will stand the taste of time, manage and improve the national economy.

The study revealed significant relative contributions of government support services (motivational strategies and career advancement programmes) to teachers' task performance except for welfare services which was not significant to teachers' task performance. This result affirmed the findings of Kemboi, Geoffrey, Tarus and Koler (2013) and Wakkala, Danjuma and Bashir (2022). Which showed that there was positive relationship among motivational strategies and career advancement programmes and employees' job fulfillment and performance. They further showed that employees who are job fulfilled appear to be hard working, work extra hours and are devoted to the organization. However, the finding negates the works of Ekpoh, Edet and Nkama (2013) and Waititu, Kihara and Senaji (2017). Their work revealed that there was no significant correlation between provision of welfare services and task performance of school teachers. They further established that workers could be committed to their jobs and their organisations, even if they are not assured of their jobs.

Conclusion

Based on the major findings of this study and the analyses carried out, the study concluded that welfare service, career advancement programmes and motivational strategies had significant influence in the prediction of task performance of secondary school teachers in Oyo State, Nigeria. Therefore, in order to improve the task performance of these categories of teachers, those factors like motivational strategies, career advancement programmes and welfare services should be

properly put in place by the managements of secondary education in Oyo State, Nigeria.

Recommendations

Based on the discussions and findings, the following recommendations were proffered:

- i. Since the performance of secondary school teachers is revealed to be low, government should ensure that proper attention is given to those factors (welfare service, career advancement programmes and motivational strategies) so as to improve the performance of secondary school teachers.
- ii. Secondary school administrators should ensure that teachers attend career advancement programmes that are tailored along the area of their specialization or subject they teach in school. This will enable them to be more productive and perform their jobs well.
- iii. The government through TESCOM should ensure that teachers' welfare is focused on those areas where teachers have difficulties in coping with life/work. It is also important for government to design a sustainable welfare policy that will cater for teachers' welfare services and also set aside a considerable percentage of the budget allotted for education on teachers' welfare.

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