RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND TEACHERS' PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN JALINGO LOCAL GOVERNMENT AREA, TARABA STATE, NIGERIA

ZABADI, Grace Edanloake
PGD/EDU/150006

DEPARTMENT OF EDUCATION
FACULTY OF ARTS AND EDUCATION
BENSON IDAHOSA UNIVERSITY
BENIN CITY, EDO STATE

JULY, 2026

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A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATION, FACULTY OF ARTS AND EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF POSTGRADUATE DIPLOMA IN EDUCATION (PGDE), OF BENSON IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE. NIGERIA

JULY, 2026

DECLARATION

I, ZABADI, Grace Edanloake do hereby declare this project is entirely my work and composition. The work embodied in this project has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All references made to works of other persons have been duly acknowledged.

_____ _____

ZABADI, Grace Edanloake Date

CERTIFICATION

We certify that this work is adequate in scope and content for the award of Postgraduate Diploma in Education (PGDE) in the Department of Education, Faculty of Arts and education, Benson Idahosa University Benin City, Edo State, Nigeria.

_____ _____

Prof. (Mrs.) Norah O. Omoregie Date
Project Supervisor

_____ _____

Dr. James Agboola Date
Head of Department

DEDICATION

This project is dedicated to Almighty God who gave me the strength and grace to complete the work.

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ABSTRACT

This study examined the influence of the school environment on teacher productivity in public senior secondary schools in Jalingo Metropolis, Taraba State. Specifically, the study sought to: examine the influence of the physical environment; investigate the influence of the social environment; ascertain the influence of the psychological environment; and determine the overall influence of the school environment on the productivity of teachers. To address this purpose, four research questions were raised and four corresponding null hypotheses were formulated and tested at the 0.05 level of significance. The study adopted a descriptive survey research design. The population comprised 1,465 teachers from 30 public senior secondary schools in Jalingo Metropolis. A sample size of 147 teachers, representing 10% of the population, was used. A structured questionnaire, validated by three experts and proven reliable with Cronbach Alpha coefficients from a pilot test, was used for data collection. Data were analyzed using descriptive statistics (mean and standard deviation), while the hypotheses were tested using Pearson Product Moment Correlation. The findings revealed that: there is a significant positive influence of the physical environment on teacher productivity; there is a significant positive influence of the social environment on teacher productivity; there is a significant positive influence of the psychological environment on teacher productivity; and there is a significant positive influence of the overall school environment on teacher productivity, with the social environment demonstrating the strongest influence. Based on the findings, it was recommended, among others, that school administrators and policymakers should prioritize infrastructural development, foster a supportive social climate, enhance the psychological well-being of teachers, and integrate a holistic approach to school environment improvement to optimize teacher productivity and overall school effectiveness.

CHAPTER ONE

INTRODUCTION

Background to the Study

The teaching and learning situation in schools presents a dynamic relationship, where the characteristics of the environment significantly influence the outcomes of both teaching and learning. In this regard, the school environment plays a pivotal role in shaping the productivity of teachers. School environment is defined as a set of unique characteristics that define the quality and effectiveness of the school, often influencing its overall success. These characteristics serve to distinguish one school from another, affecting the dynamics within the institution. The school leadership, teachers, and staff may work harmoniously, fostering a positive working environment, in other schools, there may be dissatisfaction or discontent among staff members, which can hinder productivity. In one setting, staff may appear well-organized, competent, and confident in their roles, while in another, a lack of cohesion or control can lead to tension and inefficiency.

Productivity of an organization is defined as the ratio of outputs produced by the organization and the resources consumed in the process. According to Adeyemi (2023) teachers' productivity is the ratio of output produced by the teachers to the student population. Here the output refers to the quality and quality of students produced by the teachers. The staffing, infrastructure, materials and other components composing the school environment including management, sum up to determine what the output, students' performance will be. The working environment of a given school is usually a function of its

philosophy as it influences a great deal what is being done in the school system. Society demands more than the basic economic responsibilities of increasing employment, wages, fringe benefits, student's input-output ration and a developed curriculum. There is also a great pressure on the demand for infrastructures and good community relationship which all influence the performance of the teachers and students. Thus, working environment plays a major role in the process and practice of teaching and learning.

The school environment is closely linked to school connectedness, which refers to the sense of belonging and engagement felt by both students and teachers. A positive and welcoming school environment is crucial in fostering this connectedness. Without such an environment, it is unlikely that both students and teachers will feel engaged or motivated, ultimately influencing the overall productivity of teachers and the academic performance of students. Research shows that poor connectedness, stemming from a negative school environment, can have a detrimental effect on teachers' job satisfaction and productivity, as well as students' academic achievement (Musa & Idrees, 2022).

The school environment is a critical factor in determining the level of productivity of teachers, which in turn influences the overall quality of education. Globally, there is growing recognition that the physical, social, psychological, and extracurricular environments in which teachers operate directly affect their effectiveness, job satisfaction, and retention. A conducive school environment is widely acknowledged to enhance teacher motivation, reduce stress, and improve student outcomes. Several studies have highlight the importance of a well-resourced and supportive school environment in boosting teacher productivity. Adebayo (2021) noted that that poor school infrastructure, overcrowded

classrooms, and limited access to teaching resources are among the primary factors that negatively influence teacher productivity in the country. Teachers in Nigerian public schools often work under challenging conditions, characterized by outdated or inadequate facilities, lack of instructional materials, and low remuneration.

The physical environment of a school encompasses aspects such as the school's infrastructure, classroom conditions, availability of teaching resources, lighting, ventilation, and overall cleanliness. However, in Taraba State, where this study is localized, there could be one or two issues faced by teachers in public senior secondary schools which could reflect the broader national issues. Taraba, located in northeastern Nigeria, has a predominantly rural population, and the state's educational system is grappling with issues of inadequate infrastructure, lack of resources, and teacher shortages. Jalingo, the state capital, serves as the focal point for this study. Despite being an urban area, Jalingo's public senior secondary schools are plagued by many of the same challenges found in rural schools, including deteriorating physical infrastructure, poorly equipped classrooms, and limited access to extracurricular activities. The physical environment in schools in Jalingo often fails to provide a conducive learning atmosphere, with inadequate lighting, poor ventilation, and overcrowded classrooms. Teachers in these schools report feeling overwhelmed by these physical limitations, which reduce their capacity to deliver quality instruction and engage students effectively.

The social environment refers to the relationships and interactions within the school community, including teachers, students, administrators, and parents. Globally, a positive social environment, characterized by collaboration, mutual respect, and supportive

relationships, fosters higher levels of teacher productivity. Studies have found that in countries like Canada, where a culture of collaboration and mutual support is emphasized among teachers, productivity and job satisfaction are significantly higher.

The psychological environment in a school refers to the emotional and mental well-being of teachers, shaped by factors such as workload, job stress, and recognition. International research consistently demonstrates that teachers' mental health is critical to their productivity. For instance, studies from the UK and Australia indicate that when teachers experience high levels of stress, their teaching effectiveness and overall job satisfaction suffer, leading to burnout and a decrease in their commitment to their work (Liu & Onwuegbuzie, 2021). In Nigeria, psychological well-being is often compromised due to high workloads, inadequate pay, and societal undervaluation of the teaching profession. Adequate support for teachers' psychological health, including counseling services and manageable workloads, has been found to improve productivity and retention rates.

Extracurricular activities, which include sports, cultural events, clubs, and societies, play a crucial role in enriching the school experience for both students and teachers. A school's extracurricular environment can significantly influence teachers' engagement and productivity. Studies have highlighted that teachers who are involved in extracurricular activities not only experience increased job satisfaction but also develop a sense of accomplishment and connection with students, which enhances their productivity (Kelley, 2021). In countries such as the United States and South Korea, teachers are often involved in extracurricular activities, which strengthens their relationships with students and fosters a positive school culture. In Nigeria, however, the lack of resources and proper institutional

support for extracurricular activities often limits teachers' opportunities for such involvement. As a result, teachers in many parts of the country, including Taraba State, may experience disengagement from the school community.

Given that teacher productivity is fundamental to delivering quality education and improving student learning outcomes, and effective teaching is a critical factor in achieving national educational goals, yet the school environment presents numerous challenges that can significantly impact teacher effectiveness, this study then seeks to examine the influence of the school environment on teacher productivity in public senior secondary schools in Jalingo metropolis, Taraba State.

Statement of the Problem

The persistent concern about teacher productivity in public senior secondary schools seems to be a major worry to researchers. In an effort to address this problem, some researchers have examined teachers' personal factors, while others have investigated curriculum and administrative factors in trying to improve it, still, the challenge remains. However, if researchers have taken turns in investigation, trying to proffer solution to this professional issue and it seems that it lingers still, then it is imperative to examine a possible environmental factor in another dimension to find its influence on the teacher's productivity, and this factor is the school environment. One could believe that a conducive and well-equipped school environment may enhance a teacher’s effectiveness and commitment. The supportive nature of the physical, social, and psychological environment could make the teaching process more efficient and could produce the best instructional

outcomes since it is possible that teachers who operate in a positive and resourceful environment are likely to be more productive. The statement of the problem therefore is, what is the relationship between school environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area of Taraba State?

Purpose of the study

The main purpose of the study therefore is to examine the relationship between school environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area, Taraba State, Nigeria. The specific purses of the study is to examine the;

1. relationship between the physical environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area.
2. relationship between the social environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area.
3. relationship between the psychological environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area.
4. relationship between the school environment and teachers' productivity in public senior secondary schools in Jalingo Local Government Area.

Research Questions

The following research questions will guide the study:

1. What is the relationship between the physical environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis?
2. What is the relationship between the social environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis?
3. What is the relationship between the psychological environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis?
4. What is the relationship between the school environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significant.

1. There is no significant relationship between the physical environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis.
2. There is no significant relationship between the social environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis.
3. There is no significant relationship between the psychological environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis.

4. There is no significant relationship between the school environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis.

Significance of the Study

This study on the relationship between school environment and teachers' productivity in public senior secondary schools in Jalingo Metropolis, Taraba State, would benefit several stakeholders in education, including teachers, school administrators, students, future researchers, and counsellors.

Teachers would gain insights into how different aspects of their work environment such as physical conditions, social interactions, psychological well-being, and extracurricular activities affect their productivity. This understanding can help them improve their work experience, reduce stress, and enhance their teaching performance.

School administrators would benefit by learning how to create a supportive environment that boosts teacher morale and productivity. The findings can guide them in making informed decisions about improving school infrastructure, fostering positive relationships, and supporting teachers' professional development.

Students would benefit from the improved productivity of their teachers, which can lead to more effective teaching, better classroom management, and improved academic outcomes. A positive school environment would foster better engagement and success in their studies.

Future researchers would find this study useful as a foundation for further research on the relationship between school environments and teacher productivity. It may inspire additional studies to explore ways to optimize educational settings for better outcomes.

Counsellors would be better equipped to support teachers by understanding the psychological and social challenges they face in their work environment. With this knowledge, counselors can offer targeted mental health support, helping teachers to maintain their well-being and perform better in their roles.

This study provides valuable information to improve the teaching and learning environment, benefiting both teachers and students in Jalingo Metropolis.

Scope of the Study

This study will look into influence of school environment on the teachers' productivity in the area of physical, psychological, social and extracurricular aspects of the environment. The study is restricted to public secondary schools in Jalingo local government only and span from the period of 2023/2024 academic sessions.

Operational Definition of Terms

The following terms are defined in the context of this study.

School Environment

School environment refers to the overall setting of the school, including physical, social, psychological, and extracurricular factors that influence both teachers and students.

Teacher Productivity

Teachers' productivity is the effectiveness and efficiency of teachers in performing their roles, measured by their ability to deliver lessons, manage classrooms, and achieve educational goals.

Physical Environment

Physical environment includes the tangible aspects of the school, such as classroom conditions, available resources, and the maintenance of school buildings that affect teaching performance.

Social Environment

Social environment encompasses the relationships and interactions between teachers, students, and staff, including collaboration, communication, and the overall school culture.

Psychological Environment

Psychological environment involves the mental and emotional well-being of teachers, including factors like stress, job satisfaction, and mental health, which influence their productivity.

CHAPTER TWO

LITERATURE REVIEW

The review of the related literature for this study is carried out under the following subheadings: Conceptual Framework, Theoretical Framework, Related Empirical Studies and Summary of Reviewed Literature

Conceptual Framework

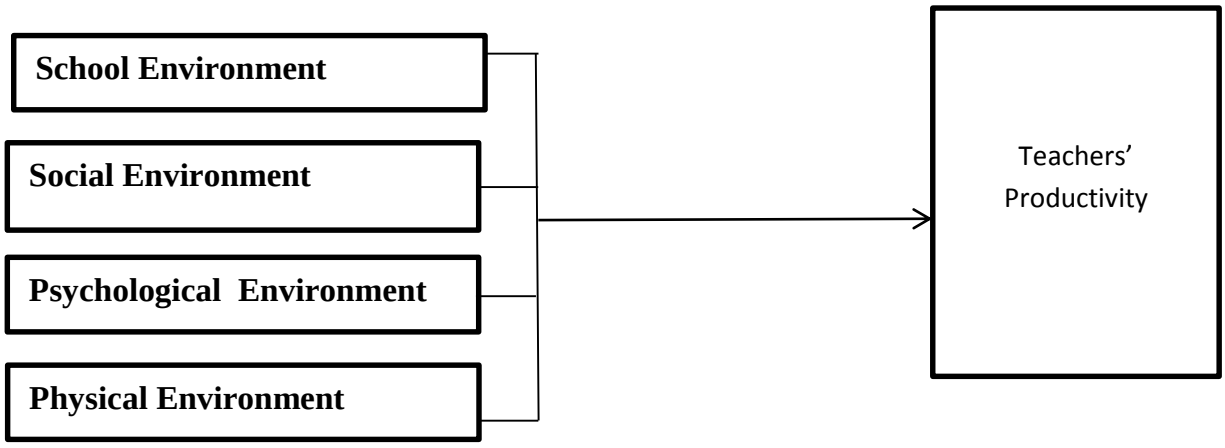


Figure 2.1: Semantic Diagram showing the relationship between school environment and teachers' productivity

(Source: Hoy & Miskel, 2013))

Conceptual Framework

The figure presents the conceptual model depicting the hypothesized relationships among the variables under investigation in this study. At the core of this framework is the central relationship between the Independent Variable, defined as the School Environment, and the Dependent Variable, identified as Teacher's Productivity. The model proposes that the School Environment, as a holistic construct, is not directly monolithic in its influence

but operates through specific, distinct dimensions. Consequently, the framework incorporates Four Mediating Variables that represent the primary operational dimensions of the school environment. These are the physical environment, the social environment, the psychological environment, and extracurricular activities. The underlying logic of this framework posits that the overall school environment exerts its influence on teacher productivity through these specific channels. It is believed that a conducive and supportive school environment could lead to enhanced teacher productivity. However, this relationship is not presumed to be uniform or direct. Instead, the nature and strength of the influence are moderated and channeled by the state of each individual dimension. Therefore, these four mediating dimensions are integral to the study's design. They will be deliberately and simultaneously examined alongside the independent variable to dissect and quantify their specific, individual influences on the dependent variable. This approach allows for a more nuanced understanding of how and through which specific aspects the school environment impacts teacher productivity in the context of public senior secondary schools in Jalingo Local Government Area, Taraba State.

Concept of Teachers' Productivity

Productivity refers to the quality and quantity of output generated from a production process. It can also refer to the quality of goods and services produced from inputs in a production process. Oluchukwu (2020) expressed that productivity is a resultant effect of three types of resources and they include physicals, financial and human resources. Nakpodia (2016) suggests that job security of workers in terms of income and employment will enhance stability of personnel and a long term commitment. More so, Okeke (2018)

responded to this by stating that although improving condition of services always has budget implications, change in this area may be less costly and more effective than overall increase in teacher salaries. He thereby sought out other social conditions that can bring about productivity which include the following:

- Create learning communities and a sense of cohesion among teachers at school level or in peers or cluster of secondary schools that include group of teachers and their principals, developing a vision, a strong professional identity and strategies for improving the quality of teaching and quality output in secondary schools.

- Strategize with teachers about how a strong and positive professional identity can be created and how higher professional ethics in the school can be earned.

- Involve community members in the lives of schools in order to promote quality of education, better students learning and respect for teachers.

- Provide teachers with good resources for effective teaching.

- Provide adequate space for teachers to work in schools.

- Give special assistance to teachers especially female teachers in rural area in getting good accommodation.

Productivity of an organization is defined as the ratio of outputs produced by the organization and the resources consumed in the process. Teacher productivity is the ratio of output produced by the teachers to the student population. Here the output refers to the quality and quality of students produced by the teachers. The staffing, infrastructure,

materials and other components composing the school environment including management, sum up to determine what the output, students performance will be. The working environment of a given school is usually a function of its philosophy as it influences a great deal what is being done in the school system. Society demands more than the basic economic responsibilities of increasing employment, wages, fringe benefits, student's input-output ration and a developed curriculum. There is also a great pressure on the demand for infrastructures and good community relationship which all influence the performance of the teachers and students. Thus, working environment plays a major role in the process and practice of teaching and learning.

Enhancing productivity is something that must be internally and artificially motivated. Nevertheless, there are uncountable challenges faced while working to be productive in an organization, this is to say productivity is affected by numerous factors. Okpechi (2019) pointed out that every organization must strive towards high productivity, enlisting the following as factors that can make an organization productive which also affects the teachers: it's organizational structure, its leadership, reward and incentive system, relationship between the employees and their jobs, and the use of modern time and energy saving technology and techniques.

Concept of School Environment

An environment is the natural surroundings of an organism and it can be land, air or water. According to Onyehalu in Okeke (2021), environment is of three parts namely: physical, social and abstract. Physical environment is objects or materials found in the

home, school or community. It also includes people like parents, peers and children. The social environment is the social life, societies, clubs among others. While abstract environment is the reactions, feedbacks responses received on interaction with others. Environment is the physical world inhabited by man, or the realm of nature untainted by man (human action), or the cultural milieu – the physical environment as modified by human action, (Ofomata 2017). It could also be seen as things, around the child that he might perceive or that might have some effect on him. It can be view as all system of air, land, water and life that surround man. In other words environment is the sum total of all the external conditions which may act upon an organism or community to influence its development or existence. For example the surrounding air, light, moisture, temperature, wind, soil and other organisms. As for Monkhouse, in Ofomata (2017), it is the whole sum of the surrounding external conditions within which an organism, a community or an object exists.

The school environment is an important place in which academic activities takes place in order to promote students learning. The school environment thus, provides a comfortable arena which enables both teachers and students to achieve their instructional and academic goals and objectives respectively. It is therefore, through a conducive and comfortable school environment that teachers' productivity and job commitment can be highly promoted and enhanced. Besides, an environment as defined by the Biology Online (2023) is the external conditions, resources, stimuli, etc., with which an organism interacts. It may also refer to the external surroundings including all of the biotic and abiotic factors that surrounds and affects the survival and development of an organism or population.

Within the education system, Sam (2013) described the school environment as the atmosphere in which one attempts to learn, which can aid teaching-learning experience or distract from and diminish it. Al-Munnir (2015) described the school environment as the sum of the interrelationship that exists within the employees and the environment in which the employees work. The school environment is therefore, a composite of three major sub environments: the technical environment, the human environment and the organizational environment. Technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements. The technical environment creates elements that enable teachers perform their respective responsibilities and activities. The human environment refers to peers, others with whom the teachers relate, team and work groups, interactional issues, the leadership and management. This environment is designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. The organizational environment includes systems, procedures, practices, values and philosophies. In the school, management has control over the organizational environment. For quality teaching and learning leading towards the achievement of educational goals and objectives to take place, priority attention must be given towards providing conducive learning environment and atmosphere that promote teachers job commitment. In the Nigerian education system, the role of teachers cannot be overstated. Teachers are the cornerstone of the educational system, shaping the minds and futures of the next generation. Amidst the myriad challenges faced by teachers in executing their task, maintaining a high level of job commitment remains paramount for sustaining effective teaching and learning environments. Through the support of a comfortable and conducive environment, teacher's

job commitment can be highly and effectively promoted when executing their functions and responsibilities

Many scholars have argued that learning environment are variables that can affect students' academic achievement, including performance in examinations (Ajayi, 2019 and Oluchukwu, 2020). The importance of learning environment to educational development was so upheld by the authorities and regulatory institutions that school inspectors were parts and parcel of the school system before the advent of military regime in the country. The neglect this aspect has received due to poor funding by the successive regimes of government in the country also reflected in paucity of studies that focuses on this issue. As such learning environment remains an important area that should be studied and well managed to enhance students' academic performance.

The school environment is a necessary link between school structure, teacher attitudes to work and behaviour and student achievement. It was found that formal characteristics of schools had an important influence on the way in which teacher perform their duties and obligation in the school system. Environment could represent a composite of the meditating variable that intervene between the structure of an institution and the styles and other characteristics of leaders, teacher productivity and student achievement. Numerous studies have been done on school environment. For instance, Kelner, Rivers and O'Connell (1996) in their study that ongoing since the 1956s, indicate that successful leadership competencies and managerial styles producing motivating school environment, which arouse employee motivation to do work well, and which predict the desired organization outcomes which in the school system is referred to as the students'

achievement. According to Spencer, Pelote and Seymour (1998), the school environment has accounted for 10 to 25 percent of the variance in performance measures. Pirola–merlo, Hartel, Mann and Hirst (2002) examined how negative event influence team environment and how team environment relates to performance. Based on the results, team environment had a positive relation with team performance. Zohar (2000) demonstrated that variation in behaviour at the level of the individual supervisor, the group environment level of analysis affects safely behaviour and it was plausible that this would hold true for other aspect of environment. The school environment is clearly one of the major factors that determine the performance of the teachers and the students involved in the school setting.

The school environment thus is seen as the overall set of forces that characterized the mode of operation of the teaching learning situation in a given school setting. Ubeku (1993) defines environment as the factors and events in a country that helped to shape the country's industrial relations this include: the historical and political development and the economic changes that have taken place over the years.

Physical Environment and Teachers' productivity

The physical environment covers the climatic conditions, the land features (whether the region is a Plateau, undulating low land or high land) the land structures, building patterns, the amenities structures and other physical characteristic which are feasible to the learners and their teachers. All these influence the teaching-learning situation. Thus, the school administrator must see to it that these variables don't disturb the effective teaching-learning situation which is envisaged.

The recent poor academic performance of secondary school students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. But the quality of education not only depends on the teachers performing their duties, but also in the effective coordination of the school's learning environment (Ajao, 2019) Learning environment which include lecture theater spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, general infrastructure planning, the teachers as well as the students themselves are essential in teaching-learning process. The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their lecture hall, availability of instructional facilities and accessories. It is believed that a school with adequate learning environment contributes to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning.

School environment in other way round according to Mgbodile (2017) consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile 2017). Belanger (2016) writing on the importance of learning environment stated that people's educational life histories are influenced not only by provision of learning opportunities, but also by the quality of the environment where they live or learn. Continuing he stated that learning is more than education provision and that the community in which learners live have a profound influence on their aspiration to learn, their curiosity and their desire to develop their own competency.

Graff (2021) in Nwizu (2015) argues that the environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed that the quality of learning is markedly influenced by environmental and organizational factors. Okafor (2012), opined that learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in a conducive environment transcends the school parameter. It encompasses the entire community and nation. School environments wall, ground, lights, and mechanical system can serve as active contributors to the students' learning process (Keep, 2002). He says that learning opportunities can be integrated into the structure of the school making it an active space rather than passive spaces, housing a disarray of things.

Clark (2010) on the importance of learning environment strongly stated that: Growth depends upon internalizing events into a storage system" that corresponds to the environment, it is this system that makes possible the child's increasing ability to go beyond the information encounter on a single occasion. He does this by making predictions and extrapolations from his stored model of the world.

Queensberry, Eddowesi& Robinson (2021), asserted that for individuals to be self-motivating and self-imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled. As Piaget (1964) sited by Okeke (2019) defined intelligence as an accumulation of knowledge which is as a result of the child's exploration of, and experimentation with the environment and his

ability to assimilate and accommodate the environment. He continue by saying that active interaction with the environment is regarded as the most basic requirement for proper intellectual development. Omengboji (2005) emphasized that material environment is a major determinant of goal attainment in school.

The quality of school building plays a vital role in students' academic achievement. Lewis (2020) tried to identify the independent effects of school building quality in a study of text scores and found out that good facilities had a major influence on learning. Edward, (2012) observed that disciplinary incidents increased in schools with better buildings. This may be caused by the strict discipline standards in these schools among other factors. Earthman (2015) supported this when he pointed out that schools with lesser quality of building had fewer disciplinary incidents than schools that are rated higher on the structural components.

School buildings that can adequately provide a good learning environment are essential for student success. Old building does not have such features as control of thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning (NCES, 2020). This may be because they are not functioning due to poor maintenance. Older building do not have the main attribute of modern building that are associated with a positive physical environment conducive to student learning, (Earthman &Lemaster, 2016).

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of

current books and journals, (FRN, 2014). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development of the students and enlarges their knowledge. Edoka (2020) sees library as a resource center where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between school libraries and academic performance.

Keith (2020) reports that a school with well-equipped library performs higher than schools where libraries are less developed facilities, because, libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students' learning, (Aguolu 2022). An effective school library gives foundation for self-education necessary for facing challenges of higher education. The role of the library is also reflected in the National policy on Education (FRN, 2004) which states that libraries constitute one of the most important educational services, proprietors of schools shall provide functional libraries in accordance with the established standard. They shall also provide for training of librarians and library assistants for this service.

The quality of school library services makes difference in academic achievement (Library Research Service, 2020). It promotes the growth of knowledge. A well-equipped library is a store house of knowledge. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the center for balanced diet for a learner. Libraries exist only because of books and people's desire to

read them. It is in line with this that the National Center for Education Statistics, (2020) reports that the more students read, the higher they will score on almost any measure in any discipline.

Mazi (2006), citing Obi contended that the number of books in the library would mean nothing if the books not used, are out of date, unattractive or inappropriate. Library Research Service, (2020), libraries don't make difference in learning if they are merely ware houses of outdated stuff, place to drop students when teachers have their planning periods or when staffed only by paraprofessional or clerical staff members.

Social Environment and Teachers' Productivity

Obviously our society shapes the basic beliefs, values and norms of our people. Pupils or students absorb unconsciously different views that define their relationship in school system. Such views influence their relationship towards others, nature and towards universe. The norms and values that a particular student had imbibed from home will thus influence his language, though, interactions, attitude and performance in school. This of course wills influence teacher's performance in the school system.

The ability of the teacher to contribute to the actualization of the goal of secondary education does not depend only on the teacher's personal characteristics but also on the condition of teacher's work. The social work condition under which the teacher performs his or her responsibilities has great influence on the teacher's level of productivity. Maduagwu and Nwogu (2018) pointed out that social conditions of work have to do with assignment of responsibilities, inter-personal relationships with subordinates, and inter-

personal relationship with colleagues. This social interaction goes a long way in influencing the level of teacher's productivity. The social condition of teaching staff is an important aspect of the school administrative process that must be put into consideration by both the administrators and teachers in the education system. Social work conditions are associated with the relationships that exist between the administrators and the teachers in terms of the non-financial obligations they stand to benefit as motivation factors while discharging their professional ethics so as to encourage productivity in the school system, and what they are to give that will also motivate the administrator to respond positively to them.

Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affect student achievement (Walsh, 2015). This phenomenon occurs because teachers who see principals as facilitators, supporters, and re-enforcers for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning (McEwan, 2015). For teachers to be productive through social condition of work, David and William (2006) opined that principals must develop the ability to improve teacher perceptions by simply attending to fundamental components inherent in quality relationships. According to them, as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom.

In this regard, Gimbel (2015) made further sense when he stated that teachers who are working together in healthy social environments substantiate the need for relationship

development on school campuses. This relationship has many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is essential that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviours is the overarching trust-promoting behaviour and productivity of the principal. Gimbel further stressed that when school climate becomes cold and teachers perceive principals as suspicious and negative, a reformation has to occur before teachers are willing to modify instruction. But how can principals ever hope to motivate their teaching staff to expand their repertoires of pedagogical skills unless some fundamental relational components have been established. He went further to stated that if a school is devoid of successful scores per the established accountability system, principals quickly recognize the urgent need to achieve something outside of traditional academic standards to attract success in such a high stakes game.

Social work condition includes all the relationships the teachers enjoy with various stakeholders in the school. According to Suzanne, Claudius and Patricia (2015), the social environment described as interpersonal relationship, labour-management relations, motivation, workers' training and development has high influence on the workers` morale and efficiency at workplace and this forms part of the social work condition. This evidently implies high productivity. Researchers have also investigated the place of motivation on productivity. Different motivational factors have been considered by researchers to establish their influence on productivity. Specifically, incentives like monetary incentive

(salary), non-monetary incentives like promotion, job security etc. have been linked directly to staff productivity (Ozoemena, 2015). Promotion is another social benefit that creates an avenue that can motivate teacher to work actively, it is seen as a feed-back that the workers have performed well. It has been observed that promotion tends to put a new live in the individuals and activate their knowledge, skills and their level of commitment to the organization goals. But if on the other hands, the individuals within an organization are deprived their promotions, they would become disconnected and consequently leads to labour turnover (Muheeb 2015). Muheeb, suggested that in administering promotion to workers, important factors such as experience, training, skills and intellectual capacity must be considered. He further stressed that striving for promotion may be caused not only by the need for status but also the needs for achievement or recognition of competence. It follows therefore that workers will strive to perform effectively or be productive in their job if they are assured that by doing so will increase their chances of being promoted.

Teachers' collaboration refers to the act of teachers working together in groups or teams to improve educational processes and outcomes (Eze, 2021). Teachers' collaboration can also be defined as a practice where teachers cooperate or work in teams to ensure the effective implementation of the curriculum. Teachers' collaboration can lead to teachers' job satisfaction, commitment, and improvement in students' academic achievement (Ronfeldt et al., 2015). Teachers' disunity can lead to dissatisfaction. There is a need for schools to create an environment where teachers can share ideas and help one other to grow professionally. Teacher collaboration enhances professional teacher learning (Jong et al., 2019). Teacher collaboration in planning lessons can improve students' academic

achievement (Reeves et al., 2017). Teachers working in teams enjoy shared responsibility and job satisfaction (Krammer et al., 2018). Teachers are likely to feel comfortable in schools that promote collaboration because their social needs are met. According to Maslow's hierarchy of needs theory, teachers need love and affection just like other human beings. Teachers are more likely to feel satisfied with schools that promote collaboration. Positive relationships between teachers make them feel less frustrated (Urick, 2016). Exchanging ideas with other teachers and principals increases the teachers' satisfaction rate because it makes them know that their opinions are pertinent to the school's success and are under full consideration by other teachers and administrators. Furthermore, collaboration reduced the workload of individual teachers' as they work together in planning, implementing, assessing, and evaluating. This is very important as a heavy workload can lead to teachers' job dissatisfaction.

Principals as instructional leaders need to encourage and motivate teachers to engage in subsequently collaborative activities that facilitate teaching and learning (Gbesoevi, Adewale & Okunola, 2023). Teachers often complain that they often feel isolated from colleagues and support systems, leading to dissatisfaction (Urick, 2016). Collaboration can reduce feelings of isolation because through collaboration, teachers feel free and comfortable communicating with one other, leading to job satisfaction and high performance (Vangrieken et al., 2015). Teachers search for school environments that can allow them to reach their peak performance level. A lack of a supportive school environment lowers teachers' self-esteem and frustrates them because there is no one to run to when there is a problem. Teachers who teach in schools that promote collaboration are

more likely to be satisfied with the teaching profession because they feel valued and supported (Kelley, 2021). It is necessary for teachers to assist one another; working together in groups or teams enhances growth and development. Effective collaboration can lead to teachers' job satisfaction. Well-planned collaborative activities can enhance teachers' self-efficacy (Muthoka, Kimiti & Wambua, 2024). A school environment characterized by an open climate promotes cooperation and respect among staff (Liu & Onwuegbuzie, 2021). The school environment determines teachers' willingness to stay in a particular school. Teachers who perceive their school environment as a great place to work are more likely to be satisfied with the teaching profession.

Teachers are leaving the teaching profession because of job dissatisfaction associated with a lack of teachers' influence over decision making (Ingersoll, 2020). Teachers are often left behind when it comes to decision-making. There is a need for teachers to be involved in decisions that concerns them. Teachers feel appreciated and empowered when school leaders involved them in decision-making. Giving teachers the chance to make school decisions can enhance teachers' job satisfaction (Katz & Shahar, 2015; Torres, 2018). Teachers who feel valued and respected by other teachers and school leaders are more likely to be satisfied (Dou et al., 2017). Excluding teachers from decision-making may give them the feeling that they are not part of the school, leading to dissatisfaction. The school environment can either give teachers the freedom to make certain decisions about their job or give directives (Ryan & Deci, 2020). Giving directives can lead to job dissatisfaction. A supportive school environment minimizes stress, provides immediate and valuable feedback, and takes teachers' feelings and opinions into

consideration (Sadri & Bowen, 2015). Most school administrators think that if teachers will favour themselves when allowed to participate in decision making rather than the overall growth of the school (Bahtilla, 2017). Principals with this type of perception tend to exclude teachers from participating in school decisions, making teachers feel isolated and less valued. When this happens, teachers feel dissatisfied. Principals need to have complete confidence and trust in teachers to participate in decision-making that directly relates to them. Principals need to be transparent, promote positive school climates and provide teachers with professional development opportunities.

Influence of psychological environment on Teacher's productivity in secondary schools

The psychological environment within secondary schools plays a critical role in determining the level of productivity demonstrated by teachers. It encompasses emotional, social, and organizational aspects that influence a teacher's experience beyond the physical workspace. This includes elements such as interpersonal relationships, the general emotional climate, leadership styles, perceived support, and institutional culture. When teachers operate in a positive psychological environment—where they feel respected, motivated, and emotionally safe they are more likely to demonstrate high levels of dedication, enthusiasm, and innovation in their teaching practices. Conversely, when the psychological climate is toxic or demoralizing, teachers may struggle with disengagement, low morale, or even psychological burnout. Teachers are not only expected to deliver academic content but also to inspire, support, and emotionally engage with students, which requires a high level of emotional investment. Therefore, if their own psychological needs

are not met within the school setting, it can severely limit their capacity to perform at optimal levels. Schools must view the psychological environment not as an abstract concept but as a fundamental determinant of teacher effectiveness and overall institutional success.

One of the key components of a school's psychological environment is the quality of interpersonal relationships, particularly among colleagues and between teachers and administrators. Strong professional relationships characterized by mutual respect, trust, and open communication contribute significantly to a teacher's sense of belonging and job satisfaction. When teachers feel that their ideas are valued, their efforts are recognized, and they are treated as integral members of the school community, their commitment to their work deepens. Collaboration among teachers fosters a spirit of shared responsibility, which can improve instructional strategies and classroom management practices. Additionally, supportive leadership that includes teachers in decision-making processes and offers consistent feedback can greatly enhance a sense of professional fulfillment. In contrast, an environment marked by workplace politics, favouritism, exclusion, or poor communication can foster resentment, isolation, and disillusionment. Adeyemi noted that emotionally positive interactions within schools have a profound influence on a teacher's motivation to go above and beyond the minimum requirements of their job, ultimately improving student performance and school outcomes (Adeyemi, 2019).

The emotional well-being of teachers is another essential aspect of the psychological environment that directly influences s productivity. Teaching, particularly at the secondary school level, can be emotionally draining due to the demands of managing

adolescent behaviour, meeting administrative expectations, and ensuring academic success. In environments where teachers are overwhelmed and unsupported, stress levels increase, leading to anxiety, fatigue, and even clinical burnout. Schools that fail to address these emotional burdens may experience high staff turnover, reduced teaching quality, and poor student-teacher relationships. On the other hand, schools that provide mental health resources, facilitate peer support networks, and promote a healthy work-life balance are more likely to retain skilled educators and cultivate an atmosphere of well-being. According to Nwachukwu, when teachers perceive that their mental health is a priority within their institution, they are more resilient and better able to cope with daily challenges, which in turn increase their effectiveness and consistency in delivering quality instruction (Nwachukwu, 2021).

The leadership style exercised by school administrators significantly shapes the psychological environment and, by extension, affects teacher productivity. Effective leaders who are empathetic, communicative, and visionary can create an atmosphere of psychological safety where teachers feel empowered to express themselves, take risks, and innovate without fear of criticism or failure. Transformational leadership, which emphasizes the growth and development of staff members, tends to produce a highly motivated and cooperative teaching workforce. Teachers under such leadership often report higher job satisfaction, improved morale, and a stronger commitment to institutional goals. In contrast, authoritarian or neglectful leadership styles, where decisions are imposed without consultation or feedback is ignored, can suppress initiative and breed frustration. Teachers in such environments may feel micromanaged or invisible, which diminishes their

enthusiasm and lowers productivity. Oduro stressed that school leadership must go beyond administrative control and focus on fostering environments that attend to the emotional and psychological needs of their staff, thereby enabling teachers to perform at their best (Oduro, 2020).

Savas and Toprak, (2015) classified psychological climate of school as the positive or negative mind set perceived by the person and relationship with the organization in relations to administrator, teachers and students and the environment of the school which may have a great influence on teachers' job performance in school. Kara et al. (2015) stated that, psychological climate as an individual's cognitive representation of situational conditions and expressed in terms that reflects the mind sets of members of staff and meaningful interpretations of the situation where psychological climate is measured at the individual and group levels of mindset of members of staff, this implies that when the mindset of the teachers is stable then there will be good job performance in school. Gillet et al.(2015) considered psychological climate as a judgment by the individual about the degree to which the work environment is safe and beneficial to their sense of well-being and how stable or unstable the state of the workers' mind which may have positive or negative influence on teachers' job performance in school. According to Carless (2015) psychological school climate is affected by the leadership style employed in an organization and schools and felt by each unique worker or teacher where teachers performed better if a democratic leader operates. It is in line with the opinion of Savas (2015) who stressed that, psychological school climate has to do with fairness, support, pressure, autonomy, trust, cohesion, innovation, recognition which created a return for

rewards and payments received from an organization by employees which make employee or teachers as the case may be to performed better. Savas (2015) demonstrated that psychological school climate has a positive correlation with give and take, which refers to the fact that when an individual teacher is supported and feels valued and recognized in an school, he or she will pay back in return with his or her energy, contributing to the better job performance in that particular school. This implies that, three stages of commitment; adaptation of the individual to the organization, identification of individual with organization and identification of organizational values of an individual as a result of the creation of congruence between individual and organizational values can contributes greatly to teachers' job performance in school.

Tamika (2015) believed that psychological school climate is best described in respect to the quality of teacher-student relationships and student-student relationships and the safety of the physical school environment which if conducive better teachers' job performance in school. Niwa, Way and Hughes, (2015) stated that if teachers and students do not feel safe at school, do not feel welcomed at school, do not receive respect and are not given opportunities to learn, cannot connect with others or engage in conversations and feel safe and secure, they will not meet their social and academic potential. By implication both students and teachers could be defeated of better job performance and academic achievement in school. Loukas (2017) believed that for the development of healthy psychological school climate with specific focus on teachers' job performance, it is recommended that teachers' lack of motivation be investigated in schools for the improvement of learner achievement that motivation be stimulated, and that educator

training on the influence of educator expectations on learner achievement be developed. The importance that timing can have in psychological school climate interventions cannot be overstated. Psychological climate, for instance, may be most effective when administered at times of educational domain; it could also prove worthwhile to administer interventions at times of academic transition, such as the transitions into middle school, high school, or college. These are times when the teachers' job performance is standard and students are expected to meet shift upward (Heckman, 2016).

Niwa (2015) opined that perception of psychological school climate is important because they may have a positive or negative influence on the implementation of change in schools, and to the teachers' job performance, motivation, productivity and well-being in general, as well on learners' motivation and ability to achieve educational goal and objectives in school. Russell, Horn, Kosciw and Saewyc (2015) suggested that, psychological school climate vary greatly whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, and even unsafe. Russell, et al (2010) concluded that if students feel isolated in the school environment, where the psychological school climate does not encourage positive teacher and student interaction where bullying and intimidation exist, the student may frequently complain and may ask parents to be transferred to another school. This negative motivation–persistence is often related to a negative psychological school climate. For example, Hawke (2015) stressed that, extreme cases of conflicts and persistence fear, frustration, and perhaps even anger, can create a hostile psychological school climate and can affect the teachers' job performance. According to Cedeno, Elias, Kelly and Chu (2015), psychological school climate is an

experientially based description of what people see and feel is happening with them in school situation in relation to school practices, policies, procedures, routines, norms, interactions, and consequences. Cedeno (2015) stressed that the school with high suspension rates, poor student and staff attendance, low parent participation, little community involvement, and which are both unclean and unsafe are schools with poor psychological climate and this hinder teachers' job performance.

Influence of the extracurricular activities on Teacher's productivity in secondary schools

Extracurricular activities refer to all school-sanctioned programme, events, or engagements that take place outside the realm of the standard academic curriculum. These are non-compulsory activities that are usually student-centered but also involve teachers in supervisory, mentoring, or organizational roles. While not directly tied to classroom instruction, extracurricular activities play a critical role in complementing formal education by promoting students' and teachers' holistic development. Examples include sports teams, music and drama clubs, school publications, science and technology clubs, debate and public speaking societies, cultural groups, leadership forums like student councils, and voluntary community service initiatives.

These activities are typically designed to foster a variety of skills that are not always emphasized in traditional classroom settings. For students, they serve as a platform to develop life skills such as leadership, teamwork, emotional intelligence, time management, creativity, and communication. However, the influence extends beyond the student body.

Teachers who participate in extracurricular programme also gain valuable experiences and professional enrichment. They often serve as coaches, mentors, or club coordinators, allowing them to exercise leadership, build stronger relationships with students, and contribute meaningfully to the overall school culture.

Olaleye (2020) defined extracurricular activities as "non-instructional school-based engagements that complement academic learning and foster skills such as teamwork, time management, creativity, and interpersonal communication." In this sense, extracurricular activities serve a dual purpose. While they aim to support student development, they also enhance teacher engagement by providing them with opportunities to lead, innovate, and interact with students in less formal and more dynamic settings. This interaction builds rapport and deepens mutual understanding, which can positively influence teaching practices and classroom management.

Extracurricular activities, often associated with student development, also have a significant yet underexplored influence on teachers' productivity in secondary schools. These activities, which include sports, drama, debate clubs, academic societies, and other non-curricular engagements, contribute to the overall school culture and climate. For teachers, involvement in such programme provides an avenue for professional growth, enhanced teacher-student relationships, and personal fulfillment. When teachers participate in extracurricular activities, they often experience increased engagement, motivation, and a renewed sense of purpose in their roles. This extended interaction beyond the classroom fosters a deeper connection to the school community, making teachers feel more integrated

and invested in the institution. As Ogundele (2019) noted, extracurricular participation enriches the professional lives of teachers and enhances their job satisfaction.

One of the ways extracurricular involvement boosts teacher productivity is through the development of strong, positive teacher-student relationships. When teachers engage with students in informal settings such as coaching a sports team or mentoring a school club they build rapport and mutual respect that often translates into better classroom management and improved academic engagement. These connections allow teachers to understand their students more holistically, resulting in more empathetic and personalized teaching approaches. Furthermore, teachers who feel respected and appreciated by their students are more likely to find fulfillment in their roles, which can lead to improved attendance, creativity in lesson delivery, and a proactive approach to classroom challenges. According to Eze (2021), extracurricular settings provide a platform for authentic teacher-student relationships, which are instrumental in creating a motivating teaching environment.

Moreover, extracurricular involvement serves as a means of professional development for teachers. Organizing clubs, coordinating events, and leading student initiatives require teachers to develop leadership, communication, and organizational skills beyond the traditional classroom setting. These experiences can contribute to teachers' self-efficacy and confidence, both of which are closely linked to productivity. When teachers are entrusted with extracurricular responsibilities, it communicates trust from the administration and recognition of their talents, further motivating them to perform at their best. It also diversifies their daily tasks, reducing monotony and increasing job satisfaction.

As Adebayo (2020) opined, the multifaceted nature of extracurricular activities allows teachers to exercise autonomy and creativity, reinforcing their sense of professional identity and competence.

However, it is important to acknowledge that extracurricular involvement can also present challenges that may affect teacher productivity if not properly managed. In many secondary schools, teachers are expected to handle extracurricular responsibilities on top of an already demanding academic workload. Without adequate support, this can lead to stress, fatigue, and eventual burnout. When teachers are overwhelmed, their classroom performance may decline, and their overall productivity could be negatively influenced. Therefore, school administrators must ensure that teachers are provided with adequate time, resources, and recognition to balance both academic and extracurricular responsibilities. As Bello (2022) emphasized, while extracurricular engagement has the potential to uplift teacher productivity, its success is contingent on effective support systems and workload management.

Extracurricular activities in secondary schools have a profound influence on teacher productivity, both positively and negatively. They foster stronger teacher-student relationships, enhance professional development, and contribute to a more engaging school environment. When managed properly, these activities serve as a catalyst for motivation, innovation, and holistic teacher development. However, without proper administrative support and a balanced workload, the added responsibilities may become a burden rather than a benefit. As Nwankwo (2021) stated, schools that recognize and strategically support teachers' roles in extracurricular programme are more likely to cultivate a motivated and

high-performing teaching staff. Therefore, stakeholders must view extracurricular activities not merely as student-centered engagements but as vital components of a thriving and productive teaching workforce.

Extracurricular activities have many diverse benefits. Considering academic development, extracurricular activities have been shown to increase students‟ academic success (Feldman & Matjasko, 2015; Ilhomovna & Ismatovna, 2020; Uysal, 2022) and to contribute to their analytical thinking and problem solving skills (Massoni, 2011). In the realm of personal development, extracurricular activities improve responsibility taking, entrepreneurship, leadership and coping (Ereyi, 2018), time management (Ilhomovna & Ismatovna, 2020; Uysal, 2022), selfknowledge and personal development in different areas (Ilhomovna & Ismatovna, 2020; Uysal, 2022). As for professional skills, extracurricular activities have positive effects on prospective teachers' field knowledge, general culture and pedagogical formation skills (Uysal, 2022) as well as their professional ethics (Brown-Liburd & Porco, 2015), and provide them with an opportunity to practice their theoretical professional knowledge (Dickinson, Griffiths & Bredice, 2020).

Regarding social development, extracurricular activities facilitate students‟ interpersonal skills and the development of positive social norms (Stuart et al., 2011; cited in Chan, 2016). Extracurricular activities were also found to have positive effects on communication skills (Uysal, 2022), socialization skills (Dickinson et al., 2020; Ren & Zhang, 2020; Uysal, 2022), and team work skills (Ilhomovna & Ismatovna, 2020). In the dimension of physical development, extracurricular activities help students have a healthy body and steer away from bad habits (Ereyi, 2018). As for positive affective qualities,

extracurricular activities help students feel better about themselves (Stuart et al., 2011; cited in Chan, 2016), develop positive attitudes and motivations (Diaz-Iso, Eizaguirre & Garcia-Olalla, 2019), have fun and be happy individuals (Uysal, 2022). Owing to all of these benefits, extracurricular activities may be said to help prospective teachers‟ academic, social, physical and personal development, as well as their professional skills and positive affective qualities.

Theoretical Framework

Skinner's Environmental Theory and Bandura's Social Learning Theory both examine how behaviour is influenced by external factors, with Skinner focusing on reinforcement and consequences, while Bandura emphasizes observational learning and modeling.

Skinnerian Environmental Theory (1953)

B.F. Skinner, a prominent American psychologist and behaviourist, is best known for his theory of operant conditioning, which posits that behaviour is shaped by environmental stimuli and consequences. Rejecting the significance of internal thoughts, Skinner emphasized observable behaviour, arguing that actions followed by rewards are likely to be repeated, while those followed by punishment are less likely to occur.

His experimental work, notably using the Skinner Box with animals, established principles of reinforcement (positive and negative), punishment, and extinction. These became foundational to practices in education, psychotherapy, and organizational behaviour.

Assumptions of Skinner's Theory

Skinner's theory is built on several core assumptions:

- Behaviour is learned through interactions with the environment, not innate or driven by internal states.
- Reinforcement strengthens behaviour:
- Positive reinforcement adds a rewarding stimulus (e.g., praise).
- Negative reinforcement removes an unpleasant stimulus (e.g., reducing workload).
- Punishment weakens behaviour, either by applying an undesirable outcome (positive punishment) or removing a desirable one (negative punishment). However, Skinner noted that reinforcement is generally more effective than punishment.
- Extinction occurs when a behaviour is no longer reinforced, causing it to diminish.
- The ABC model (Antecedent-Behaviour-Consequence) explains behaviour patterns and supports structured behavioural interventions.
- Schedules of reinforcement (e.g., fixed or variable intervals) influence how behaviours are acquired and maintained.

Application of the Theory to School Environment and Teacher Productivity

Skinner’s theory has direct implications for enhancing teacher productivity in secondary schools. By using reinforcement strategies, school leaders can encourage desirable teacher behaviours such as punctuality, thorough lesson planning, active participation, and innovative teaching.

Positive reinforcements, such as praise, recognition, professional development opportunities, or performance bonuses, can significantly increase consistent performance. Conversely, negative reinforcement or mild punishment, like administrative feedback or privilege removal, can be used to reduce ineffective behaviours, though Skinner emphasized that reinforcement is more effective for lasting change.

Beyond individual actions, the theory supports shaping a positive school culture. By consistently rewarding good teaching practices, schools can promote peer reinforcement, build morale, and create an environment where productive behaviours are observed, valued, and replicated.

Thus, Skinner's theory provides a framework for structuring the school environment to foster both individual teacher growth and a collaborative, high-performance culture.

Bandura's Social Learning Theory (1977)

Albert Bandura, a Canadian-American psychologist, developed Social Learning Theory, emphasizing that behaviour is learned through observation, imitation, and modeling. His famous "Bobo doll" experiment demonstrated that individuals, especially children, can acquire behaviours by watching others, even without direct reinforcement. This marked a shift from traditional behaviourism to an approach that incorporates cognitive processes.

Bandura proposed that learning occurs through the dynamic interaction of personal factors, behaviour, and the environment. This model, known as reciprocal determinism, highlights that individuals both influence and are influenced by their surroundings. Social Learning

Theory has become foundational in education and psychology due to its focus on observational learning and self-regulation.

Assumptions of Social Learning Theory

The theory rests on several key assumptions:

- Learning through observation: Individuals can acquire new behaviours by watching others, without direct reinforcement.
- Cognitive processes: Attention, retention, reproduction, and motivation are essential for learning modeled behaviours.
- Reciprocal determinism: Behaviour, personal factors (like beliefs), and environmental conditions influence one another continuously.
- Vicarious reinforcement: People are more likely to imitate behaviours that they see being rewarded in others.

Application to School Environment and Teacher Productivity

In schools, Social Learning Theory explains how teachers improve by observing and imitating effective colleagues. Modeling positive behaviours such as classroom management, communication, and organization can enhance teacher performance.

Vicarious reinforcement plays a role when teachers see peers rewarded for good performance, encouraging them to adopt similar behaviours. This can lead to increased involvement, innovation, and motivation.

Reciprocal determinism also applies in schools: teachers shape and are shaped by their environment. Supportive school cultures that offer feedback, professional development, and recognition can improve teacher engagement and productivity.

In summary, Bandura's theory helps explain how social influences and observed behaviours within schools can enhance teacher effectiveness and foster a productive professional climate.

Empirical Studies

Relationship between the physical environment and Teacher's Productivity in Public senior secondary schools

Raji (2019) carried out a study titled Physical Environment Factors and Quality of Instruction in Ibadan Rural Public Secondary Schools, Oyo State, Nigeria to investigate how the physical school environment influences the delivery of quality instruction. Using a mixed-method approach, the researcher selected 115 teachers from 20 rural public secondary schools in Ibadan using multi-stage sampling techniques. The study employed two main instruments: the Physical Environment Factors Scale (PEFS) and the Quality of Instruction Rating Scale, both developed by the researcher and validated by experts in education. Descriptive statistics and multiple regression analysis were used to analyze the data. The results indicated that critical aspects of the school environment—such as classroom lighting, ventilation, building structure, and sanitation—significantly affected the quality of instruction delivered by teachers. The study recommended prioritizing infrastructure development in rural schools, as these factors directly influenced the teaching and learning experience. Similar to the current study, Raji's work focuses on how the

physical environment contributes to teacher effectiveness. However, his focus was limited to rural schools in Oyo State, while the present study covers a wider context in Jalingo, which includes both urban and semi-urban secondary schools. Additionally, while Raji's focus was more on instructional quality as an output, the current research considers broader measures of teacher productivity including lesson preparation, assessment delivery, and participation in school-wide activities.

Adebayo (2024), in her Nigerian-based study titled "Infrastructure Deficit and Teacher Efficacy: A Study of Public Primary Schools in Lagos State," investigated the direct correlation between the state of school facilities and teachers' perceived ability to deliver effective instruction. The research involved 350 teachers from 40 public primary schools selected through stratified random sampling. Data were gathered via questionnaires, in-depth interviews, and physical audits of school infrastructure, focusing on factors such as classroom overcrowding, availability of teaching aids, functionality of sanitation facilities, and structural integrity of buildings. The data were analyzed using descriptive statistics and thematic analysis. The findings revealed that severe infrastructural deficits were a primary source of stress and demotivation for teachers, significantly hindering instructional methods and classroom management. Adebayo concluded that targeted investment in school infrastructure is a non-negotiable prerequisite for improving teacher efficacy and achieving foundational literacy and numeracy goals. Compared to the current study, Adebayo's work shares a focus on a resource-constrained context but narrows its scope specifically to the link between facility quality and teachers' self-reported confidence and competence. This provides a more focused, parallel comparison to the

current research, reinforcing the critical link between physical environments and professional outcomes in the Nigerian educational landscape.

Okoro (2023), in his Sub-Saharan African study titled "Educational Infrastructure and Teacher Retention in Rural Uganda," explored the direct impact of physical learning environments on teacher motivation and attrition rates. The research employed a mixed-methods approach, tracking 200 early-career teachers over two years and supplementing quantitative data with in-depth qualitative interviews. Key variables examined included access to electricity and internet, housing conditions, the state of staff rooms, and the availability of basic teaching materials. The quantitative data were analyzed using survival analysis to identify factors predicting teacher departure, while interview transcripts were coded thematically. The findings demonstrated that inadequate infrastructure was a primary driver of teacher migration from rural to urban schools, with poor living conditions outweighing salary concerns for many participants. Okoro concluded that infrastructural investments, particularly in teacher housing and digital resources, are as critical as financial incentives in stabilizing the teacher workforce in underserved areas. Compared to the current study, Okoro's work is situated in a similar resource-constrained context but focuses specifically on the critical issue of retention rather than day-to-day productivity. This provides a complementary perspective, highlighting that beyond affecting performance, poor infrastructure can lead to a complete loss of teaching capacity, a challenge also highly relevant to the Nigerian setting.

Relationship between the social environment and Teachers' Productivity in Public senior secondary schools

Gbesoevi, Adewale and Okunola (2023) explored School Climate and Productivity of Teachers in Public Senior Secondary Schools in Ogun West Senatorial District, Nigeria, aiming to understand the relationship between elements of school climate such as interpersonal relationships, safety, institutional culture, and school leadership and teacher productivity. The sample included 700 participants (500 teachers and 200 school heads) from 25 schools, selected through multistage sampling. A self-constructed questionnaire with a reliability coefficient of 0.83 was used, and data were analyzed using Pearson Product Moment Correlation via SPSS. Results showed that positive interpersonal relationships, supportive leadership, and a safe institutional climate significantly influenced teacher productivity. The study recommended that school authorities prioritize a healthy school climate by fostering mutual respect, participatory leadership, and team spirit. This study shares considerable similarity with the present research as both are focused on the Nigerian school context and target public secondary schools. However, Ogun West differs socio-economically from Jalingo, which may affect the applicability of the findings across the two regions. Nonetheless, both affirm the strong influence of social dynamics on teacher performance.

Unuigbe (2022) carried out a study titled School Climate as a Correlate of Teachers' Job Performance in Public Secondary Schools in Rivers State, Nigeria, to evaluate the influence of leadership style and staff welfare on teacher job performance. The study targeted 15,133 education stakeholders, including 303 principals and 14,830 teachers. From

this, a sample of 757 respondents was selected using a 5% stratified sampling method. Data were collected using two instruments: the School Climate Questionnaire (SCQ) and the Teachers' Job Performance Questionnaire (TJPQ), with reliability coefficients of 0.79 and 0.91 respectively. Pearson Product Moment Correlation was employed to analyze the data. The findings revealed that supportive leadership and staff welfare significantly improved job performance among teachers. Recommendations included implementing policies that support teachers' welfare, including timely promotions, recognition systems, and fair workload distribution. This study is relevant to the current research in Jalingo, as both explore the broader theme of how social conditions affect teacher productivity. However, the geographical and cultural context of Rivers State differs from that of Taraba State, which may lead to different institutional responses and teacher expectations.

Relationship between psychological environment and Teacher's productivity in Public senior secondary schools.

Abubakar et al. (2020) conducted a study titled The Roles of Psychological School Climate as Predictor of Teachers' Effectiveness: A Management Tool in Senior Secondary Schools in Yobe State, Nigeria, aimed at examining the predictive role of psychosocial climate factors on teacher effectiveness. The study adopted a mixed-method design and sampled 359 participants, including 17 principals and 342 teachers from selected senior secondary schools in two educational zones. Instruments used were the Psychological School Climate Questionnaire (PSCQ) and the Questionnaire on Teachers' Effectiveness (QTE), both of which were developed by the researchers. Data analysis was carried out using correlation and regression techniques. The study found that dimensions such as

teacher-student relationships, administrative support, and peer collaboration significantly predicted teacher effectiveness in instruction, assessment, and classroom management. Recommendations included the need for administrators to be trained on how to build psychologically healthy school climates and provide teachers with emotional and institutional support. Similar to the current study in Gassol, this research acknowledges the direct influence of psychological climate on teacher productivity. However, Yobe and Taraba states differ in cultural orientation, access to infrastructure, and administrative policies, which may influence outcomes. Nonetheless, both studies underscore the importance of fostering a positive psychological environment for improved educational delivery.

Fazal and Faize (2021), in a study conducted in Punjab, Pakistan, titled Psychological Capital and Work Engagement of School Teachers, explored how psychological capital which includes optimism, self-efficacy, hope, and resilience influences teacher engagement and productivity. The study used a descriptive-correlational research design and involved 310 secondary school teachers selected through stratified sampling. Data were collected using standardized questionnaires, and data analysis involved multiple regression techniques. The study revealed that teachers with higher levels of psychological capital reported significantly greater engagement, better classroom management, and stronger interpersonal relationships, all contributing to enhanced productivity. Recommendations included incorporating psychological training programme into teacher professional development. This study complements the current one by emphasizing individual psychological factors—such as mindset and emotional strength—

that contribute to teacher performance. Unlike the present study focused on school-level psychological environment, this research emphasized personal psychological traits, yet both converge in highlighting the crucial role of mental and emotional conditions in determining teacher productivity.

James and Olanrewaju (2023) carried out a study on Teachers' Emotional Wellbeing and Its influence on Productivity in Public Secondary Schools in Kwara State, Nigeria. The purpose was to assess how emotional wellbeing, including job satisfaction, anxiety, and burnout, influences teacher performance. The study sampled 400 public secondary school teachers using stratified random sampling. The Teacher Emotional Wellbeing Scale (TEWS) and Productivity Measurement Tool (PMT) were the primary instruments used, and both demonstrated strong reliability scores of 0.81 and 0.85. Data were analyzed using descriptive statistics and linear regression analysis. The results showed that emotional wellbeing had a statistically significant influence on productivity, with burnout negatively affecting teaching outcomes. The authors recommended the introduction of school-based counseling units and stress management workshops to address emotional challenges faced by teachers. This study is similar to the current research as both focus on psychological elements affecting teacher productivity in public schools within Nigeria. However, while James and Olanrewaju concentrated on emotional health specifically, the current study in Gassol takes a broader view of psychological factors, including environmental stressors and institutional culture. Despite this, both studies strongly advocate for the promotion of teachers' psychological health as a strategy for boosting productivity.

Relationship between the extracurricular activities and Teacher's productivity in Public senior secondary schools.

Muthoka, Kimiti, and Wambua (2024) carried out a study titled Influence of Appraisal of Teachers' Participation in Co-Curricular Activities on Teacher Productivity in Public Secondary Schools in Makueni County, Kenya. The study explored the extent to which the appraisal of teachers' involvement in extracurricular activities affects their performance and professional motivation. The population consisted of secondary school principals and teachers, with a sample of 362 respondents (39 principals and 323 teachers) selected using stratified and purposive sampling. Data were gathered using structured questionnaires for teachers and interview guides for principals. The research adopted a mixed-methods design and applied both descriptive statistics and thematic analysis for data interpretation. Findings revealed that although teachers actively participated in extracurricular activities, such engagements were rarely acknowledged in official performance evaluations, which discouraged full commitment and occasionally disrupted syllabus coverage. It was also found that lack of structured time allocation and administrative support for co-curricular roles reduced the enthusiasm of teachers. The researchers recommended integrating extracurricular activity participation into the formal teacher appraisal system and adjusting academic calendars to accommodate these roles without compromising core teaching duties. Similar to the current study in Gassol LGA, this research investigates the relationship between extracurricular responsibilities and teacher productivity. However, the current study adds a regional perspective that may reveal different administrative and cultural support systems, particularly in the Nigerian

education setting, which may offer fewer institutional structures for co-curricular recognition.

Suleiman, Hanafi, and Muhajir (2019) conducted a qualitative study on the Influence of Extracurricular Services on Students' Academic Achievement in Secondary Schools in Kwara State, Nigeria, with indirect implications for teacher productivity. While the primary focus was on students, the study examined how teacher-led extracurricular services shaped the school atmosphere and indirectly influenced the teachers themselves. A total of 20 secondary school principals were purposively selected for interviews and non-participant observations. The study found that extracurricular activities such as sports, debates, and clubs improved school attendance and student engagement, which in turn created a more cooperative and less stressful teaching environment. Teachers involved in managing these activities reported higher satisfaction, stronger relationships with students, and improved morale. However, the study also revealed a lack of adequate infrastructure, poor funding, and absence of specific training for supervising such programme. It recommended increased investment in school facilities, provision of incentives for teachers leading ECAs, and policy reforms to institutionalize teacher participation. The study aligns with the current research in Gassol by highlighting how extracurricular engagements affect teachers' work experiences. Nonetheless, while Suleiman et al. focused largely on student outcomes and used qualitative tools, the current study is broader and targets the direct relationship between extracurricular responsibilities and overall teacher productivity in public secondary schools.

Nwankwo and Obi (2021) explored Teachers' Involvement in Extracurricular Activities and Its influence on Professional Development in Secondary Schools in Enugu State, Nigeria. The study used a survey design involving 315 secondary school teachers selected through a multistage sampling technique. A structured questionnaire with a Cronbach alpha reliability of 0.85 was used to collect data. Analysis involved both descriptive and inferential statistics, including Pearson correlation. Results showed that teachers who actively participated in extracurricular activities reported greater professional satisfaction, better classroom management skills, and more effective student-teacher relationships. These teachers also showed higher levels of collaboration with colleagues and school leaders. However, the study noted that excessive involvement in extracurriculars without formal workload adjustments led to stress and time management issues. It recommended policy reforms to balance academic and non-academic responsibilities, such as dedicated periods for extracurricular planning and mentorship training. While this study aligns with the current research in examining the productivity implications of extracurricular duties, the focus on professional development adds a unique dimension. Additionally, while Enugu State provides a semi-urban context, the rural setting of Gassol may offer different challenges in implementing such structured engagement models.

Summary of Literature Review

The review of literature for this study began with the diagrammatic expression of the conceptual framework, illustrating the relationships among the variables under investigation. Various pertinent concepts were identified and discussed, including: the

physical school environment, the social school environment, the psychological school environment, and the impact of extracurricular activities on teacher engagement. The review also covered foundational theories: B.F. Skinner's Environmental Theory (1953), which frames teacher behaviour as shaped by environmental reinforcement and consequences, and Albert Bandura's Social Learning Theory (1977), which emphasizes the role of observation, modeling, and reciprocal determinism in a professional context.

Empirical studies reviewed within the reach of the researcher investigated each dimension of the school environment. For the physical environment, works by Raji (2019), Adebayo (2024), and Okoro (2023) established that infrastructural deficits in lighting, ventilation, building integrity, and basic facilities significantly hinder teacher efficacy, motivation, and retention. Regarding the social environment, studies by Gbesoevi, Adewale, and Okunola (2023) and Unuigbe (2022) affirmed that positive interpersonal relationships, supportive leadership, and a safe institutional climate are critical correlates of teacher productivity. In the realm of the psychological environment, research by Abubakar et al. (2020), Fazal and Faize (2021), and James and Olanrewaju (2023) demonstrated that factors such as administrative support, emotional wellbeing, and psychological capital (optimism, resilience) are strong predictors of teacher effectiveness and engagement. Finally, concerning extracurricular activities, studies by Muthoka, Kimiti, and Wambua (2024), Suleiman, Hanafi, and Muhajir (2019), and Nwankwo and Obi (2021) explored how teacher involvement in co-curricular roles influences professional satisfaction and performance, though often highlighting challenges like lack of recognition and increased workload.

However, from the empirical studies reviewed, it is observed that while there is a body of work on individual environmental factors, there is a dearth of comprehensive literature that synthesizes the influence of all four key dimensions physical, social, psychological, and extracurricular on teacher productivity within a single, focused investigation. Furthermore, many existing studies are context-specific to other states or countries, such as Oyo, Lagos, Uganda, Ogun, Rivers, Yobe, Kwara, Kenya, and Enugu. None of these studies were carried out to holistically examine the influence of this integrated school environment framework on teacher productivity in public senior secondary schools in Jalingo Local Government Area of Taraba State, Nigeria. This is the gap the present study intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the method used in carrying out this research is discussed. These procedures are arranged under research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

This study employed the correlational survey design. This type of research design is a design patterned after describing phenomena in the way they are without any need to manipulate any variable under study and the dependent variable (teachers' productivity) is already on ground. The design is chosen because it helped to describe and explain the influence of School Environment on Teacher's productivity in Public senior secondary schools in Jalingo Local Government Area, Taraba State, Nigeria.

Population of the Study

The population of this study comprised one thousand, four hundred and sixty-five (1,465) teachers working in the 30 public senior secondary schools in Jalingo Local Government Area of Taraba State (Taraba State Ministry of Education). The study targeted teachers who have been actively engaged in teaching for at least one academic year, ensuring that the respondents have adequate experience to provide insightful feedback on the various aspects of their school environment.

Sample and Sampling Technique

The sample size for the study was one hundred and forty-seven (147) teachers that will be drawn from the 30 public senior secondary schools in Jalingo Local Government Area of Taraba State, which is 10% of the total population of the teachers in the study area. The sampled teachers were selected using the simple random sampling technique by balloting to give every teacher an equal chance of being selected.

Research Instrument

The instrument used for data collection in this study was a questionnaire constructed by the researcher. The instrument is titled "Influence of School Environment on Teachers' Productivity (SPICCAPQ). The instrument is subdivided into two Sections. Section A comprised twenty (20) items on school environment while section C comprised five (5) items on teachers' productivity. Sections A and B items are on 5 points Likert Scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) response formats.

Validity of the Instrument

To determine the validity of the instrument, the researcher developed the initial draft of the instrument and was presented to the project supervisor who scrutinize and thereafter submitted to three other experts (one in Business Education, another one in Counseling Psychology and the other in Measurement and Evaluation) all in the Department of Education, Benson Idahosa University in order to ensure face and content validity. Their suggestions and corrections were

collated and incorporated into the final draft of the instrument that was finally approved by the supervisor.

Reliability of the Instrument

In establishing the reliability of the instrument, the researcher employed the internal consistency reliability method. In doing this, 30 copies of the instrument were administered to thirty (30) respondents outside the sample but within the population of the study. Data collected were analyzed using the Cronbach Alpha reliability statistic and the instrument showed a reliability coefficient of 0.995 which showed the instrument was dependable.

Method of Data Collection

Each respondent was administered a copy of the instrument after obtaining permission of the university authority and with the help of two research assistants, all these were retrieved on the spot on completion to prevent misplacement of instrument and any form of extraneous influences.

Method of Data Analysis

The data collected from the respondents was analyzed as discussed below:

All the research questions were answered using the descriptive statistics of mean and standard deviation as well as the Pearson Product Moment Correlation Statistics. All hypotheses were tested using the Pearson Product Moment Correlation Statistics at 0.05 alpha level of significance.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

In this chapter the summary of the analysis of the data collected from the respondents drawn from the area of study is presented. The results are presented in relation to the research questions and the hypotheses stated in chapter one. These are as follows:

Data Analysis

Analyses of the Research Questions

Section A: Descriptive Statistics

Table 1: Descriptive Statistics for School Environment and Teacher Productivity Variables (N=147)

Variable	Mean	Std. Deviation	N
Physical_Environment	3.75	0.89	147
Social_Environment	3.98	0.82	147
Psychological_Environment	3.65	0.93	147
School_Environment	3.82	0.87	147
Teacher_Productivity	4.15	0.76	147

The descriptive statistics in Table 1 above show that there are no missing data since the recorded sample size, N = 147, is the same as the number of participants (teachers) that took part in the study. It can also be seen that the mean score of the composite variable for Physical Environment was 3.75 (with a standard deviation of 0.89). The mean score is an indication that the majority of the teachers agreed that the school's classrooms, teaching aids, facilities, and infrastructure are adequate and supportive. The mean score for the Social Environment composite was 3.98 (with a standard deviation of 0.82). The mean score is an indication that the majority of the teachers agreed that there is strong collegiality, supportive administration, positive student relationships, and effective collaboration within the school. The mean score for the Psychological Environment composite was 3.65 (with a standard

deviation of 0.93). The mean score is an indication that the majority of the teachers agreed that the school provides a safe, secure, and appreciative environment with manageable stress levels. The mean score for the school environment composite was 3.82 (with a standard deviation of 0.87). The mean score is an indication that the majority of the teachers agreed that the school actively supports and recognizes extracurricular involvement for both teachers and students. Finally, the mean score for the Teacher Productivity composite was 4.15 (with a standard deviation of 0.76). The mean score is an indication that the majority of the teachers strongly agreed that they are consistently prepared, meet deadlines, use innovative methods, and derive accomplishment from their students' progress.

Analyses of the Research Questions

Research Question 1: What is the relationship between the physical environment and the productivity of teachers in public senior secondary schools in Jalingo Metropolis?

Table 2: Descriptive statistics showing the relationship between the physical environment and the productivity of teachers

Variable	N	Mean	SD	r	r^2	%	Remark
Physical Environment	147	3.75	0.89				
				0.68	0.4624	46.24%	Moderate
Teacher Productivity	147	4.15	0.76				

The data in Table 2 presents a detailed analysis of the relationship between the physical environment and teacher productivity with a sample size of 147 teachers. The first part of the table focuses on the physical environment, which has a mean score of 3.75 and a standard deviation of 0.89. This indicates that the respondents generally perceive the physical environment in their schools including aspects like classroom conditions, teaching aids, and infrastructure to be favourable, with a moderate level of variability in their

responses. The second row shows the relationship between the physical environment and teacher productivity. The correlation coefficient (r) is 0.68, indicating a strong positive relationship between the two variables. This suggests that an improvement in the quality of the school's physical environment is associated with an increase in teacher productivity. The R-squared value of 0.4624 means that approximately 46.24% of the variation in teacher productivity can be explained by the physical environment.

This percentage signifies a substantial impact of physical infrastructure and resources on how teachers perform their duties, suggesting that the remaining 53.76% of the variance in productivity is influenced by other factors such as administrative support, teacher motivation, or professional development opportunities. Lastly, for teacher productivity, the mean score is 4.15, and the standard deviation is 0.76, showing that teachers tend to rate their own productivity highly, with a relatively low level of variation in their self-assessment. The analysis shows a strong positive relationship between the physical environment and teacher productivity, implying that better-equipped and well-maintained school facilities are associated with higher levels of teacher effectiveness, preparation, and professional satisfaction. The impact of the physical environment on teacher productivity is statistically significant and substantial, though other factors also contribute meaningfully to overall productivity outcomes.

Research Question 2: What is the relationship between the social environment and the productivity of teachers in public senior secondary schools in Jalingo Metropolis?

Table 3: Descriptive statistics showing the relationship between the social environment and the productivity of teachers

Variable	N	Mean	SD	r	r^2	%	Remark
Social Environment	147	3.98	0.82	0.75	0.5625	56.25%	High
Teacher Productivity	147	4.15	0.76				

The data in Table 3 presents a detailed analysis of the relationship between the social environment and teacher productivity with a sample size of 147 teachers. The first part of the table focuses on the social environment, which has a mean score of 3.98 and a standard deviation of 0.82. This indicates that the respondents generally perceive the social environment in their schools including collegiality, administrative support, and positive relationships to be very favourable, with a moderate level of variability in their responses. The second row shows the relationship between the social environment and teacher productivity.

The correlation coefficient (r) is 0.75, indicating a strong positive relationship between the two variables. This suggests that an improvement in the quality of the school's social environment, characterized by supportive leadership, collaboration, and mutual respect, is strongly associated with an increase in teacher productivity. The R-squared value of 0.5625 means that approximately 56.25% of the variation in teacher productivity can be explained by the social environment. This percentage signifies a substantial and predominant impact of social factors on how teachers perform their duties, suggesting that the remaining 43.75% of the variance in productivity is influenced by other factors such as physical resources, personal motivation, or individual skills. Lastly, for teacher productivity, the mean score is 4.15, and the standard deviation is 0.76, showing that teachers consistently rate their

own productivity highly, with relatively little variation in their self-assessment. The analysis shows a strong positive relationship between the social environment and teacher productivity, implying that a supportive, collaborative, and respectful school climate is closely associated with higher levels of teacher effectiveness, professional engagement, and job satisfaction. The impact of the social environment on teacher productivity is not only statistically significant but also the most influential factor identified in this analysis, highlighting the critical role of interpersonal and administrative dynamics in fostering teacher performance.

Research Question 3: What is the relationship between the psychological environment on teacher productivity in public senior secondary schools in Jalingo Metropolis?

Table 4: Descriptive statistics showing the relationship between the psychological environment and the productivity of teachers

Variable	N	Mean	SD	r	r^2	%	Remark
Psychological Environment	147	3.65	0.93				
				0.61	0.3721	37.21%	Low
Teacher Productivity	147	4.15	0.76				

The data in Table 4 presents a detailed analysis of the relationship between the psychological environment and teacher productivity with a sample size of 147 teachers. The first part of the table focuses on the psychological environment, which has a mean score of 3.65 and a standard deviation of 0.93. This indicates that the respondents generally perceive the psychological environment in their schools including safety, recognition, manageable stress, and job satisfaction to be favourable, though it is the least favourable of the school environment domains measured, with a higher level of variability in responses compared to others. The second row shows the relationship between the psychological environment and teacher productivity. The correlation coefficient (r) is 0.61, indicating a moderately strong positive relationship between the two variables.

This suggests that an improvement in the quality of the school's psychological environment, characterized by safety, value, and manageable stress, is associated with an increase in teacher productivity. The R-squared value of 0.3721 means that approximately 37.21% of the variation in teacher productivity can be explained by the psychological environment. This percentage signifies a moderate to substantial impact of psychological factors on how teachers perform their duties, suggesting that the remaining 62.79% of the variance in productivity is influenced by other factors such as the social and physical environment, personal attributes, or external incentives. Lastly, for teacher productivity, the mean score is 4.15, and the standard deviation is 0.76, reaffirming that teachers consistently rate their own productivity highly, with limited variation in their self-assessment across the sample.

The analysis shows a moderately strong positive relationship between the psychological environment and teacher productivity, implying that a school climate where teachers feel secure, valued, and reasonably stressed is an important contributor to their professional effectiveness and sense of accomplishment. While significant, the influence of the psychological environment is less pronounced than that of the social environment, indicating that while psychological well-being is crucial, it operates in conjunction with other, potentially more direct, interpersonal and structural factors to determine overall productivity.

Research Question 4: What is the relationship between the school environment on teachers' productivity in public senior secondary schools in Jalingo Metropolis?

Table 5: Descriptive statistics showing the relationship between school environment and the productivity of teachers

Variable	N	Mean	SD	r	r^2	%	Remark
School Environment	147	3.82	0.87				
				0.57	0.3249	32.49%	Low
Teacher Productivity	147	4.15	0.76				

The data in Table 5 presents a detailed analysis of the relationship between school environment and teacher productivity with a sample size of 147 teachers. The first part of the table focuses on school environment, which has a mean score of 3.82 and a standard deviation of 0.87. This indicates that the respondents generally perceive the school's support for and organization of school environment including resource allocation, recognition, and student involvement to be favourable, with a moderate level of variability in their responses. The second row shows the relationship between school environment and teacher productivity. The correlation coefficient (r) is 0.57, indicating a moderate positive relationship between the two variables. This suggests that better institutional support for school environment is associated with an increase in teacher productivity. The R-squared value of 0.3249 means that approximately 32.49% of the variation in teacher productivity can be explained by the school's approach to school environment. This percentage signifies a moderate impact, indicating that while extracurricular involvement is a meaningful contributor to teacher performance, a larger share (67.51%) of the variance in productivity is attributable to other factors such as the core teaching environment, administrative policies, or personal motivation. Lastly, for teacher productivity, the mean score is 4.15, and the standard deviation is 0.76, confirming that teachers in the sample consistently report high levels of productivity with relatively low

dispersion in their ratings. The analysis shows a moderate positive relationship between school environment and teacher productivity, implying that when schools actively encourage, resource, and recognize teachers' roles beyond the classroom, it contributes positively to their overall professional effectiveness and engagement. However, this factor, while significant, appears to be less influential than the social and psychological environments, highlighting that extracurricular engagement functions as a supportive rather than a central driver of teacher productivity in this context.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between Physical environment and Teachers' Productivity in public senior secondary schools in Jalingo Metropolis.

Table 6: Pearson Product Moment Correlation statistics showing relationship between physical environment and teacher productivity

Variable	N	Mean	SD	r	r^2	p-value	Decision
Physical Environment	147	3.75	0.89				
				0.68	0.4624	0.000	Reject H_0
Teacher Productivity	147	4.15	0.76				

The data in Table 6 showed that the physical environment has a significant positive relationship with teacher productivity at a p-value of 0.000. Since the p-value is less than the 0.05 alpha level of significance, the results imply that the physical environment significantly influences teacher productivity. The correlation coefficient (r) is 0.68, which indicates a strong positive relationship between the physical environment and teacher productivity. This means that as the quality of the physical environment improves, teacher productivity tends to increase. The R-squared value (0.4624) suggests that 46.24% of the variance in teacher productivity can be explained by the physical environment. Given the significant p-value (0.000), the hypothesis, which posits that there is no significant influence of the physical environment on

teacher productivity, is rejected. Therefore, the study concludes that there is a significant positive influence of the physical environment on teacher productivity.

Hypothesis Two: There is no significant relationship between socical environment and Teachers' Productivity in public senior secondary schools in Jalingo Metropolis.

Table 7: Pearson Product Moment Correlation statistics showing relationship between social environment and teacher productivity

Variable	N	Mean	SD	r	r^2	p-value	Decision
Social Environment	147	3.98	0.82	0.75	0.5625	0.000	Reject H_0
Teacher Productivity	147	4.15	0.76				

The data in Table 7 showed that the social environment has a significant positive relationship with teacher productivity at a p-value of 0.000. Since the p-value is less than the 0.05 alpha level of significance, the results imply that the social environment significantly influences teacher productivity. The correlation coefficient (r) is 0.75, which indicates a very strong positive relationship between the social environment and teacher productivity. This means that as the quality of the social environment improves, teacher productivity tends to increase substantially. The R-squared value (0.5625) suggests that 56.25% of the variance in teacher productivity can be explained by the social environment. Given the significant p-value (0.000), the hypothesis, which posits that there is no significant influence of the social environment on teacher productivity, is rejected. Therefore, the study concludes that there is a significant positive influence of the social environment on teacher productivity.

Hypothesis Three: There is no significant relationship between Psychological environment and Teachers' Productivity in public senior secondary schools in Jalingo Metropolis.

Table 8: Pearson Product Moment Correlation statistics showing relationship between psychological environment and teacher productivity

Variable	N	Mean	SD	r	r^2	p-value	Decision
Psychological Environment	147	3.65	0.93				
				0.61	0.3721	0.000	Reject H_0
Teacher Productivity	147	4.15	0.76				

The data in Table 8 showed that the psychological environment has a significant positive relationship with teacher productivity at a p-value of 0.000. Since the p-value is less than the 0.05 alpha level of significance, the results imply that the psychological environment significantly influences teacher productivity. The correlation coefficient (r) is 0.61, which indicates a moderately strong positive relationship between the psychological environment and teacher productivity. This means that as the quality of the psychological environment improves, teacher productivity tends to increase. The R-squared value (0.3721) suggests that 37.21% of the variance in teacher productivity can be explained by the psychological environment. Given the significant p-value (0.000), the hypothesis, which posits that there is no significant influence of the psychological environment on teacher productivity, is rejected. Therefore, the study concludes that there is a significant positive influence of the psychological environment on teacher productivity.

Hypothesis Four: There is no significant relationship between School environment and Teachers' Productivity in public senior secondary schools in Jalingo Metropolis.

Table 9: Pearson Product Moment Correlation statistics showing relationship between school environment and teacher productivity

Variable	N	Mean	SD	r	r^2	p-value	Decision
School environment	147	3.82	0.87				
				0.57	0.3249	0.000	Reject H_0
Teacher Productivity	147	4.15	0.76				

The data in Table 9 showed that school environment have a significant positive relationship with teacher productivity at a p-value of 0.000. Since the p-value is less than the 0.05 alpha level of significance, the results imply that school environment significantly influence teacher productivity. The correlation coefficient (r) is 0.57, which indicates a moderate positive relationship between school environment and teacher productivity. This means that as the school's support for and organization of school environment improves, teacher productivity tends to increase. The R-squared value (0.3249) suggests that 32.49% of the variance in teacher productivity can be explained by school environment. Given the significant p-value (0.000), the hypothesis, which posits that there is no significant influence of school environment on teacher productivity, is rejected. Therefore, the study concludes that there is a significant positive influence of school environment on teacher productivity.

Summary of Findings

There are four major findings obtained in this study, and these include:

1. **P**hysical environment has significant influence on physical environment on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.
2. Social environment has significant influence on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.

3. Psychological environment has significant influence on teacher productivity in public senior secondary schools in Jalingo Metropolis.
4. School environment have significant influence on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.

Discussion of Findings

The first finding showed that the physical environment has a strong, significant positive relationship with teacher productivity. This could be attributed to the direct impact that adequate infrastructure such as well-ventilated classrooms, functional teaching aids, and maintained facilities has on a teacher's ability to prepare, deliver instruction, and manage the classroom efficiently. In a context like Jalingo, where resource constraints are often reported, the presence of even basic physical amenities likely reduces operational stress and enhances professional focus. This finding is strongly supported by Raji (2019), whose study in Oyo State similarly concluded that classroom lighting, ventilation, and sanitation significantly affect instructional quality. However, while Raji's study was confined to rural schools, the current research extends this understanding to a mixed urban-rural setting in Taraba State, reinforcing that physical environment matters across contexts. It also aligns with Adebayo (2024), who linked infrastructure deficits in Lagos public schools to teacher demotivation and reduced efficacy. Unlike Adebayo's primary school focus, this study highlights similar dynamics at the secondary level, suggesting that infrastructure challenges affect teacher productivity consistently across educational tiers in Nigeria. Additionally, Okoro's (2023) work in rural Uganda underscores that poor physical conditions such as inadequate housing and teaching materials drive teacher attrition. While the current study focuses on productivity rather than

retention, both works affirm that the physical environment is a fundamental determinant of professional outcomes in resource-constrained settings.

The second finding indicated that the social environment exerts the strongest influence on teacher productivity among all the variables studied. This can be linked to the cultural and institutional norms in Jalingo schools, where collegiality, administrative support, and positive teacher-student relationships likely foster a sense of belonging, reduce professional isolation, and enhance collaborative problem-solving. The high mean score in this domain suggests that social cohesion is relatively strong in the sampled schools, which may be reinforced by community values that emphasize respect and mutual support. This finding strongly corroborates that of Gbesoevi et al. (2023), who found in Ogun State that positive interpersonal relationships and supportive leadership significantly boost teacher productivity. Although Ogun West differs socio-economically from Jalingo, both studies confirm the universal importance of a healthy social climate in Nigerian schools. Similarly, Unuigbe (2022) in Rivers State identified supportive leadership and staff welfare as key correlates of job performance, echoing the current study's emphasis on administrative support and open communication. The consistency across these geographically diverse Nigerian studies underscores that social dynamics may be even more critical than physical resources in sustaining teacher motivation and output.

The third finding revealed a moderately strong positive relationship between the psychological environment and teacher productivity. This may be explained by the fact that when teachers feel safe, valued, and experience manageable stress levels, their job satisfaction and mental well-being improve, leading to greater engagement and consistency in professional duties. In Jalingo, factors such as recognition from administration, a sense of job security, and

institutional appreciation likely contribute to this psychological safety. This result aligns with Abubakar et al. (2020), who in Yobe State found that psychological school climate factors such as teacher-student relationships and administrative support significantly predicted teacher effectiveness. While Yobe and Taraba share some socio-cultural similarities, the current study provides a broader view by including factors like workload management and sense of belonging. The finding also resonates with James and Olanrewaju (2023) in Kwara State, who directly linked teachers' emotional wellbeing—including reduced burnout—to higher productivity. Unlike their focus on individual emotional health, this study emphasizes the school-level psychological climate, yet both converge on the necessity of fostering environments that support teachers' mental and emotional needs. Internationally, Fazal and Faize (2021) in Pakistan highlighted how psychological capital (optimism, resilience) enhances teacher engagement, further reinforcing that psychological factors whether individual or environmental are vital for productivity.

The fourth finding established a moderate positive relationship between school environment and teacher productivity. This could be attributed to the role that structured co-curricular engagement plays in fostering teacher-student rapport, providing variety in professional duties, and offering avenues for recognition and leadership. In Jalingo, where extracurricular involvement is encouraged but may lack systematic support, teachers who participate likely gain informal professional satisfaction and stronger relational ties, which translate into higher overall productivity. This finding finds support in Muthoka, Kimiti, and Wambua (2024), whose study in Kenya noted that teacher participation in co-curricular activities boosts morale and professional motivation, though a lack of formal appraisal and time allocation can limit its benefits. The current study reflects a similar tension, where

involvement is positive but may require better institutionalization. Additionally, Suleiman, Hanafi, and Muhajir (2019) in Kwara State observed that extracurricular engagement improves school climate and teacher satisfaction, indirectly supporting productivity a conclusion echoed in this study's direct correlation. Lastly, Nwankwo and Obi (2021) in Enugu State found that extracurricular involvement enhanced teachers' professional development and classroom management skills, aligning with the current finding that such activities contribute meaningfully to teacher effectiveness, provided they are balanced and supported.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the influence of school environment on teacher productivity in public senior secondary schools in Jalingo Metropolis, Taraba State. Specifically, the study sought to:

1. examine the influence of the physical environment on the productivity of teachers;
2. investigate the influence of the social environment on the productivity of teachers;
3. ascertain the influence of the psychological environment on teacher productivity; and
4. determine the influence of school environment on teachers' productivity.

Research Questions

To address the study's purpose, the following research questions were posed:

1. What is the influence of the physical environment on the productivity of teachers in public senior secondary schools in Jalingo Metropolis?
2. What is the influence of the social environment on the productivity of teachers in public senior secondary schools in Jalingo Metropolis?
3. What is the influence of the psychological environment on teacher productivity in public senior secondary schools in Jalingo Metropolis?
4. What is the influence of school environment on teachers' productivity in public senior secondary schools in Jalingo Metropolis?

Hypotheses

To guide the investigation, the following null hypotheses were formulated and were tested at 0.05 level of significance:

1. There is no significant influence of the physical environment on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.
2. There is no significant influence of the social environment on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.
3. There is no significant influence of the psychological environment on teacher productivity in public senior secondary schools in Jalingo Metropolis.
4. School environment have no significant influence on the productivity of teachers in public senior secondary schools in Jalingo Metropolis.

This study is a quantitative research that employs a descriptive survey research design. The population of the study comprised all teachers in public senior secondary schools in Jalingo Metropolis. The population of this study comprised one thousand, four hundred and sixty-five (1,465) teachers working in the 30 public senior secondary schools in Jalingo Local Government Area of Taraba State. The sample size used was 147 representing 10% of total population of teachers from selected schools. A structured questionnaire was used as the instrument for data collection. The instrument was validated by three experts in Educational Management, Measurement and Evaluation, and Educational Psychology. Corrections suggested were effected and the instrument's validity was established. In establishing the reliability of the instrument, a pilot test was conducted using 30 teachers outside the study sample. Data collected was analysed using the Cronbach Alpha statistical reliability procedure

and the instrument yielded coefficient values ranging from 0.995. The scores obtained were considered high enough for the instruments to be reliable. The researcher administered copies of the instrument to the sampled teachers and the data collected were analysed using descriptive statistics (mean and standard deviation). The Pearson Product Moment Correlation statistics was used to test the hypotheses at 0.05 alpha level of significance.

The results obtained showed that:

1. There is a significant positive influence of the physical environment on teacher productivity.
2. There is a significant positive influence of the social environment on teacher productivity.
3. There is a significant positive influence of the psychological environment on teacher productivity.
4. There is a significant positive influence of school environment on teacher productivity.

Educational Implications

From the findings, it could be deduced that:

1. School administrators and policymakers should prioritize investment in school infrastructure including classrooms, teaching aids, and staff facilities to create an enabling physical environment that enhances teacher effectiveness.
2. Educational leaders should foster a supportive social climate by promoting collegiality, open communication, and collaborative decision-making to strengthen teacher productivity.

3. Schools should implement measures to improve the psychological environment by ensuring teacher safety, recognizing professional contributions, managing workload, and enhancing job satisfaction.
4. School environment should be adequately resourced, scheduled, and formally recognized as part of teachers' professional duties to sustain motivation and improve overall productivity.
5. Comprehensive school improvement programme should address all four domains of the school environment simultaneously, as they collectively contribute to teacher performance.
6. Teacher professional development programme should include components on psychosocial support and stress management to help teachers thrive in various school environmental conditions.

Conclusion

This study concludes that the school environment significantly influences teacher productivity in public senior secondary schools in Jalingo Metropolis. Specifically, the physical, social, psychological environments and school environment all have significant positive relationships with teacher productivity, with the social environment demonstrating the strongest influence. A conducive, supportive, and well-resourced school setting is therefore critical for enhancing teacher effectiveness and professional output.

Contribution to Knowledge

This study has contributed to knowledge as it has established the fact that there is a significant positive influence of the school environment comprising physical, social, psychological, and

extracurricular dimensions on teacher productivity in public senior secondary schools in Jalingo Metropolis, Taraba State. It provides empirical evidence on the relative strength of each environmental factor, highlighting the social environment as the most influential predictor of teacher productivity in the study context.

Recommendations

Based on the findings of this research, the following recommendations were made:

1. The Taraba State Ministry of Education and school administrators should prioritize infrastructural development and maintenance in public secondary schools to improve the physical working conditions for teachers.
2. School principals should adopt participatory and supportive leadership styles, encourage teamwork among staff, and promote open communication channels to strengthen the social environment.
3. School management should institutionalize teacher recognition systems, ensure manageable workloads, provide counseling support, and foster a safe and inclusive climate to enhance psychological wellbeing.
4. School environment should be integrated into the school calendar with dedicated time, resources, and formal acknowledgment in teacher appraisal systems to motivate participation and boost productivity.
5. Teacher training and professional development programme should incorporate modules on environmental adaptability, psychosocial skills, and activity coordination to help teachers function effectively across all school environment domains.

6. Future educational planning and policy formulation in Taraba State should adopt a holistic approach that addresses all dimensions of the school environment to optimize teacher productivity and overall school effectiveness.

Suggestion for Further Research

This study was located in Jalingo Metropolis, Taraba State. Therefore, further research is suggested in other local government areas within and outside Taraba State to compare findings across different geographical and socio-cultural contexts. Additionally, future studies could employ mixed-methods or longitudinal designs to gain deeper insights into the causal mechanisms through which school environment influences teacher productivity over time.

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APPENDIX I

RELATIONSHIP BETWEE SCHOOL ENVIRONMENT AND TEACHER'S PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN JALINGO LOCAL GOVERNMENT AREA, TARABA STATE, NIGERIA

QUESTIONNAIRE (ISETPQ)

BENSON IDAHOSA UNIVERSITY

BENIN CITY,

EDO STATE, NIGERIA

QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student of the Department of Education of the above named University, as part of the requirement, for the award of a postgraduate diploma Degree in Education, I am embarking on a research study on relationship between School Environment and Teacher's productivity in Public senior secondary schools in Jalingo Local Government Area, Taraba State, Nigeria. Please, answer the following questions by ticking the most appropriate answers in the boxes provided.

All information will be treated with utmost confidentiality.

Thanks for your cooperation.

Sincerely yours,

Grace

Researcher

APPENDIX II

SCHOOL ENVIRONMENT AND TEACHER PRODUCTIVITY (SETP) QUESTIONNAIRE

KEYS:

- Strongly Agree (SA) – 5
- Agree (A) – 4
- Undecided – 3
- Disagree (D) –2
- Strongly Disagree (SD) –1

Section A: School environment

S/N	Items	SD	D	U	A	SA
	Physical Environment					
1	The school's classrooms are well-ventilated, lit, and spacious enough for effective teaching and learning.					
2	The school provides adequate and functional teaching aids (e.g., whiteboards, projectors, charts).					
3	There are sufficient staff facilities (e.g., staff rooms, offices, furniture) that support my work.					
4	The school's library and laboratory resources are adequate and accessible for lesson preparation.					
5	The school's overall physical infrastructure (buildings, toilets, water supply) is well-maintained.					
	Social Environment	**SD**	**D**	**U**	**A**	**SA**
6	There is a strong sense of collegiality and mutual respect among the teaching staff.					
7	The school administration is supportive and encourages open communication with teachers.					
8	My relationships with students are generally positive and conducive to learning.					
9	Parents and the community are supportive of the school's activities and teachers' efforts.					
10	There is effective collaboration between teachers and school management in decision-making.					
	Psychological Environment	**SD**	**D**	**U**	**A**	**SA**
11	The school provides a safe and secure environment free from intimidation and harassment.					
12	I feel my professional opinions and contributions are valued by the school administration.					
13	The workload and stress levels at this school are manageable.					

14	The school recognizes and appreciates my efforts and achievements as a teacher.					
15	I feel a strong sense of job satisfaction and belonging within this school.					
	School Environment	**SD**	**D**	**U**	**A**	**SA**
16	The school actively encourages and supports teachers to lead clubs and societies.					
17	Adequate time and resources are allocated for extracurricular activities (e.g., sports, debates).					
18	My involvement in extracurricular activities is recognized as part of my professional duties.					
19	Student participation in extracurricular activities is well-organized and supported by the administration.					
20	Extracurricular activities in this school positively contribute to student character development.					

Section B: Teacher Productivity

Key: 1 = Very low, 2 = Low, 3 = Moderate, 4 = High, 5 = Very high

S/N	**Items**	**SD**	**D**	**U**	**A**	**SA**
	Rate extent to which you:					
21	consistently complete lesson plans and scheme of work within the required deadlines.					
22	regularly prepare for classes with appropriate teaching materials.					
23	actively involved in the professional development programme offered by the school.					
24	students' academic performance and progress give you a sense of accomplishment.					
25	frequently use innovative or diverse teaching methods to ensure students understand your lessons.					

APPENDIX III

RELIABILITY TEST

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 V
AR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VA

R00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00
022 VAR00023 VAR00024 VAR00025

/SCALE("Relationship
between School Environment and Teacher's productivity in Public senior secondary schools in Jalingo Local Government A

rea, Taraba State, Nigeria") ALL

/MODEL=ALPHA.

Reliability

Notes

Output Created		19-Nov-2025 18:59:46
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 VAR00025 /SCALE("Relationship between School Environment and Teacher's productivity in Public senior secondary schools in Jalingo Local Government Area, Taraba State, Nigeria") ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.062
	Elapsed Time	00:00:00.063

Scale: Relationship between School Environment and Teacher's productivity in Public senior secondary schools in Jalingo Local Government Area, Taraba State, Nigeria

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.995	25