

# Determinants of Effective Service Delivery among Private and Public Secondary School Teachers in Oyo State, Nigeria

<sup>1</sup>YUSUF Adam Oyetunji, <sup>2</sup>Oluwagbotemi Makanjuola Job and <sup>3</sup>Asiyanbi Mutiat

<sup>1</sup>Department of Counselling and Human Development Studies, University of Ibadan, Nigeria

Correspondence Email: [smithadams48@gmail.com](mailto:smithadams48@gmail.com)

Tel: +234-081-3566-8261

<sup>2</sup>University of Lincoln,

[joboluwagbotemi@gmail.com](mailto:joboluwagbotemi@gmail.com)

Tel: +234-081-6063-3949

<sup>3</sup>Department of Psychology, Federal College of Education Special Oyo

Correspondence Email: [mutiatasiyanbi@gmail.com](mailto:mutiatasiyanbi@gmail.com)

Tel: +234-080-5034-5757

**Abstract:** Effective service delivery of teachers has been a major factor to be considered in teaching and education at large. Because teacher's effectiveness plays a huge role in the life of students and all stakeholders. Hence, the study examined Psycho-demographic factors as determinants of effective service delivery among secondary school teachers in Oyo state Nigeria. Descriptive research design of correlation type was employed for the study while probability proportional to size (PPS) sampling was used to select two hundred (200) participants who were mainly public and private secondary school teachers in some selected schools in Oyo state. The result shows that there is high career resiliency perception of teachers in secondary schools in Oyo state supported with 3.64 which is greater than grand mean 3.01. However, there was no joint contribution of teachers' demographics in the effective service delivery of Secondary School teachers in Oyo state, supported with (R) of 0.210 a multiple R square of 0.044,  $P < 0.05$ . Also, there was no significant relative contribution of teachers' demographics prediction to the effective service delivery of secondary school teachers using standardized regression coefficient to determine the relative contribution of the demographic variables (age, gender, school type, school climate), Gender Beta (0.14,  $t=1.846$ ,  $P > 0.05$ ), school type (Beta = .0131,  $t= 1.812$ ,  $P > 0.05$ ), Religion (Beta= 0.076,  $t= .334$ ,  $P > 0.05$ ) and Age (Beta= 0.060,  $t= .815$ ,  $P > 0.05$ ). However there was a joint contribution of school climate, teacher resilience and career decision self-efficacy predicted on the effective service delivery of Secondary school teachers in Oyo state supported with (R) of 0.880 a multiple R square of 0.715. There is also a significant relative contribution of the (school climate and teacher's resilience) to effective service delivery of secondary school teachers in Oyo state supported with Teacher's resilience (Beta= 0.417,  $t= 4.912 < 0.05$ ) indicates most potent contributor to the prediction of Dependent variable, School climate (Beta= 0.264,  $t=3.408$ ,  $P < 0.05$ ). Moreover, there was a significant difference in the career decision self-efficacy of private and public secondary school teachers in Oyo state. Private school has mean value of 68.58 than public school mean value of 60.00. Based on the above findings, it is therefore recommended that there should be enlightenment, seminars, and training programs on teacher's effectiveness in teaching, and also funding (salary payment), and how teachers can deal with pressing issues of life, so as not to affect their effectiveness.

**Keywords:** Effective service delivery, Age, Gender, school type, school climate, career self-efficacy, career resilience

## INTRODUCTION

Service delivery is a concern in institutions that require appropriate decisions on sourcing for funds, expenditure control and optimal allocation of the finances guided by accountability measures. In a US study, Fung (2015) reports that the main role for service delivery in organizations is sourcing for funds, use of the funds and enhancing proper utilization of the funds. In a global view, Ogonnaya (2010) posits that the task of service delivery in most developed countries is always aimed at ensuring efficient and effective utilization of sourced funds. This argument has the bias on the fact that resources are scarce, and the public funds are mostly collected from the poor citizens especially in developing countries like in the Sub-Saharan Africa. It is, therefore, a prudent and ethical idea that the educational administrators use the resources optimally. When this is observed, the institutional objectives are likely to be achieved. However, if the funds are mismanaged through embezzlement, misappropriations, diversion from the targets, the mission and vision of the institution remains in futility.

Worldwide, schools' head teachers are mandated to ensure school financial expenditures are handled in efficient and effective manner as spelt out in respective school management manuals (Fung, 2015). However, in many African countries including Nigeria, South Africa, Angola, and Kenya, this is the only possible way by which the required services can be delivered consistently as spelt in schools' missions and visions (Olembo, 2009). Unfortunately, this task is never taken and performed as outlined in various codes of conduct (Schools' management manual). Back in Kenya, the head teachers often underperform in financial expenditure accountabilities (Ministry of Education, 2007). Government entities have attributed this to employment of less qualified staff who are either partially trained or lack experience in effective financial records keeping for accountability.

The report showed that fraud in schools' procurement takes place in various forms including signatures forgery, delivery of undesired books, extra charging and possibly single sourcing of suppliers. Unfortunately, this is done by tendering committee at school level. The report also indicated cases where the required signatures for tendering committee members in the documented minutes showed differences in the signatures in the supplies order form. The report thus unearthed massive irregular tendering procedures in purchases of textbooks for public schools required the respective head teachers to take responsibility of the rackets. In its annual publications, the government encloses a list of schools' approved textbooks per subject to be used as a guide in such tendering procedures (EACC, 2015). A further investigation by the anti-graft body revealed that some head teachers handpicked their suppliers. Other head teachers tried to defend the inappropriateness by citing the distance of the supplier from the school as the identification criterion. Moreover, a significant number of schools left the supply to single supplier for a long period of time.

According to Mito and Simatwa (2012), sham procurement forms a basis of the major challenges facing the effective management of schools. A survey carried out by Kenya Anti-Corruption Commission revealed the rot of single suppliers colluding with the school principals to get the funds in an unauthorized manner (KACC, 2010). However, the findings failed to explain the measures the government was taking to eliminate such malpractices in the procurement process in secondary schools in Nigeria. Another study by Onyikwa et al. (2013) revealed that tendering committees in secondary schools distort the regulations to restrict the participation of interested suppliers in procurement or still direct the outcome of others. This relates to school's overspending and/or funds diversion which have led to unaccountability of extra expenditures in schools. In the same breadth, incompetent workforce in procurement, lack of proper documentations, inadequate and biased auditing and records keeping add up to the financial irregularities facing secondary school in Nigeria today (Magak, 2013).

Financial challenges in secondary schools in Nigeria have adversely affected service delivery, and this is characterized by unprecedentedly fraudulent procurement procedures and processes (EACC, 2015). This is despite the billions of shillings allocated to the secondary school by the national government each year. Against this backdrop, there are legal frameworks that are intended to guide, monitor and control the whole procurement process in school requirements (Magak,2013). Thus, this study sought to fill the gap of inappropriateness in procurement procedures in achieving effective service delivery in secondary schools in Oyo State with objectives to evaluate the influence of school needs identification procedure and tendering process on effective service delivery in secondary schools in Oyo State.

Demographic factors (age, gender and school type), school-climate, career-self-efficacy, and career-resilience are emerging fields of interest to applied researchers. The construct of self-efficacy is closely connected with school climate variables such as teachers' perception of students' behavior. These school context factors are described, in the international literature, as variables that influence teachers' self-efficacy. Further, self-efficacy beliefs are also postulated as mediators between school climate and career-resilience. Large scale literature reviews have suggested that school climate contributes significantly, among other factors, to students' achievement, teachers' intention to remain professionally active, and successful school environment. Thus, school climate has been recognized by teachers as an essential part of the schools and by researchers as a central point of applied research interest.

Along with this, evidence demonstrated that a nurturing school climate has the power to overcome risk factors in the lives of children (Benard, 2015). Schools, specifically teachers, can create an environment and conditions that foster resilience in today's youth and tomorrow's adult (Henderson & Milstein, 1996). Teachers are in a position to establish environments that foster resilience in students. Teachers can foster educational resilience by helping them believe in themselves, giving them courage and teaching them to take responsibility for their own educational success. Building resiliency also involves motivating the attainment of realistic and aspiring goals in students. Students' abilities and potentials must be recognized, valued, and nurtured by educators (Henderson & Milstein, 2013). In this regard Krovetz (2019), pointed out that teachers should make students feel that they are important, be hopeful about the future and believe that every student can be successful. Therefore, it can be argued that, beyond providing academic information, utilizing methods to meet the affective needs of students, building close relationships to gain problem solving skills of students are essential for teachers.

Secondary education occupies a unique position in the educational system of Nigeria because it is that level that determines the academic and professional career of students' (Ekundayo, 2009). It can also be said in the words of Idowu (2009) that it is the bedrock upon which other levels of education are built. In view of this, FGN (2014) in the National Policy on Education asserted that the broad aims of secondary education within the overall objectives are to-prepare students for useful living within the society and also prepare them for higher education. However, the above objectives cannot be achieved where the teachers who are the hubs of every educational system are not alive to their responsibilities as expected. The success of any organization (secondary schools inclusive) in achieving its goals and objectives depends on the effectiveness and efficiency of its workers' (Oguntoye, 2012). Also, Idowu (2009) further asserted that the success of any educational programme rested squarely on teachers who constituted the most important foundation upon which success can be built. Teachers occupy a unique position in any educational system.

Having given the objectives of secondary education and the indispensable or unique roles teachers must play before these objectives can be achieved, the question to then ask is that; to what extent are teachers who are the arrow heads of achieving the aims of secondary education are living up to these expectations. The crux of the matter is that it seems as if teachers' effectiveness in many of the secondary schools in Oyo State is nothing to write home about. Their productivity seems low in terms of their non-challant attitude towards students' academic achievement. For instance, it seems typical in many secondary schools in the state to find some teachers who do not go for their lesson regularly instead they will be busy sleeping or gisting in the staff room, while

some do not bother to prepare their lesson notes before teaching, which therefore implies that the knowledge imparted may not be in accordance to what the students should be taught. Akindutire (2001) while stressing the importance of preparation of lesson notes by teachers emphasized that lesson notes do help a teacher to get his/her own thinking straight.

It has been observed that some teachers do engage in farming and trading more than their primary assignment which is "teaching". Worse still, some teachers do engage their students in farming and domestic works during the school hours thereby depriving such student from the opportunity of learning during such period. Some of these teachers pay less attention to the discipline of their students. Poor methods of teaching appear to be the order of the day in many secondary schools in Oyo State. Some of the teachers appear not to give enough room for active participation by students, lack of student's motivation and consideration of individual differences. Seem a normal phenomenon in many secondary schools in Oyo State. All these observed problems appear to be militating against teachers' effective performance in many secondary schools in the state.

However, the assumed teachers' ineffectiveness has been attributed to so many factors' prominent among them according to Okeke (2009) are students level of seriousness, teacher's qualification, experience, dedication and commitment to duties, school climate, school leadership, instructional techniques, availabilities of physical and material resources and so on and so forth; but school climate appears to contribute more to the assumed teachers' ineffectiveness. It has been expressed that teachers appear to lack conducive school climate required for their effective job performance. No matter how good the secondary school programmes and the teachers, without a favorable school climate, the teachers may not be able to give their best to the system.

School climate in the words of Gary and Judith (2005) refers to the impressions, benefits and expectations held by members of the school community about their school as a learning environment, their associated behavior and the symbols and institutions that present the patterned expressions of the behavior. School climate can also be seen as the presence of an atmosphere of conscious commitment to foster the well-being, academic achievement and civic development of students. It includes the explicit mission and policies expected to create positive relationships, attitudes or dispositions and perceptions. It also entails a set of internal characteristics that distinguish one school from another and influences the behaviour of people in it (Hoy and Miskel 2007). It is in this light that Ajani (2008) asserted that the way a person perceives his surrounding influences the way the person actually behaves in the environment, and that certain environments are more conducive than the others. This goes a long way to show that the school climate would surely have a great impact on the people therein. School climates in the words of Fakunle (2010) are in various types. It can be opened, closed, controlled, paternal, familiar or autonomous climate. According to her, open climate is a type of school environment where nothing is hidden from any worker, every teacher feels satisfied with work. There is low hindrance, low disengagement, high intimacy, high morale and high consideration.

Arogundade (2009) also established in his work that closed climate is a type of school environment which is characterized with high disengagement, high hindrance, low morale and low consideration. The teachers are displeased with everybody while exhibiting lack of commitment to work. Autonomous school climate is characterized by complete freedom for teachers to conduct their work; controlled school climate is a school environment where the principal is highly domineering and highly not considerate but emphasis is on productivity. Teachers' problems are given little attention. It is an atmosphere of hard work at the expense of social life. Familiar school climate is a school environment where congenial sociability is emphasized at the expense of task accomplishment, and paternal school climate is a school environment where teachers are not overburdened with work but do not get along well with one another and tend to form competing factions.

The school climate in many secondary schools in Oyo State which is the area of study appears to fall into one of the categories of school climate type identified above. For instance, most of the public secondary schools in the state seem to have principals who appear to put on non-challant attitudes towards the productivity of their teachers, It looks as if they are more engaged in their private businesses which can bring direct gratifications to them than their primary duties of administering their schools' and this seems to be jeopardizing effectiveness of the teachers who are under their supervisions. It has equally been observed that physical facilities and instructional materials appear to be grossly inadequate in many secondary schools in Oyo State; and in the words of Ajayi and Ayodele (2012) the availability of adequate instructional materials in schools enhances the effectiveness of teaching and learning. Avoseh (2014) further corroborates the above view that availability of educational facilities has positive effects on both the teachers' productivity and the students' academic achievements. Moreover, it has been observed that lack of adequate qualified teachers seems to be the order of the day in many secondary schools in Oyo State and this shortage of qualified teachers may lead to ineffectiveness on the part of few available teachers in the system and invariably poor academic performance of students might result from this. Based on the above observations, there is need to examine the determinants of effective service delivery among private and public secondary school teachers in Oyo State, Nigeria.

### **Statement of the problem**

The current status of education service delivery in the sub-region is characterized by, low levels of secondary school enrolment, survival and completion and transition. Teacher attrition is particularly a serious problem in Oyo State. Teacher deployment is not only inadequate but also uneven across the different districts, rural/urban and subject areas. The number of male teachers nearly triples that of female teachers. In light of the scenario articulated above there is justification for continued search for the most suitable type of education for Oyo State. The Ministry of Education in collaboration with UNICEF recommended the execution of this study so as to review the current secondary schooling delivery models to establish gaps and recommend the most suitable remedy. The retention and effectiveness of teachers in secondary school has been the concern of school administrators and parents at large. Many

teachers leave their career students even before their retirement which was not their initial plan at employment. This scenario has raised the attention of stake holders in education and many researchers has sort for solutions to these problems, some attribute it to psychological challenges, while others have shown that this could be as a result of the teachers inability to cope with the career situations in school owing to some school factors. Based on these therefore, this study sorts to find out the determinants of effective service delivery among private and public secondary school teachers in Oyo State, Nigeria.

#### **Purpose of the study**

The purpose of this study is twofold: (a) To confirm the mediating role of teachers' self-efficacy between the relation of school climate, demographic factors, career-resilience and teachers' job satisfaction and (b) to tease apart any cross-cultural effects of the association of self-efficacy and job satisfaction by comparing teachers' responses. This study is also examine the resilience of high school students in Nigeria, and to determine the relationships between the student resiliency and some protective factors such as school climate, teacher attitudes and behaviors, family and peer support according to the student viewpoints

#### **Research questions**

- 1) What is the career-resiliency perception of high school students?
- 2) To what extend do student demographics predict the effective service-delivery in secondary school teachers in Oyo State?
- 3) To what extend do school climate, teacher attitudes and behaviors, predict the effective service-delivery in secondary school teachers in Oyo State?
- 4) There will be no significant difference in the career decision self-efficacy of public and private school teachers.

#### **METHODOLOGY**

##### **Research Design**

The design for the study is a descriptive research design of correlational type. The rationale for this research design is that the variable of study has occurred prior to the commencement of the study. The research only entails collection of data from the subjects of the study on samples of behaviors as it affects them. The data collected were analyzed and inferences made.

##### **Population of the Study**

The population of the study comprise of public and private secondary schools teachers in Oyo State as population for the study

##### **Sample and Sampling Techniques**

The sample of the population was made up of 200 teachers across selected public and private secondary schools in Oyo state. Proportion to sample sampling technique was used to select the participants in the study. Proportion to sample sampling technique was used to select 200 participants who took part in the study.

##### **Research Instruments**

###### **Teachers' Resilience Scale (TRS)**

Teachers' Resilience Scale (TRS) The TRS comprises 26 items and assesses four dimensions of teachers' resilience: (a) Personal Competencies and Persistence (9 items), (b) Spiritual Influences (3 items), (c) Family Cohesion (7 items) and (d) Social Skills and Peer Support (7 items). Responses on the first two subscales, which were derived from the CD-Risc scale, were on a 5-point Likert scale ranging from 0 (not true at all) to 4 (almost always true); on the two subscales derived from the RSA semantic differential was used, in which responses range from 1 to 5 with 3 as neutral point.

###### **The organizational climate descriptive questionnaire (OCDQ)**

It was propounded by Wayne K. Hoy, Dimensions (subtests o the OCDQ-RS) are: Supportive principal behaviour, Engaged teacher behavior, Directive principal behavior, Frustrated teacher behavior and Intimate teacher behavior. Each of these dimensions was measured by a subtest of the OCDQ-RS. The reliability scores for the scales were relatively high: Supportive (.91), Directive (.87), Engaged (.85), Frustrated (.85), and Intimate (.71).

###### **The Career Decision Self-Efficacy Scale – Short Form**

The career decision self-efficacy scale – short form was adapted and used, some items were removed while some are tuned to the course of the research.

##### **Procedure for Data Collection**

A letter of introduction was given to the Principals of the selected schools for approval. One research assistant was employed for the study. After all these were done, permission was gotten from the school to excuse the teachers so that introduction was done to familiarize the teachers about the research work and to solicit for their willingness to participate in the study. The researcher used 200 participants in all. The researcher seeks the indulgence of the participants and to get their full cooperation. The respondents' responses were then scored and the data generated were used for statistical analysis.

##### **Methods of Data Analysis**

Demographic variables was analyzed using frequency, percentile, mean and standard deviation, Pearson product moment correlation (PPMC) was used to analyze the research questions , and all the research question will be tested at 0.05 level of significance.

#### **RESULTS**

**RQ1:** *What is the career resiliency perception of high school teachers?*

**Table 1:** the career resiliency perception of high school teachers

S/ N	Items	Never( %)	Rarely( %)	Sometime s (%)	Often( %)	Always (%)	$\bar{X}$	Rank
1	I am able to adapt to change)	11 5.5%	32 16.0%	26 13.0%	37 18.5%	94 47.0%	3.85	8
2	Sometimes fate or God can help me overcome my challenges	13 6.5%	11 6.5%	19 9.5%	55 27.5%	102 51.0%	4.11	2
3	Sometimes I believe things happen for a reason	1 0.5%	18 9.0%	35 17.5%	62 31.0%	84 42.0%	4.05	5
4	Under pressure, I am able to focus and think clearly	9 4.5%	28 14.0%	51 25.5%	52 26.0%	60 30.0%	3.63	15
5	I prefer to take the lead in problem solving	13 6.5%	15 7.5%	49 24.5%	90 45.0%	33 16.5%	3.58	16
6	I am not easily discouraged by failure	6 3.0%	12 6.0%	21 10.5%	82 41.0%	79 39.5%	4.08	4
7	I think of myself as strong person	17 8.5%	17 8.5%	43 21.5%	49 24.5%	74 37.0%	3.73	11
8	If necessary, I can make unpopular or difficult decision that affect other people	39 19.5%	21 10.5%	54 27.0%	57 28.5%	29 14.5%	3.08	26
9	Lean handle unpleasant feelings such as anger or fear	20 10.0%	19 9.5%	51 25.5%	65 32.5%	45 22.5%	3.48	19
10	Sometimes I have to act on a hunch	17 8.5%	36 18.0%	45 22.5%	62 31.0%	40 20.0%	3.36	21
11	I like challenges	23 11.5%	21 10.5%	60 30.0%	46 23.0%	50 25.0%	3.39	20
12	I work hard to attain my goals	6 3.0%	8 4.0%	38 19.0%	51 25.5%	97 48.5%	4.13	1
13	In my workplace I enjoy being together with other people	16 8.0%	19 9.5%	25 12.5%	75 37.5%	65 32.5%	3.77	9
14	New friendships are sometimes I make easily in my workplace	6 3.0%	45 22.5%	57 28.5%	41 20.5%	51 25.5%	3.43	18
15	Meeting new people in my workplace is sometimes I am good at	15 7.5%	43 21.5%	33 16.5%	58 29.0%	51 25.5%	3.44	17
16	In my workplace, when I am with other I easily laugh	13 6.5%	20 10.0%	51 25.5%	52 26.0%	64 32.0%	3.67	14
17	My family's understanding of what is important in life is very similar to mine	12 6.0%	20 10.0%	40 20.0%	70 35.0%	58 29.0%	3.71	12
18	I feel very happy with my family	11 5.5%	20 10.0%	26 13.0%	23 11.5%	120 60.0%	4.10	3
19	My family is characterized by healthy coherence	16 8.0%	9 4.5%	39 19.5%	47 23.5%	89 44.5%	3.92	6
20	In difficult periods my family keeps a positive outlook on the future	15 7.5%	14 7.0%	43 21.5%	41 20.5%	87 43.5%	3.86	7
21	Facing other people, our family act loyal towards one another	9 4.5%	32 16.0%	42 21.0%	45 22.5%	72 36.0%	3.69	13
22	In my family we like to do things together	16 8.0%	14 7.0%	45 22.5%	53 26.5%	72 36.0%	3.75	10
23	Loan discuss personal issues with my peers	21 10.5%	23 11.5%	61 30.5%	80 40.0%	15 7.5%	3.22	24
24	The bonds among my peers and me are strong	16 8.0%	32 16.0%	74 37.0%	36 18.0%	42 21.0%	3.28	23
25	I get support from my peers	12 6.0%	36 18.0%	57 28.0%	73 36.5%	22 11.0%	3.29	22

26	When needed, I always someone in my workplace who can help me	29 14.5%	31 15.5%	52 26.0%	45 22.5%	43 21.5%	3.21	25
<b>N=200, Average mean=3.64, Weighted mean=3.00</b>							<b>3.64</b>	

The responses on the level of the teacher’s career resiliency perception of high school teachers prevalence were rated on career resiliency perception among teachers of secondary schools in Oyo State were rated as shown in Table 4.2.1 above as ranks below, they work hard to attained their goals with mean =4.13, follow by Sometimes fate or God can help them to overcome their challenges Mean= 4.11, they feel very happy with their family Mean=4.10,they are not easily discouraged by their failureMean= 4.08, Sometimes they believe things happen for a reason Mean=4.05, Their family is characterized by healthy coherence Mean= 3.92, In difficult periods their family keeps a positive outlook on the futureMean= 3.86,They are able to adapt to change Mean= 3.85, etc. It implies that there is the career resiliency perception of teachers in high schools in Oyo state supported with 3.64 with is greater than grand mean 3.01.

**RQ2:** *To what extent do teachers’ demographics predict the effective service delivery of secondary school teachers in Oyo State?*

**Table 2. Summary of Regression Analysis of prediction of the teachers demographics predict the effective service delivery of secondary school teachers**

.R	R Square	Adjusted R Square		Std. Error of the Estimate		
0.210	0.044	0.024		12.74418		
<b>SUMMARY REGRESSION ANOVA</b>						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	1456.391	4	364.098	2.242	0.066	P>0.05 Not Sig No Sig.
Residual	31670.764	195	162.414			
Total	33127.155	199				

Table 2 showed there was no joint contribution of teacher’s demographics on effective service delivery of secondary school teachers in Oyo State. The table shows coefficient of multiple correlations (R) of 0.210a multiple R square of 0.044. This means that 2.40% (Adj. R<sup>2</sup>=0.240) of the variance in the effective service delivery is accounted for by the independent variables, when taken together. The significance of the joint contribution was tested at p<0.05 using the F-ratio at the degree of freedom (df-4/195). The table also showed that the analysis of variance for the regression yielded a F-ratio of 2.242. The above present is no significant at 0.05 level. It implies that teachers’ demographics have no prediction in the effective service delivery of secondary school teachers in Oyo State.

**Table 3: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)**

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	(B)	Std. Error	Beta			
Model						
Constant	82.237	6.730	-	12.220	.000	-
Gender	3.673	1.990	.143	1.846	.066	P<0.05(Not Sig.)
Age	.811	.996	.060	.815	.416	P<0.05 (Not Sig.)
Religion	2.317	2.391	.076	.969	.334	P>0.05(Not Sig.)
School type	3.637	2.007	.131	1.812	.072	P<0.05 (Not Sig.)

Table 3 reveals there was no significant relative contribution of the teacher's demographics prediction to the effective service delivery of secondary school teachers expressed as beta weights. There is no relative coefficient of teacher's demographics prediction on the effective service delivery. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Gender ( $\beta = 0.143, t = 1.846, p > 0.05$ ) indicates most non-potent contributor to the prediction and has no relative

contribution to the effective service delivery, follows by school type ( $\beta = 0.131$ ,  $t = 1.812$ ,  $p > 0.05$ ), Religion ( $\beta = 0.076$ ,  $t = .334$ ,  $p > 0.05$ ), and Age ( $\beta = 0.060$ ,  $t = .815$ ,  $p > 0.05$ ) has no relative contribution to the effective service delivery of secondary school teachers. It implies that teachers demographics has no relative prediction to the effective service delivery of secondary school teachers in Oyo State

**RQ3:** To what extents do School climate, teacher's resilience and career decision self-efficacy predicted on the effective service-delivery in secondary school teachers in Oyo State?

**Table 4: Summary of Regression Analysis of prediction of the School climate, teacher's resilience and career decision self-efficacy predicted on the effective service-delivery in secondary school teachers in Oyo State**

.R	R Square	Adjusted R Square	Std. Error of the Estimate			
0.880	0.715	0.751	11.98238			
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	4985.992	3	1661.997	11.576	0.000	P<0.05 Sig.
Residual	28141.163	196	143.577			
Total	33127.155	199				

Table 4 showed there was joint contribution of School climate, teacher's resilience and career decision self-efficacy predicted on the effective service-delivery in secondary school teachers in Oyo State. The table shows coefficient of multiple correlations (R) of 0.880 a multiple R square of 0.715. This means that 75.1% (Adj.  $R^2 = 0.751$ ) of the variance in the effective service-delivery is accounted for by the independent variables, when taken together. The significance of the joint contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom (df- 3/196). The table also showed that the analysis of variance for the regression yielded a F-ratio of 11.576. The above present is significant at 0.05 levels. It implies that there is a joint contribution of School climate, teacher's resilience and career decision self-efficacy predicted on the effective service-delivery in secondary school teachers in Oyo State.

**Table 5: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)**

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Remark
	(B)	Std. Error	Beta			
Model	(B)	Std. Error	Beta	t	Sig.	Remark
Constant	68.014	5.857	-	11.612	.000	-
School Climate	.222	.065	.264	3.408	.000	P<0.05 (Sig.)
Teacher Resilience	.281	.057	.417	4.912	.000	P<0.05(Sig.)
Self-Efficacy	.069	.080	.066	.857	.393	P>0.05(Not Sig.)

Table 5 reveals there a significant relative contribution of the independent variable ( School climate, and teacher's resilience) to the dependent variable, expressed as beta weights. There is relative coefficient of School climate, and teacher's resilience on the effective service-delivery in secondary school teachers in Oyo State. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Teacher resilience ( $\beta = 0.417$ ,  $t = 4.912$ ,  $p < 0.05$ ) indicates most potent contributor to the prediction and has relative contribution to the effective service-delivery in secondary school teachers followed by school climate ( $\beta = 0.264$ ,  $t = 3.408$ ,  $p < 0.05$ ) has relative contribution to the effective service delivery in secondary school teachers, while self-efficacy ( $\beta = 0.066$ ,  $t = .857$ ,  $p > 0.05$ ) has no relative contribution to the effective service-delivery in secondary school teachers. It implies that there is a significant relative contribution of the independent variables (School climate, and teacher's resilience) to the effective service delivery in secondary school teachers in Oyo State

**RQ4:** There will be no significant difference in the career decision self-efficacy of private and public school teachers in Oyo State?

**Table 6: T-test of difference in the career decision self-efficacy of private and public school teachers in Oyo State**

Variable	Type	N	Mean	SD	df.	t-Cal	t-Crit	P
Career decision self-efficacy	Public	137	60.00	12.520	198	4.839	1.960	0.027 (p<0.05) Significant
	Private	63	68.58	12.057				
	Total	200						

Table 6 revealed that there was a significant difference in the career decision self-efficacy of private and public school teachers in Oyo State. It was observed that the t-Calculated value was greater than t-Critical values ( $t\text{-Cal}=4.839 > t\text{-Crit}=1.960$ ), ( $P<0.05$ ). There was a significant difference. Also the mean difference shows that private school has high mean value of 68.58 than public school mean value of 60.00. Therefore it was concluded that, there is significant difference in the career decision self-efficacy of private and public school teachers in Oyo State.

### Discussion of Findings

Research question One states that 'what is the career resiliency perception of high school teachers?. The result revealed that it is high, that the career resiliency perception of teachers in high schools in Oyo State. This corroborates with the findings of McGrath & Noble, (2003) increased focus on resilience programs for school students can influence how resilience is described by the community and teaching professionals.

In discussing research question two which states that 'To what extent do teachers demographics predict the effective service delivery of secondary school teachers in Oyo?. The result of the study indicates that there was no joint contribution of student's demographics on effective service delivery of teachers, and also implies that students demographics has no prediction in the effective service delivery of secondary school teachers in Oyo state. This is in line with several past studies such as (Bodhe et al., 2015). In view of all these, it is quite obvious that more recently the students did not consider the age of the teachers and the looks of the teacher important. They have their own views. In special remarks our students also suggested that knowledge of the teacher, clarity of thought or idea, the concept, its explanation, confidence of teacher, the organization of teaching material, command over the language and the subject, the classroom control and use of proper audiovisual aids with recent knowledge are more important attributes.

The third research question states that 'To what extent do School climate, teacher's resilience and career decision self-efficacy predicted on the effective service delivery in secondary school teachers in Oyo State?'. The finding of the study showed that there was joint contribution of school climate, teachers resilience, and career decision self-efficacy predicted on the effective service delivery in secondary school teachers in Oyo state and also it has significant relative contribution of the independent variables to the effective service delivery in secondary school teachers in Oyo state. This corroborates the findings of Adeyemi (2004) opined that open climate provides an enriching environment or both personal growth and academic success and equally very predominant in many schools. Also Arogundade (2009) also established in his work that environment as a whole plays a crucial role in effectiveness in any organisation. Also, Egeland et'al (2013) described resilience as the capacity of any individual to successfully adapt and restore positive functioning of competence despite facing a high risk or a challenging situation.

The last research question states that 'There will be no significant difference in the Career decision self-efficacy of private and public school teachers in Oyo state?'. The finding of the study showed that there was a significant difference in the Career decision self-efficacy of private and public school teachers in Oyo state. Therefore it was concluded that, there was a difference in the Career decision self-efficacy of private and public school teachers in Oyo state. This corroborates the finding

### Conclusion

This research work has established that, implies that school climate, teachers resilience and career decision self-efficacy have something to do with teachers effective service delivery among secondary school teachers in Oyo state, while the demographic variables has nothing to do with it. Also, The PPMC and multiple regression analysis indicates that there was a significant joint and relative contributions of school climate, teachers resilience and career decision self-efficacy on the effective service delivery of secondary school teachers in Oyo state.

### Recommendations

There should be a wide range of enlightenment through and the mass media on the teacher's effective service delivery of teachers in secondary schools and how great the importance of teacher's effectiveness is to the teachers themselves, students and all stakeholders of secondary school education.

Government, educators and educational organisations should organize seminars and training programmes where professional counsellors and educators are invited to enlighten the teachers on the need to see teacher's ineffective service delivery as a very delicate problem thereby seeking appropriate measures to deal with it.

Comprehensive and extensive counselling should be given to teachers at various spheres of life in order to deal with pressuring life issues and many other factors causing teachers ineffectiveness in delivering their services. Counselling program should be included in school curricula.



Teachers should be encouraged and taught to deal with challenges of life at home and schools. The government should also fund education more and meet the needs and demands of teachers. Establishment and funding counselling centres at the community, Local, and federal levels Government where professional counsellors would be employed to help the teachers, educators, and the government in solving and providing solutions to various problems combating the educational system and its stakeholders at large.

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