

PRINCIPALS' SUPPORT SERVICES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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Abstract

The study examined the relationship between principals' support services and teachers' productivity in public secondary schools in Anambra state. The correlational research design was adopted for the study. The study was guided by five research questions and five null hypotheses tested at 0.05 level of significance. The population of the study comprised 5,323 public secondary school teachers in the Six Education Zones of Anambra State. The sample of the study comprised 372 secondary school teachers drawn from the 266 public secondary schools in the six Education Zones in the State. Taro Yamane method was used to determine the sample size for the study. Two instruments employed for data collection were Principals' Support Services Questionnaire (PSSQ) and Teachers Productivity Questionnaire (TPQ). The two instruments were validated by three experts two from Educational Management and one from Measurement and Evaluation all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The instruments were analyzed using Cronbach Alpha statistics to determine the reliability, and the average reliability coefficient showed a value of 0.81 for principals' support service questionnaire (PSSQ) and 0.84 for Teachers Productivity Questionnaire (TPQ). Pearson Product Moment Correlation Coefficient statistics was used to answer the research questions and test the hypotheses. The result of data analysis showed that

principals' support services (security, training, reward, placement, and counseling support services) correlates positively and significantly with teachers' productivity in public secondary schools in Anambra State. Principals in collaboration with the government should help to provide adequate security support services in schools, periodic training and re-training programs should be organized for teachers by both principals and the government, principals should ensure that the good effort of teachers are rewarded both financially and non-financially. Placement of teachers should be based on their areas of specialization and experience and that Principals should ensure that active professional counsellors are available to counsel teachers to enhance their productivity in public secondary schools in Anambra State.

Keywords: *Principals', Support Services and Teachers' Productivity*

Introduction

Teachers are integral part of the education system. They perform the task of teaching. Aleke (2017) opined that teachers are individuals who are professionally trained to impart knowledge, attitudes and skills to learners. They are trained personnel whose duty is to impart knowledge, skills and competences on those who desire for it. Teachers help to boost students' learning experience. The major role of teachers is to inspire, motivate, encourage and educate learners. The level of teachers' ability to perform their function defines their productivity. Productivity is the amount of work an individual or group accomplishes within a given time. Education goals can be achieved through increased teachers' productivity. Teachers' productivity

indicates their ability to address students' learning needs and unlock their full potential. Oni et al. (2017) defined teachers' productivity as a measure of the efficiency with which teachers characteristics and other variables outside their characteristics interact and affect the overall process of teaching and learning. A productive teacher is one who is able to bring about high and consistent learning gains in all learners taught across all courses or subject areas for which one is responsible over two or more term of school years. It is a measure of the efficiency with which the overall process of teaching and learning utilizes its labour force. Teachers productivity is an act of accomplishing, or executing a given task concerning teaching and learning in the school (Robert et al., 2017).

Teachers' productivity refers to their ability to discharge their responsibilities effectively and efficiently. The responsibilities of teachers are many. Ikegbusi and Iheanacho (2016) asserted that teachers hold the responsibility to teach, train and prepare students to acquire the necessary skills for life that enables them survive and contribute meaningfully to the society. Teachers are also expected to adjust their teaching strategies to fit both the students and the materials, recognizing that different students learn in different ways. Blane (2021) opined that the responsibilities teachers need to carry out to ensure that they maintain increased productivity include; planning and preparing lessons, encouraging student participation, researching and developing new teaching materials, research and implementing new teaching methods, marking student work and recording performance, setting assessments and overseeing examinations, administrative tasks, providing learners with one-to-one support, open days or other events, communicating effectively with other teachers and educational organisations. Effective and efficient performance of teachers' responsibilities which is a measure of their productivity involves preparation, setting clear goals concerning teaching and learning, having

fair expectations, having positive attitude, being patient with students, and assessing their teaching outcome periodically.

Observation by the researcher and report from other researchers indicated that teachers productivity in public secondary schools in Anambra State seem poor. This is evidenced through their negative attitudes towards their work. Some teachers play truancy, absenteeism and lateness to school, leave their duty posts during work hours and engage in private activities like selling food items in offices in secondary schools in Anambra State (Okafor et al., 2020). In line with this, Nwankwo(2020) also pointed out that teachers' negative attitude towards teaching and learning is one of the reasons for the failure of efforts in schools. Teachers' productivity could be likely improved through principals support services. Principals support services are the range of programmes and resources aimed to help students to achieve their academic goals and teachers to overcome challenges they may face in teaching and learning. Nwite (2016) defined principals support services as the provisions of enabling work environment for teachers to render the needed services effectively in the school system. It is different forms of services available in the school which is aimed to help enhance the productivity of teachers. Principals'

support service is focused upon the efficient and effective delivery of teachers' job roles. Support services include those services provided in schools to enhance teaching and learning. These services when managed well support the teaching and learning process by addressing the underlying issues such as academic behavioural lapses and mental health problems that challenge and bar effective teaching and learning.

Support services include those services provided in schools in order to enhance diverse teaching and learning problems. These services when managed well will support the teaching and learning process by addressing the underlying issues such as academic behavioural lapses and mental health problems that challenge and bar effective teaching and learning. Spacey (2023) asserted that principals' support services are those things a principals can do to improve career advancement, engagement, teachers productivity and goal achievement. The productivity of teachers to a great extent may be determined by the ability of the principal to provide some services to support them. Akpan cited in Okeke and Okaforcha (2019) opined that principals support services that can influence the commitment and productivity of teachers are staff development, working

conditions and motivation of teachers. These are the services that helps to make teachers happy and boost the morale in the school. In the same vein, Nwite (2016) pointed out that principals' support services are the provisions of enabling work environment for teachers such as; provision of ICT facilities, counselling service, adequate security services, financial aids to enable them render the needed services effectively in the school system. Taylor cited in Ajani (2020) asserted that principals support services includes: empowering staff, training staff, introducing schemes for improving quality, rewards and introducing various forms of new technology. This study focused on security support service training support service and reward support service

Security support service is important in schools. Security of life and property is vital to all humans. Security is the state of being safe and free from danger or threat. The need of safety for better service delivery among teachers in secondary schools cannot be over emphasized. Safety at work provides confidence and boost willingness for work in any formal organization. The extent of safety in the work place determines the extent to which workers can go to ensure the achievement of the organization's goals and objectives.

Masitsa (2017) stressed that security support service is to be protected from any form of danger or harm, or to be secure. Work safety is therefore the absence of threats or danger to workers' life, property or opportunities in the process of carrying out their duties. It is also the absence of threat in the workplace in the process of pursuing the goals and objectives of the organization such as the school system. Teachers need to be safe at work for them to be able to function efficiently and develop especially through trainings.

Training is the process of teaching a person a skill or a particular behaviour or method of doing something. Training support service is therefore vital in public secondary schools. Onyali and Alaeke (2021) opined that training support service in school is any programme designed to refresh, update and improve teachers' creativity and knowledge of their subject matter. Training support service helps to improve the skills and knowledge of employees which helps to build their confidence and performance. Training is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. Training is a way of equipping and strengthening teachers' capacity to become proficient in discharge of their responsibilities

(Olaniyan&Ojo, 2018). Training is the processes, and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees or workers. On this premise Bello, (2020) opined that it is possible for teachers lacking desirable qualities to be updated by giving them adequate training. Training is continuous personnel development. It a way of supporting teachers to make sure that they keep abreast with the changing demands of their profession. Training helps to improve the performance of teachers and their reward.

Rewards are what are what a person receives for carrying out a duty. Rewarding teachers in schools are means through which principals support them. In other words, rewards is one of the vital support services. Reward support service are all forms of financial return, tangible services and benefits an employee receives as part of an employment relationship (Malhotra & Ahmed in Oboreh&Arukaroha, 2021). Reward support service is meant to motivate teachers' performance, attract and retain good teachers.in line with this, Ahmed et al. (2022) maintained that reward is a means of encouraging workers to boost their productivity. Rewards may be financial or non-financial. Financial

rewards are pay or money which an employee receives for carrying out a job role. Financial rewards could be seen as monetary gains that a worker gets from a doing a job. Principals can support teachers by giving rewarding them financially for a job well done. Financial rewards helps to motivate teachers and make them to perform their job happily. Financial rewards helps to add to the finance of teachers. Financial rewards includes; wages and salaries, bonuses, profit sharing scheme, overtime, adequate leave bonus, transport allowance, housing allowance, special allowance like Christmas bonuses and overtime payment, pension and gratuity bonuses, profit sharing scheme (Nakawacha in Bawalla and Adenugba, 2021). Apart from using reward to support teachers in schools, principals also can use placement support services.

Furthermore, It is really difficult for any educational system to grow more than the quality of teachers. One way show the quality of teachers is through their productivity. Observation revealed that teachers productivity seems not what it should be. In line with this, Adepoju (2017) maintained that there is decline in teachers' productivity evidenced from poor maintenance of student discipline, poor lesson preparatory and delivery, poor classroom management. Observation

revealed that some principals in public secondary schools in Anambra State tend to neglect support practices they are supposed to be providing in schools for improved teaching and learning. It is against this bedrock that the present study examined principals' support services and teachers' productivity in public secondary schools in Anambra State.

Statement of the Problem

The incidence and prevalence of teachers' low productivity is alarming despite the governments' huge investments in the education sector in Anambra State. Teachers difficulty in evaluating the course content, coupled with inappropriate assessments of students in three domains (cognitive, affective and psychomotor), gross neglect in disciplinary responsibilities and teachers' abysmal lesson delivery, on one hand have caused some concern because it could result in decline in students academic output in public examinations if not addressed. The decline in learning output will lead to high sundry crime rate like kidnapping, prostitution, financial wastage on the part of parents and the government among others.

There is growing fears in the minds of stakeholders in secondary education in the State with regard to the negative signals coming from the system over poor

teachers' productivity. If these sad situations are not addressed, there is the likelihood that teachers' productivity would be on continuous decrease. The poor teachers' productivity could be due to teachers' laziness, domestic problems, poor salary, lack of motivation, inadequate educational facilities, lack of principals' support services among others. Principals are expected to provide enabling work environment for teachers' high productivity through support services. Poor teachers' productivity seem to suggest that school management are not working up to expectations. It appears that school principals do not effectively and efficiently provide adequate support services for teachers. A lot of literature have been reviewed but none seem to have examined the relationship between principals support services and teachers' productivity in the areas of security, training, reward, placement and counselling. It is in view of this that the researcher considered it necessary to carry out research on the relationship between principals' support services and teachers' productivity in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to examine principals' support services and teachers' productivity in public secondary

schools in Anambra State .Specifically, the study sought to,

1. Determine the relationship between security support service and teachers' productivity in public secondary schools in Anambra State.
2. Examine the relationship between training support service and teachers' productivity in public secondary schools in Anambra State.
3. Ascertain the relationship between reward support service and teachers' productivity in public secondary schools in Anambra State

Research Questions

The following research questions guided the study.

1. What is the relationship between security support service and teachers' productivity in public secondary schools in Anambra State?
2. What is the relationship between training support service and teachers' productivity in public secondary schools in Anambra State?
3. What is the relationship between reward support service and teachers' productivity in public

secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

4. There is no significant relationship between security support service and teachers productivity in public secondary schools in Anambra State
5. There is no significant relationship between training support service and teachers productivity in public secondary schools in Anambra State
6. There is no significant relationship between reward support service and teachers productivity in public secondary schools in Anambra State

Methodology

The study adopted a correlational research design for this study. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study comprised 5,323 teachers as respondents. The sample size comprised 372 secondary school teachers drawn from the

population of the study. The researcher draw the sample size using the Taro Yamane formula which is commonly used for determining the sample size for a finite population.

The instrument for the study was a self-structured questionnaire, titled “Principals’ Support Service Questionnaire” (PSSQ) and Teachers’ Productivity Questionnaire (TPQ). The Principals’ Support Service Questionnaire” (PSSQ) has two sections, A and B. Section A of the questionnaire contains information on demographic variables of the respondents while Section B contain 30 items on Principals’ Support Services Questionnaire (PSSQ). The 30 items were made up of three clusters A – C. Section A which focused on security support service contains 10 items, Section B training support service contains 10 items, and Section C contains 10 items on reward support service. On the other hand, Teachers’ Productivity Questionnaire (TPQ) contains 20 items. All the items in three instruments were structured on four point rating scale with response format as follows: Strongly Agreed (SA), Agrees (A), Disagreed (D) and strongly disagreed (SD).

The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from

Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of four research assistants. A total number of 364 were retrieved which represented (98%) return rate and (8%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.76 was obtained for Principals' Support Services Questionnaire and Teachers' Productivity Questionnaire. The Coefficient - Relationship

0.00 - 0.19	- Negligible
0.20 – 0.39	- Low
0.40- 0.59	- Moderate
0.60- 0.79	- Substantial
0.80- 1.00	- Very High

Decision rule for hypotheses was based on probability value, where the p -value obtained was below or equal to (\leq) 0.05, the null hypothesis was rejected which implies that the relationship between the two variables was not significant but where the p -value was greater than 0.05, the null hypothesis was not rejected which implies that the relationship

coefficient of 0.76 obtained indicated that the items in the instrument were homogenous and considered adequate for the study. Data were analyzed using *Pearson Product Moment Correlation Coefficient* statistics in answering the research question and test the null hypotheses at 0.05 level of significance. For decision on the research questions, the coefficient (r) and the size of the relationship was interpreted using the correlation coefficient by Wonu et al. (2021), as follows;

between the two variables were significant.

Research Question 1:

What is the relationship between security support service and teachers' productivity in public secondary schools in Anambra State?

Table 1: Pearson’s Correlation between Security Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State (N = 364)

Variable	1	2	Remark
1. Security support service	1.000	0.637	High Positive Relationship
2. Teacher productivity	0.637	1.000	

Table 1 shows that the Pearson’s correlation (r) between security support service and teacher productivity was 0.637. This indicates that the relationship between the two variables was a high positive relationship. This implies that as security support service increases, teacher productivity also increases.

Research Question 2

What is the relationship between training support service and teachers’ productivity in public secondary schools in Anambra State?

Table 2: Pearson’s Correlation Between Training Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State (N = 364)

Variable	1	2	Remark
1. Training support service	1.000	0.509	Moderate Positive Relationship
2. Teacher productivity	0.509	1.000	

In Table 2 the Pearson’s correlation between training support service and teachers’ productivity yielded a moderate positive correlation which implies that an increase in training support service results in an increase in teacher productivity to a moderate degree.

Research Question 3

What is the relationship between reward support service and Teacher productivity in public secondary schools in Anambra State

Table 3: Pearson’s Correlation Between Reward Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State N = 364

Variable	1	2	Remark
4. Reward support service	1.000	0.670	High Positive Relationship
2. Teacher productivity	0.670	1.000	

The Pearson’s correlation (r) = .670 displayed in Table 3, indicates that reward support service and teacher productivity have high positive relationship. This implies that when reward support service increases teachers’ productivity increases too.

Test of Hypotheses

Hypothesis 1

There is no significant relationship between security support service and Teacher productivity in public secondary schools in Anambra State.

Table 4: Test of Significance of Pearson’s Correlation Between Security Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State N = 364

Variable	1	2	<i>p</i>	Decision
4. Security Support Service	1.000	0.639	0.000	Significant
2. Teacher productivity	0.639	1.000		

The results displayed in Table 4 shows that there was a significant relationship between security support service and teachers’ productivity among teachers in secondary schools in Anambra State, $r(364) = 0.639, p < 0.05$. Since the *p*-value was less than 0.05, the null hypothesis was rejected.

Hypothesis 2

There is no significant relationship between training support service and teachers’ productivity in public secondary schools in Anambra State.

Table 5: Test of Significance of Pearson’s Correlation Between Training Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State N = 364

Variable	1	2	<i>p</i>	Decision
1. Training support service	1.000	0.509	0.000	Significant
2. Teacher productivity	0.509	1.000		

Table 5 reveals a significant correlation between training support service and teachers’ productivity among secondary school educators in Anambra State, with a Pearson correlation coefficient of $r(364) = 0.509$, $p < 0.05$. Consequently, the null hypothesis was rejected.

Hypothesis 3

There is no significant relationship between payment support service and teachers’ productivity in public secondary schools in Anambra State.

Table 6: Test of Significance of Pearson’s Correlation Between Reward Support Service and Teachers’ Productivity in Public Secondary Schools in Anambra State N = 364

Variable	1	2	<i>p</i>	Decision
1. Reward support service	1.000	0.670	0.000	Significant
4. Teacher productivity	0.670	1.000		

The results displayed in Table 6 indicates that there was a significant relationship between reward support service and teachers’ productivity among teachers in public secondary school in Anambra State, with a Pearson correlation coefficient of $r(364) = 0.670$, and $p < 0.05$. Hence, the null hypothesis was rejected.

Discussion

Finding on the relationship between security support services and teachers' productivity showed a high positive and significant relationship between security support service and teachers' productivity. The findings of this study is in line with Adebayo and Aderinto (2018) who observed that a significant relationship between security support service and teachers' productivity. In other words, security support services affects teachers' productivity. In a similar development Hamid and Dali (2020) were of the opinion that a significant relationship exist between security support service and teachers' productivity. The researchers contended that the adequate provision of security support service enhances workers' productivity in the world of work. Teachers' productivity therefore depends on the availability of security support service. In other words, principals' provision of security support service helps to increase teachers' productivity. The agreement in the findings could be because of the issue of security or threat to teachers job in public secondary schools in the State have not yet been tackled.

Finding on the relationship between training support services and teachers'

productivity revealed that there is a moderate positive relationship between training support service and teachers' productivity. The findings of this study revealed that training support services is significantly related to teachers' productivity. This indicates that an increase in training support service in public secondary schools would result in an increase in teachers' productivity. The result of the present study is in agreement with Owan (2018) who stressed that the more training teachers receive in their course of work, enable them to acquire skills, competencies and knowledge which the prerequisites for their enhanced productivity. The training and re-training of teachers is necessary to achieve greater productivity in schools. In the same vein, the outcome of this study agreed with Yaro et al. (2016) who found out training and re-training of teachers to enhance their high productivity and commitment to work. The society where educational institutions are situated is dynamic, changes are taking place continuously, so the provision of training support service by principals becomes imperative so that teachers' can keep abreast with the changes both in the educational system and the society.

Finding on the relationship between reward support services and teachers' productivity showed that reward support

service has high positive relationship with teachers' productivity. The result from the test of hypotheses in table 8 revealed that reward support service and teachers' productivity in public secondary schools in Anambra State are significantly related. The result is in line with the findings of Bawalla and Omolawal (2023) which showed that rewards were a strong determinant of job commitment and productivity of the teachers in the State public secondary schools. The result of the study conducted by Dima et al. (2020) also revealed a positive statistically significant correlation between reward of teachers and their performance. The similarity in the findings might be because of the closeness of the time interval of the conduct of the study. The findings of this study indicated that when principals provide and continue to increase their reward support service in public secondary schools in Anambra State, teachers' productivity would be enhanced. The consequences of not providing rewards support services and not rewarding teachers both financially and non-financially through non-payment of salaries and other benefits to teachers at all levels of the Nigerian educational system have always resulted to strike actions and temporal withdrawal of service by the teachers. This ugly development has adversely affected teachers' productivity in our schools.

Conclusion

In view of the findings of the study, it was concluded that teachers' productivity in school is dependent on a number of principals' support services which include security, training, reward, placement and counselling. Hence there is significant and positive relationship between principals' support services and teachers' productivity in public universities in Anambra state. Conclusively, the application of the proper support services by principals would help to continuously enhance teachers' productivity in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals in collaboration with the government should help to provide adequate security support service in schools to protect the lives and property of the school.

The provision of adequate security will boost and enhance teachers' productivity in schools.

2. The study recommends that the periodic training and re-training programs should be organized for teachers by both principals and the government.

3. Principals should ensure that the good effort of teachers are rewarded both financially and non-financially

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