

AUTHORITY STAFF RELATIONSHIP AND STAFF DEVELOPMENT AS CORRELATES OF TEACHER IN PUBLIC SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

KOLAWOLE, ADENIKE OLAYINKA Ph. D

Department of Educational Management
Faculty of Education
Ekiti State University, Ado-Ekiti, Ekiti State
adenike.kolawole@eksu.edu.ng
+2347035732686
ORCID Id: 0000-0003-0617-8523

Olujide Akinwumi AFOLABI Ph. D

Department of Educational Management and Business Studies
Faculty of Education
Federal University Oye-Ekiti, Ekiti State
olujide.afolabi@fuoye.edu.ng
+2347062329554
ORCID Id: 0009-0008-7791-9687

&

Seye Kingsley BABALOLA

Department of Educational Management
Faculty of Education
Ekiti State University, Ado-Ekiti, Ekiti State
babalolaseye2019@gmail.com
+2348032866546

Abstract

The study examined the relationship between authority staff relationship and staff development as correlates of teacher productivity in Osun State. The study adopted descriptive survey research design. The population of the study consisted of 436 principals and 10,922 teachers in 436 public secondary schools in Osun State, Nigeria. The sample for the study consisted of 45 principals and 450 teachers. Two self-designed research instruments tagged “Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ)” and “Teachers’ Job Productivity Questionnaire (TJPQ)” were used to collect relevant data for the study. Section A of the Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ) sought for bio data of the respondents while Section B contained 10 items on authority staff relationship and staff development. The data collected were analyzed using inferential

statistics. The Hypotheses were tested using Pearson Product Moment Correlation (PPMC). The hypotheses were tested at 0.05 level of significance. The study revealed that there was a significant relationship between staff authority relationship and teachers' productivity. The study further showed that there was a significant relationship between staff development and teachers' productivity. Based on the findings of the study, it was concluded that staff authority relationship and staff development significantly contribute to teachers' productivity. Based on the findings of the study, it was recommended that the school management should provide a mechanism that enhanced staff authority relationship in all the public secondary schools in the state and secondary school management should put in place staff development programmes that will enable teachers to update their knowledge.

Key Words: Authority Staff Relationship, Staff Development, Teacher, Productivity, Secondary School

Introduction

Education is a crucial component of national development, empowering individuals to contribute meaningfully to society. In Nigeria, access to quality secondary education is pivotal for students pursuing higher education and future employment opportunities (Ige, Omorotimi and Ismail, 2024). Hence, the role of secondary education cannot be over-emphasized. Secondary education. The objectives of secondary education as spelt out by national policy on Education (2014) includes useful living and preparation for higher education. Teachers play a crucial role in achieving the objectives of secondary education.

The role of teachers in the accomplishment of the goals and the objectives of secondary education cannot be over-emphasized as teachers are responsible for curriculum implementation and the process of teaching and learning". It is disheartening to observe that teachers are not living up to expectation. The researcher however observed that teachers that are saddled with this utmost responsibilities in schools seems not to be productive. It appears that some teachers do not take teaching serious, it seems teachers go to class and begin to crack jokes, some teachers seems not to take their work with enthusiasm and they also fail to show concern to the progress of the students. The researcher also observed that teachers do not take their time to attend to the students' needs and the needs of the school at large and also failed to use the appropriate teaching methods to deliver their lesson.

One of the veritable tools that "influences teachers' productivity and also affects students' achievement is the Knowledge of the subject matter. Lesson seems to be more understood and with keen interest by students when a teacher who master his subject matter very well teaches and he is able to perform his duty efficiently and effectively. A teacher who understands the subject matter is capable of developing and implementing curriculum. One of the most important features of a teacher is mastery of subject matter. The teacher today must have a good grasp of the subject matter if he is to command respect from his students (Odiri, 2011). However, it appears that teachers' in secondary schools in Nigeria today have no mastery of

the subject matter and this strongly suggests that if a teacher is largely ignorant of the subject matter, he can do much harm. The story is not different from secondary schools in Osun State as some teachers are observed to be deficient of the knowledge of the subject. This is evident in the way they teach and the performance of their students in both internal and external examination”. This problem of mastery of the subject matter could be traced to staff development. When staff are not developed, they tend not to be conversant with the new and diversification of curriculum and hence, the consequent result is poor teachers’ productivity.

Teacher productivity can be described as a process of being more efficient and give more to the job. Peter (2012) asserted that various components are associated with productivity of teacher. These components are individuals’ skills and ability to perform the job, degree of motivation, the climate of the organization and personnel policies determines an individuals’ degree of job productivity. Teachers’ level of productivity can be determined through the performance of teachers. In respect of this, “the performance of teachers could be measured through annual report of the teachers’ activities in terms of mastery of the subject matter, writing of lesson notes, attendance in class, classroom management and teaching method.

Another challenge that seems to be confronting teachers’ low productivity is writing of lesson notes. It appears that teachers in secondary schools in Osun State no longer write lesson note. They seem to teach in abstract and therefore, they may not follow the teaching steps. When teaching is done in abstract, the objectives of the lesson may not be accomplished. It appears that when the needed instructional materials are not given to teachers, they may fail to write lesson note. Also, when teachers are not involved in decision making process in the school, they may lose their sense of belonging. However, the failure of the teachers to write lesson note may be as a result of lack of motivation which may bring about poor teachers’ productivity.

Attendance in class is another component that can be used to measure teachers’ productivity. A teacher who fails to attend classes can be said not to be productive. It appears that secondary schools in Osun State have experienced low turnout of teachers in classes. The researcher observed that teachers no longer go to class to teach and instead, they sit in their respective staff rooms and just give note to the class captain to write for others. Moreover, it appears that most teachers in public secondary schools in Osun State shun going to classes and teachers who do not go to classes do not spend enough time in the class. The low turnout of teachers in classes appears to be the order of the day. This may be as a result of disagreement among teachers, between a principal and a teacher and this hinges on poor authority staff relationship.

The authority-staff relationship can be characterized as the establishment of a positive rapport between those in leadership positions and their subordinates. This relationship is recognized as critical to enhancing teachers’ productivity. Subordinates should ideally feel at ease entering their leader’s office at any time to articulate their thoughts and concerns, propose suggestions, and seek clarification on various matters. Likewise, superiors should feel equally comfortable visiting their subordinates’ offices for analogous purposes (Arogundade, 2023). The researcher has noted that the dynamic of authority-staff relationships in public secondary schools within Osun State appears to have declined, with teachers experiencing difficulties in establishing

effective communication with their principals, who similarly struggle to foster positive connections with their staff. Furthermore, the researcher has observed that the leadership styles employed by secondary school principals in Osun State, particularly autocratic leadership, have adversely affected the relationships between authority and staff. Consequently, when the connection between authority and staff is diminished”, teachers may perceive themselves as “disconnected from school management and unloved, which likely exerts a detrimental impact on their productivity.

Another element that appears to influence teachers' productivity is professional development. Professional development encompasses the systematic processes, programs, and activities through which organizations cultivate, enhance, and refine the skills, competencies, and overall efficacy of their personnel. It can be characterized as an organizational initiative dedicated to facilitating an employee's acquisition of fundamental skills necessary for the proficient execution of the roles for which they are employed (Obioma, 2012). Professional development is aimed at the ongoing enhancement of staff skills and job performance. It is also perceived as a pathway to professional advancement, characterized by a genuine commitment to learning, growth, and personal development in pursuit of contributing to the organization's success. Such development enables individuals to recognize their potential for advancement within the organization. It is crucial that qualified personnel receive training or orientation to familiarize them with their essential job functions (Afianmagbon and Nwokocha, 2011). The implementation of professional development practices is vital for teacher performance in any educational environment. According to Siti and Binti (2019), these programs equip teachers with the requisite skills, knowledge, and attitudes necessary for delivering high-quality education. The authors further contend that professional development practices are indispensable in bolstering teacher productivity and enhancing student outcomes.

The researcher noted that professional development in public secondary schools has become increasingly obsolete. It appears that teachers who require development are often excluded from participating in programs that would facilitate their growth. The researcher further observed that when teachers are not adequately developed, they tend to exhibit a stereotypical approach to teaching methods and classroom management, which consequently diminishes their productivity.

The study examined the relationship between staff authority, development programme and teachers' productivity in public secondary schools in Osun State.

The following research questions were raised to guide the study

1. What is the level of teachers' productivity in public secondary schools in Osun State?
2. What is the level of staff authority relationship and staff development in public secondary

schools in Osun State?

The following research hypotheses were formulated to guide the study

1. There is no significant relationship between staff authority and teacher productivity in public secondary schools in Osun State.
2. There is no significant relationship between staff development and teacher productivity in public secondary schools.

Methodology

The study examined the relationship between authority staff relationship and staff development as correlates of teacher productivity in Osun State. The study adopted descriptive survey research design. The population of the study consisted of 436 principals and 10,922 teachers in 436 public secondary schools in Osun State, Nigeria. The sample for the study consisted of 45 principals and 450 teachers. Two self-designed research instruments tagged “Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ)” and “Teachers’ Job Productivity Questionnaire (TJPQ)” were used to collect relevant data for the study. Section A of the Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ) sought for bio data of the respondents while Section B contained 10 items on authority staff relationship and staff development. Section A of the Teachers Job Productivity Questionnaire (TPQ) sought for bio data of the respondents while Section B contained 10 items that elicited information on teachers’ job productivity. Face and content validity were used for the study. Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ)” and “Teachers’ Job Productivity Questionnaire (TPQ)” were validated by specialists in the field of Educational Management. The reliability of the instruments “Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ)” and “Teachers’ Productivity Questionnaire (TPQ)” was determined through test-retest method in three secondary schools outside the sampled area and coefficients of 0.75 and 0.71 were obtained for ASRSDQ and TPQ respectively, which were considered high enough for the study. The data collected were analyzed using inferential statistics. The research questions were answered using mean score, frequency counts and percentages while the hypotheses were tested using Pearson Product Moment Correlation (PPMC). The hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the level of teachers’ productivity in public secondary schools in Osun State?

In analyzing the question, mean score, frequency counts and percentages were used to illustrate the responses to items 1-20 in Section B of Teachers’ Productivity Questionnaire (TPQ). Mean score on each of the item was compared the criterion benchmark mean score of 2.50. Items with mean score below the cut-off were categorized into ‘Low’ extent while those around the mean and above the criterion were categorized into ‘Moderate’ and ‘High’ extent of teacher productivity respectively. The level of teacher productivity in public secondary schools in Osun State” is presented in Table 1

Table 1: Mean Showing the Level of Teachers' Productivity in Public Secondary Schools in Osun State

S/N	Teachers' Productivity	SA	A	D	SD	Mean	Remark
1.	Knowledge of the Subject Matter	22 (48.9)	18 (40.0)	3 (6.7)	2 (4.4)	3.3	High
2.	Writing of Lesson Notes	18 (40.0)	18 (40.0)	6 (13.3)	3 (6.7)	3.1	High
3.	Attendance in Class	19 (42.2)	20 (44.4)	4 (8.9)	2 (4.4)	3.2	High
4.	Classroom Management	22 (48.9)	16 (35.5)	4 (8.9)	3 (6.7)	3.3	High
5.	Teaching Method	17 (37.7)	22 (48.9)	3 (6.7)	3 (6.7)	3.2	High
Average		20 (4.4)	19 (48.9)	5 (6.7)	3 (6.7)	3.3	High

Cut-off point =2.50

Table 1 present the level of teacher productivity in secondary school in Osun State. This result revealed that, using a criterion mean score of 2.50 for the rating scale; all the items had mean scores above the cut-off point. With average of 3.3 mean, level of teachers' productivity in secondary school in Osun State was high.

Research Question 2: What is the level of authority staff relationship and staff development in public secondary schools in Osun State?

In analyzing the question, mean score, frequency counts and percentages were used to illustrate the responses to items 1-10 in Section B of Authority Staff Relationship and Staff Development Questionnaire (ASRSDQ). Mean score on each of the item was compared the criterion benchmark mean score of 2.50. Items with mean score below the cut-off were categorized as unfavourable while those around the mean and above the mean were categorized as favourable of work environment respectively. The state of work environment in public secondary schools in Osun State is presented in Table 2

Table 2: Showing the level of authority staff relationship and staff development in public secondary

schools in Osun State

S/N	Authority Staff Relationship and Staff Development	SA	A	D	SD	Mean	Remark
1.	Authority Staff Relationship	264 (58.7)	115 (25.6)	40 (8.9)	31 (6.9)	3.36	High
2.	Staff Development	218 (48.4)	200 (44.4)	18 (4.0)	14 (3.1)	3.38	High
	Average	241 (53.5)	157 (34.9)	29 (6.4)	23 (5.1)	3.37	High

Cut-off Point=2.50

Table 2 presents the level of authority staff relationship and staff development in public secondary schools in Osun State, Nigeria. Using a criterion mean score of 2.50 for the rating scale, all the items had mean score above the cut-off point. This implies that the level of authority staff relationship and staff development in public secondary schools in Osun State was high.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between authority staff relationship and

teachers' productivity.

In testing this hypothesis, data on "authority staff relationship were collected from the responses of respondents to the items under Section A of ASRSDQ item (1-5) in the questionnaire. Data on teachers' productivity were collected from the responses of the 45 principals. Both were compared for statistical significance using Pearson Product Moment Correlation Coefficient. The result was presented in the table 3

Table 3: Relationship between Authority Staff Relationship and Teachers' Productivity

Variables	N	Mean	SD	r _{cal}	Pvalue
Authority Staff Relationship	450	3.7	0.4		
				0.680*	0.002
Teachers' Productivity	450	56.63	7.11		

* $p < 0.05$

Table 3 showed that the r-cal value of 0.680 is significant at 0.05 level of significance because p-value (0.002) < 0.05. The null hypothesis was therefore rejected. This implies that there was a significant relationship between staff authority relationship and teachers' productivity.

Hypothesis 2: There is no significant relationship between staff development and teachers' productivity.

In testing this hypothesis, data on staff development were collected from the responses of respondents to the items under Section A of ASRSDQ item (6-10) in the questionnaire. Data on teachers' productivity were collected from the responses of the 45 principals. Both were compared for statistical significance using Pearson Product Moment Correlation Coefficient. The result was presented in the table 4

Table 4: Relationship between Staff Development and Teachers' Productivity

Variables	N	Mean	SD	r _{cal}	Pvalue
Staff Development	450	3.68	0.17		
				0.144*	0.001
Teachers' Productivity	450	9.64	1.48		

* $p < 0.05$

Table 4 showed that the r-cal value of 0.144 is significant at 0.05 "level of significance because p-value (0.001) < 0.05. The null hypothesis was therefore rejected. This implies that there was a significant relationship between staff development and teachers' productivity.

Discussion

The findings of the study revealed that the level of teachers' productivity in public secondary school in Osun State was high. The finding of the study also revealed that the level of authority staff relationship and staff development in public secondary schools in Osun State was high. The study revealed that there was a significant relationship between authority staff relationship and teachers' productivity in secondary school in Osun State. It could be inferred that the relationship between staff and authority improves teachers' productivity. The implication of this finding is that continuous relationship between staff and authority can bring about productivity of teachers. The probable reason for this finding is that authority relate well with teachers to make appropriate decision with regards to the school. This finding is corroborated Shamaki (2015) who found out that there was no significant relationship between authority staff relationship.

It was also revealed that there was significant staff development and teachers' productivity. It could be inferred that the staff development programme provided by school determine the productivity of teachers. The staff development programmes can assist to update teachers' knowledge thereby increase their productivity. The implication of this finding is that organizing development programmes for staff will go a long way to determine their productivity. The probable reason for this finding is that staff development programmes are organized by the school management to improve teachers. This finding is in tandem with Oluwatosin, Adeoye, and Adeyemo (2020) who found that staff development practices have a positive impact on teacher productivity. The study revealed that teachers who participated in staff development programs demonstrated an improvement in their teaching skills and knowledge.

Conclusion

Based on the findings of the study, it was concluded that authority staff relationship significantly contribute to teachers' productivity in Osun State. Also, staff development plays a significant to teachers' productivity in Osun State.

Recommendations

Based on the findings of the study, it was recommended that the school management should provide a mechanism that enhanced authority staff relationship in all the public secondary schools in the state and secondary school management should put in place staff development programmes that will enable teachers to update their knowledge.

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