

ETHICS OF SCHOOL FUNDING AND SUPERVISION AND TEACHER JOB PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract

The study examined the relationship among school funding, supervision and teachers' job productivity in public secondary schools in Ekiti State, Nigeria. The study adopted descriptive survey research design. The population for the study consisted of 7332 teachers and 202 principals in all public secondary schools in Ekiti State. The sample for the study consisted of 288 teachers and 24 principals. Two research instruments tagged "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" and "Teachers' Job Productivity Questionnaire (TJPQ)" were used to obtain relevant information for the study. The two instruments consisted two sections each, section A and B. Section A of each instrument sought for bio-data of the respondents. Section B of "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" contained 10 items that elicited

information on ethics of school funding and supervision while section B of “Teachers’ Job Productivity Questionnaire (TJPQ)” contained 10 items that elicited information on teachers’ job productivity. The face and content validity was used for the study. The instruments were validated by experts in the field of Educational Management. Test retest method of reliability was used for the study. The instruments were administered on 12 respondents comprising 10 teachers and 2 principals in two schools outside the sampled area on two occasions within the interval of two weeks. The two sets of responses were correlated and analyzed using Pearson’s Product Moment Correlation and a coefficient of 0.70 and 0.73 were obtained for both instruments which considered high enough for the study. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using mean, standard deviation and frequency count while the hypotheses were tested using Pearson’s Product Moment Correlation at 0.05 level of significance. The findings of the study revealed that the level of funding and supervision in public secondary schools in Ekiti State was high. The study further revealed that the level of teachers’ job productivity was high in public secondary schools in Ekiti State. The study showed that there was a significant relationship between school funding and teachers’ job productivity in public secondary schools. Based on the findings of the study, it was concluded that teachers’ job productivity will be high when schools are properly funded and well supervised. Based on the findings of the study, it was recommended that stakeholders should give priority to funding of schools and schools should be from time to time supervised.

Keywords: Ethics, School Funding, Supervision, Teacher, Job Productivity

Introduction

The fulcrum on which an individual acquire knowledge, skills and positive attitudes for such individual to be useful for himself and the society at large is education. According to Popoola, Arogundade and Ekundayo (2010), Education constitutes the major engine for sustainable human development. One of the ways through which the goals and the objectives of education irrespective of the level could be accomplished is through productive teachers. To this end, the productivity of teachers become very essential. Observation shows that teachers in public secondary schools in Ekiti State are not productive. This claim is evidence in writing of lesson note and classroom management. It has been observed that teachers in public secondary schools in Ekiti State do not write lesson note and instead, they use old lesson notes in teaching and learning process and this seem to deny the students in the accomplishment of the objectives of the lesson. Also, observation shows that public secondary school students make noise in their various classroom, fight in the classroom and all forms of truancy such as theft, harassment and bully are demonstrated by students in the classroom which indicates poor classroom management in public secondary schools in Ekiti State.

Undoubtedly, education appears to be a huge venture and requires huge financial and human resources. Therefore, adequate school funding and supervision of human resources is inevitable if schools are to accomplish its goals and objectives. School funding refer to the financial resources essential to purchase physical and human resources and support programs that are educational related. Financial resources are monetary resources which serves as a means of acquiring all other educational resources and needed for the payment of both teaching and non-teaching staff (Afolabi, 2023). Financial resources is the monetary aspect of the resources needed for the running of educational centre (Akinfolarin, 2016). Arogundade (2023) reiterated that no school system can effectively carry out the functions at its disposal without sufficient funds. Fund is required to attract, train and develop the staff, to maintain the school plants and procure other materials for effective functioning of the school. According to Olorunsola (2020), school funding is one of the greatest challenge facing Nigeria institutions and this is making it difficult for quality education that is capable of bringing about sustainable development. The effective way of funding schools is through government, private funding and donations and budget allocation. It appears that when schools are properly funded, all necessary educational materials will be available which seems to bring about high productivity on the part of the teachers.

Peace and Anietie (2024) submitted that school supervision may be defined as an assigned effort of school officials towards guiding, evaluating and giving of feedback to all the school personnel such as teachers, students, administrators and all educational workers for the improvement and attainment of educational objectives. Omorobi (2021) defined supervision as means to guide and stimulate the activities of teachers with a view to improve their teaching, instruction and professional growth. Glickman, Gordon and Ross-Gordon (2017) viewed supervision as the act of directing, assessing, overseeing and evaluating employees in order to achieve the organizational goals. The principals play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on students' academic achievement (Chimezie-Mathew and Assumpta, 2022). According to Chimezie-Mathew and Assumpta (2022), the purpose of supervision in public secondary schools include: deciding the nature and content of the curriculum; selecting the school organizational patterns and materials that will enhance educational growth; improvement of teachers effectiveness; ensuring that teachers are performing their duties as scheduled; improvement of the incompetent teachers; providing a guide for staff development; determining the effectiveness of the teachers' classroom management; determining the 'tone' of the school; determining special abilities possessed by teachers and deciding whom to be transferred, retained, promoted or disengaged. The researchers observed that to when supervision is carried out in schools, it puts the teachers on their toes to perform their job excellently which consequently lead to high productivity of teachers. The study examined the relationship among school funding, supervision and teachers' job productivity in public secondary schools in Ekiti State, Nigeria. The study specifically examined the;

- level of teachers' productivity in public secondary schools in Ekiti State, Nigeria.

- ☐ level of school funding in public secondary schools in Ekiti State, Nigeria.
- ☐ level of supervision in public secondary schools in Ekiti State, Nigeria.

The following research questions were raised for the study

10. What is the level of teachers' productivity in public secondary schools in Ekiti State, Nigeria?
- ii. What is the level of school funding in public secondary schools in Ekiti State, Nigeria?
- iii. What is the level of supervision in public secondary schools in Ekiti State, Nigeria?

The following research hypotheses were formulated for the study

11. There is no significant relationship between school funding and teachers' productivity in public secondary schools in Ekiti State, Nigeria.
12. There is no significant relationship between supervision and teachers' productivity in public secondary schools.

Methodology

The study examined the relationship among school funding, supervision and teachers' job productivity in public secondary schools in Ekiti State, Nigeria. The study adopted descriptive survey research design. The population for the study consisted of 7332 teachers and 202 principals in all public secondary schools in Ekiti State (Ekiti State Ministry of Education, 2025). The sample for the study consisted of 288 teachers and 24 principals. The sample for the study was selected in 24 public secondary schools using multistage sampling procedure. In stage one, 2 Senatorial Districts were selected using simple random sampling technique. In stage two, 3 Local Government Areas were selected from each Senatorial Districts using simple random sampling technique. In stage three, 4 public secondary schools were selected from each local government area using simple random sampling technique. In stage 4, 12 teachers were selected from each public school using simple random sampling technique and 1 principal was selected from each school using purposive random sampling technique. Two research instruments tagged "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" and "Teachers' Job Productivity Questionnaire (TJPQ)" were used to obtain relevant information for the study. The two instruments consisted two sections each, section A and B. Section A of each instrument sought for bio-data of the respondents. Section B of "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" contained 10 items that elicited information on ethics of school funding and supervision while section B of "Teachers' Job Productivity Questionnaire (TJPQ)" contained 10 items that elicited information on teachers' job productivity. The face and content validity was used for the study.

The instruments were validated by experts in the field of Educational Management. Test retest method of reliability was used for the study. The instruments were administered on 12 respondents comprising 10 teachers and 2 principals in two schools outside the sampled area on two occasions within the interval of two weeks. The two sets of responses were correlated and analyzed using Pearson's Product Moment Correlation and a coefficient of 0.70 and 0.73 were obtained for both instruments which considered high enough for the study. The data collected were analyzed using descriptive and inferential statistics. The research questions were answered using mean, standard deviation and frequency count while the hypotheses were tested using Pearson's Product Moment Correlation at 0.05 level of significance.

Results

Descriptive Analysis

Research Question 1: What is the level of teachers' productivity in public secondary schools in Ekiti State, Nigeria?

In order to answer the question, responses on items 1-10 in Section B of "Teachers' Job Productivity Questionnaire (TJPQ)" were obtained and subjected to statistical analysis involving frequency counts, percentages, mean and standard deviation. The results is presented in table 1

Table 1: Level of teachers' productivity in public secondary schools in Ekiti State, Nigeria

S/N	Teachers' Job Productivity	SA	A	SD	D	MEAN	Remark
1.	Writing of Lesson Notes	18 (75.0)	3 (12.5)	2 (8.3)	1 (4.2)	3.63	High
2.	Classroom Management	13 (54.2)	7 (29.2)	4 (16.7)	- (0.0)	3.38	High
	Average	16 (66.7)	5 (20.8)	3 (12.5)	0 (0.0)	3.54	High

Cut-off Point=2.50

Table 1 presents the level of teachers' productivity in public secondary schools in Ekiti State, Nigeria. The result depicts that, using a criterion mean score of 2.50 for the rating scale; all the items had mean scores above the cut-off point. This implies that the level of teachers' productivity in public secondary schools in Ekiti State, Nigeria was high.

Research Question 2: What is the level of school funding in public secondary schools in Ekiti State, Nigeria?

In order to answer the question, responses on items 1-5 in Section B of “Ethics of School Funding and Supervision Questionnaire (ESFSQ)” were obtained and subjected to statistical analysis involving frequency counts, percentages, mean and standard deviation. The results is presented in table 2

Table 2: Level of school funding in public secondary schools in Ekiti State, Nigeria

S/N	School Funding	SA	A	SD	D	MEAN	Remark
1.	School funding is the sole responsibility of government	98 (34.0)	83 (28.8)	68 (23.6)	41 (14.2)	2.82	High
2.	School funding responsibility rest on parents	96 (33.3)	89 (30.9)	70 (24.3)	33 (11.5)	2.86	High
3.	Private individuals participates in	101 (35.1)	75 (26.0)	62 (21.5)	50 (17.4)	2.79	High
4.	Non-Government organization	95 (32.9)	91 (31.6)	73 (25.3)	29 (10.1)	2.88	High
5.	Individuals participate in school	87 (3.20)	80 (27.8)	76 (26.4)	45 (15.6)	2.73	
	Average	95 (32.9)	83 (28.8)	70 (24.3)	40 (13.9)	2.81	High

Cut-off Point=2.50

Table 2 presents the level of school funding in public secondary schools in Ekiti State, Nigeria. The result depicts that, using a criterion mean score of 2.50 for the rating scale; all the items had mean scores above the cut-off point. This implies that the level of school funding in public secondary schools in Ekiti State, Nigeria was high.

Research Question 3: What is the level of supervision in public secondary schools in Ekiti State, Nigeria?

In order to answer the question, responses on items 1-10 in Section B of “Ethics of School Funding and Supervision Questionnaire (ESFSQ)” were obtained and subjected to statistical analysis involving frequency counts, percentages, mean and standard deviation. The results is presented in table 3

Table 3: Level of supervision in public secondary schools in Ekiti State, Nigeria

S/N	Supervision	SA	A	SD	D	MEAN	Remark
1.	Teachers are checked in the class	108 (37.5)	81 (28.1)	60 (20.8)	39 (13.5)	2.89	High
2.	Teachers are made to write their lesson notes regularly	122 (42.4)	87 (30.2)	70 (24.3)	9 (3.1)	3.12	High
3.	Teachers record is often examined	113 (39.2)	91 (31.6)	44 (15.3)	40 (13.9)	3.24	High
4.	School infrastructural facilities are always examined	118 (40.9)	77 (26.7)	53 (18.4)	40 (13.9)	2.95	High
5.	Instructional materials are checked constantly	87 (30.2)	72 (25.0)	71 (24.7)	58 (20.1)	2.65	High
	Average	109 (37.8)	82 (28.5)	60 (20.8)	37 (12.8)	2.91	High

Cut-off Point=2.50

Table 3 presents the level of supervision in public secondary schools in Ekiti State, Nigeria. The result depicts that, using a criterion mean score of 2.50 for the rating scale; all the items had mean scores above the cut-off point. This implies that the level of supervision in public secondary schools in Ekiti State, Nigeria was high.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between school funding and teachers' job productivity.

Scores relating to school funding and teachers' job productivity were computed using Items 1-5 in Section B of "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" and "Teachers' Job Productivity Questionnaire (TJPQ)" respectively. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4.

Table 4: School funding and teachers' job productivity

Variable	No of Schools	Mean	SD	rcal	Pvalue
School Funding	24	14.52	1.53		
				0.622*	0.000
Teachers' Job Productivity	24	1.19	0.55		

* $p < 0.05$

Table 4 shows that rcal (0.622) is greater than pvalue (0.000) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between school funding and teachers' job productivity.

Hypothesis 2: There is no significant relationship between supervision and teachers' job productivity.

Scores relating to supervision and teachers' job productivity were computed using Items 6-10 in Section B of "Ethics of School Funding and Supervision Questionnaire (ESFSQ)" and "Teachers' Job Productivity Questionnaire (TJPQ)" respectively. These scores were subjected to statistical

analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 5.

Table 5: Supervision and teachers' job productivity

Variable	No of Schools	Mean	SD	r _{cal}	Pvalue
Supervision	24	16.07	1.23	0.501*	0.000
Teachers' Job Productivity	24	1.19	0.55		

*p< 0.05

Table 5 shows that r_{cal} (0.501) is greater than pvalue (0.000) at 0.05 level of significance. The null hypothesis was rejected. This implies that there was significant relationship between supervision and teachers' job productivity.

Discussion

The findings of the study revealed that the level of teachers' productivity in public secondary schools in Ekiti State, Nigeria was high. Also, the findings of the study showed that the level of school funding in public secondary schools in Ekiti State, Nigeria was high. The study further revealed that level of supervision in public secondary schools in Ekiti State, Nigeria was high. The study showed that there was significant relationship between school funding and teachers' job productivity. The study further showed that there was significant relationship between supervision and teachers' job productivity.

Conclusion

Based on the findings of the study, it was concluded that teachers' job productivity will be high when schools are properly funded and well supervised.

Recommendations

Based on the findings of the study, it was recommended that stakeholders should give priority to funding of schools and schools should be from time to time supervised.

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