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## MANAGEMENT SUPPORT SERVICES AND TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS IN THE SOUTH EAST NIGERIA

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**ABSTRACT:** *The study investigated management support services as determinants of teachers' productivity in public secondary schools in South-East, Nigeria. Two research questions were developed and answered and two hypotheses formulated and tested for the study. The design of the study was a correlational research design. The accessible population of the study is 28, 682 which comprised of 27,431 teachers and 1, 251 principals. A sample size of 679 respondents consisting 379 teachers and 300 principals from the three selected states of the South East. The sample for the study employed the multi-stage sampling technique precisely stratified-simple random sampling techniques. The instruments employed for data collection was structured questionnaires titled: Management Support Services Questionnaire (MSSQ) and Teachers Productivity Questionnaire (TPQ). The instruments were validated by three experts, two from Educational administration and planning, one expert from Measurement and Evaluation in Faculty of Education, Federal University Dutsin-ma. The reliability of the instruments MSSQ and TPQ were established through test re-test method. Data obtained were correlated using Pearson's Product Moment Correlation (PPMC) coefficient which yielded a correlation coefficient of 0.84 and 0.85 respectively. The data collected through the administration of the instruments were analyzed using Pearson Product Moment Correlation to answer research questions and Linear Regression to test the hypotheses at 0.05 level of significance. It was found that: there was a high extent of correlation between provision of adequate physical facilities and teachers' productivity, there was a significant relationship between provision of adequate physical facilities and teachers' productivity. There was a high extent of correlation between Regular Staff Development and Teachers' Productivity and there is significant relationship between regular staff development and teachers' productivity. Based on the findings, it was recommended that government should ensure adequate physical facilities in secondary schools as it positively determined teachers' productivity.*

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**Keywords:** *management support services, teachers' productivity, public secondary schools*

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## Introduction

In Nigeria as in several countries of the world therefore, there is increased attention on improving the quality of education in secondary schools. This can only be achieved through the teacher. The teacher is the pivot on which the educational process rests. Modebelu, Eya, and Obunadike (2016) defined teachers as group of individuals trained specifically to impart knowledge and skills to children, youth and adults to enable them develop health attitudes and live in harmony with other people. Essentially, teachers are important human resource in the secondary education circles as they are the pivot on which the educational processes hinge. Teachers can influence the teaching-learning outcomes either positively or negatively because they determine the quality of education when it comes to the implementation of curriculum and educational policies. Ogunmakin (2013) stated that no education system can rise above the quality of its teachers hence the need for teacher education. Teachers at all levels of education are the foundation and bedrock of quality education in the society (Eya, 2015). In line with the above view, teachers especially secondary school teachers need to manage both students and knowledge, monitor students' progress and provide guidance services under the guidance and supervisory role of the principal. To guard the above position, teachers engage in research activities to adequately equip themselves for effective lesson delivery.

Therefore, teachers' role and tasks is dependent on the kind of support given to them by the management. Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success.

According to Modebelu, Eya, and Obunadike (2016), Management is a comparatively new concept and is used interchangeably with administration. It is a

social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or predetermined goals or objectives. Again, Eya (2014) mentioned that management is the process of taking decision (through forecasting, planning as well as organizing) and implementing the decisions taken (through commanding, co-coordinating and controlling) to realize the objectives of an organization. Therefore, management entails the process by which all material resources are put to use so as to achieve organizational goals, with deliberate efforts by humans who plan, control, organize, lead, coordinate and direct these processes. Therefore, managers of education include but not restricted to the following; government as policy makers, ministries of education as implementation of the policy, schools heads (principals), community leaders, philanthropist and other departmental and unit heads of the schools. All these people could as well be termed as stake holders of education in the immediate environment. Within the processes in administration of education and learning, the teacher becomes the player at the centre stage hence, he/she is assumed to be the initiator, the facilitator, the implementer and the evaluator gained in the process of education. That is to say, Management should provide supportive services for teachers' work load and the utilization of available professional and material resources.

Staff management according to Okafor (2011), depends on all enterprises that provides for effective utilization of human resources to attain both the objectives of the enterprise, satisfaction and development of the employee. It encompasses the totality of the teacher's skills, energies, talents, social, cultural values (norms and belief), and latent abilities towards attaining educational goals and objectives. It makes people integral part of the school system towards actualizing the goals of the organization through management support services.

Support services include those services provided by both professionals and the para-professionals to



schools to address diverse learning skills and problems of the students. These services when managed well support the teaching and learning process by addressing the underlying issues such as academic behavioral lapses and mental health problems that challenge and bar effective teaching and learning. These services can provide screening for behavioural health issues, identifying risk factors for young students and providing early intervention services before students start encountering problems. Researchers and stakeholders of education have within the past five years identified several factors as the causes of poor academic performance of students in public examinations. Among the factors identified are teachers productivity factors like poor assessment of students' academic performance, poor maintenance of school discipline and poor lesson delivery incessant changes in government policies, closure of schools which is contingent upon teachers' strike action, high student-teacher ratio and lack of proper supervision, monitoring and evaluation environment among others which are needed for effective management (Adepoju, 2012).

Imperatively, teachers need supportive services from their management to be able to perform maximally. To this end what teachers teach their students is judged by them (teachers) to be worthwhile. To perform maximally, teachers should take special joy in winning and should not need gratification in order to perform. Teachers' productivity can be taken to be synonymous with teacher commitment and is a valid construct in school growth (Alimi, Ehinola & Alabi (2012). This study therefore, focused attention on the following management support services that can enhance teacher's productivity when used. This include adequate maintenance of physical facilities and regular staff development training,

The physical facilities are the environment, equipment and buildings which are useful for teaching and learning to take place. Alimi, Ehinola and Alabi (2012) revealed that condition of service, salary is the best predictor of teacher's indicators and achievement

of educational goals in schools. Kipkirui (2014) maintained that payment of teachers' salary influences both teachers' job indicators and academic indicators of students. Managing this physical facility is vital for the teacher productivity. Staff development programme is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. Staff development programmes can also be referred to as the processes, and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers. Ogunmakin (2013) showed that in-service training programmes had contributed tremendously to management's academic achievement. The influence of staff development on students is accomplished principally through its direct effect on teachers' and administrators' knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort would lead to better job performance. Alabi (2012) found that all the teachers' conditions of service mentioned exhibit negative relationship with students' academic indicators. Ezea (2016) also found that teachers conditions of service exhibit a negative relationship to students' academic indicators in secondary schools in Benue state.

Management of teachers can be through the adoption of these strategies: supervision, in-service training and compensation among others. Hence, any teacher that enjoys the influence of the above named strategies is bound to give all his best in discharging his or her duty because he would derive the satisfaction of being a teacher, which in-tum will boost his/her productivity.

Productivity is viewed from different perspectives. Productivity is a measure of how efficient a given set of resources is utilized to achieve given set objectives. Thus, educational productivity is the ratio between the contributions made by education to general development and the cost of education. Productivity



in education is intangible and invisible and can only be deduced from turnover, and the rate at which educational objectives are achieved. It is a continuous process, taking into consideration, the input, process and output phases of education. Teachers' Productivity is defined as the actual level of input per unit of output within a time frame using new methods, equipment and techniques (Nakpodia, 2010). Teachers' Productivity in the context of this study is measured in terms of students' academic performance, maintenance of school discipline and efficient lesson delivery.

The problem caused by teachers' low productivity is alarming and indescribable despite the governments' huge investments in the education sector. Teachers inability to evaluate 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 problems, giving rise to students inability to improve in the academic pursuit leading to high school drop-outs, high sundry crime rate like kidnapping, prostitution, proliferation of social miscreants in the streets, financial wastage on the part of parents and the government among others.

School administrators are under pressure and are expected to provide enabling work environment for teachers' high productivity through support services. There is growing fears in the minds of stakeholders in the Nigeria secondary education system with regard to the negative signals coming from the system over poor performance of teachers on instructional delivery. The poor performance seemed to mean that school management are not working up to expectations. It appears school management does not effectively and efficiently provide support services to teachers in areas of adequate physical facilities, regular staff development,

As a result of the above decadent conditions found in the school systems the researcher sought to find out the extent Management Support Services would

determine teachers' productivity in Public Secondary Schools in South East, Nigeria.

### Research Questions

The following research questions were raised to guide the study

- i. To what extent does provision of adequate physical facilities determine teachers' productivity?
- ii. To what extent does regular staff development determine with teacher's productivity?

### Hypotheses

The following null hypotheses were formulated and to be tested at 0.05 level of significance:

1. There is no significant relationship between provision of adequate physical facilities and teachers' productivity.
2. There is no significant relationship between regular staff development and teachers' productivity.

### Methodology

The design of the study was a correlational research design because it sought to establish the strength of relationship that exist between two variables, that is the independent variable (management support services) and the dependent variable (teachers productivity). The study was carried out in South East, Nigeria consisting of five states namely Abia, Anambra, Ebonyi, Enugu and Imo. The accessible population of the study is 28, 682 which comprised of 27,431 teachers and 1, 251 principals. A sample size of 679 respondents consisting 379 teachers and 300 principals from the three selected states of the South East. The sample for the study employed the multi-stage sampling technique precisely stratified-simple random sampling techniques. The instruments employed for data collection was structured questionnaires titled: Management Support Services Questionnaire (MSSQ) and Teachers Productivity Questionnaire (TPQ). The instrument was validated by three experts, two from Educational Management and one from Measurement and Evaluation in College



of Education, Michael Okpara University of Agriculture, Umudike. The reliability of the instruments MSSQ and TPQ was established through test re-test for stability of the instrument. The researcher administered copies of the instrument to 50 teachers and principals in another state which were not used for the study. The instruments were re-administered to the same respondents within a period of two weeks and the scores obtained in the two administrations were correlated using Pearson's Product Moment Correlation (PPMC) coefficient which yielded a correlation coefficient of 0.84 and 0.85 respectively. Six hundred and eight three copies

of the questionnaire were administered to the respondents through 3 research assistants but 679 copies of the questionnaire were retrieved from the respondents giving 99% retrieval rate. The data collected through the administration of the instruments were analyzed using Pearson Product Moment Correlation to answer research questions and Linear Regression was used to test the hypotheses at 0.05 level of significance.

**Results**

**Research Question One:**

To what extent does provision of adequate physical facilities determine teachers' productivity?

**Table 1: Pearson Correlation of Provision of Adequate Physical Facilities and Teachers' Productivity**

		Provision of Adequate Physical Facilities	Teachers' Productivity
<b>Provision of Adequate Physical Facilities</b>	Pearson's Correlation	1	.782
	Sig. (2-tailed)		.002
	N	679	679
<b>Teachers' Productivity</b>	Pearson's Correlation	.782	1
	Sig. (2-tailed)	.002	
	R <sup>2</sup>	.612	
	N	679	679

\*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents

Data in Table 1 revealed that there was a high extent of correlation between provision of adequate physical facilities and teachers' productivity as indicated by the correlation coefficient r (0.782) which is positive and within the coefficient limit of ±0.61 – 0.80. The coefficient of determination (r<sup>2</sup>) 0.612 indicates that 61.2% of the variance was observed in teachers' productivity. It implies that

provision of adequate physical facilities to a high extent determined teachers' productivity in secondary schools.

**Hypotheses One**

There is no significant relationship between provision of adequate physical facilities and teachers' productivity.



**Table 2: Simple Linear Regression Analysis for the Provision of Adequate Physical Facilities and Teachers' Productivity**

Variables	Term	Sum of Square	Df	Mean Square	F-cal	Sig.	Decisions
Provision of Adequate Physical Facilities	Regression	21816.685	1	21816.685			
	Residual	478797.582	677	707.234	30.848	.002	S
	Total	500614.267	678				

$R = 0.782^a$ ,  $R^2 = 0.612$  (value of the consistent),  $S =$  Significant at  $P \leq 0.05$

Predicted = Teachers' productivity in secondary schools

The result in Table 2 shows F- calculated value of 30.848 at 0.05 level of significance. The Table also shows a p-value of .002 which is less than the alpha value of 0.05. Thus, null hypothesis which states that there is no significant relationship between provision of adequate physical facilities and teachers' productivity is thereby rejected. This means that there is significant relationship between provision of adequate physical facilities and teachers' productivity.

productivity is thereby rejected. This means that there is significant relationship between provision of adequate physical facilities and teachers' productivity.

**Research Question 2**

To what extent does regular staff development determine teacher's productivity?

**Table 3: Pearson Correlation Regular Staff Development and Teacher's Productivity**

		Regular staff development	Teacher's productivity
Regular staff development	Pearson Correlation	1	.843
	Sig. (2-tailed)		.001
	N	679	679
Teacher's productivity	Pearson Correlation	.843	1
	$R^2$	0.711	
	Sig. (2-tailed)	.001	
	N	679	679

\*. Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents

Data in Table 3 revealed that there was a high extent of correlation between Regular Staff Development and Teacher's Productivity as indicated by the correlation coefficient  $r$  (0.843) which is positive and within the coefficient limit of  $\pm 0.61 - 0.90$ . The

coefficient of determination ( $R^2$ ) 0.711 indicates that 71.1% of the variance was observed in teacher's productivity. It implies that regular staff development to a high extents determined teacher's productivity in secondary schools.



**Hypotheses Two**

There is no significant relationship between regular staff development and teachers' productivity.

**Table 4: Simple Linear Regression Analysis for Regular Staff Development and Teachers' Productivity**

Variables	Term	Sum of Square	Df	Mean Square	F-cal	Sig.	Decisions
<b>Regular Staff Development</b>	Regression	12851.652	1	12851.652	18.096	.012	S
	Residual	480800.647	677	710.193			
<b>Teachers' Productivity</b>	Total	493652.299	678				

$R = 0.843^a$ ,  $R^2 = 0.711$  (value of the consistent),  $S =$  Significant at  $P \leq 0.05$

Predicted = teachers' productivity.

The result in Table 4 shows F- calculated value of 18.096 at 0.05 level of significance. The Table also shows a p-value of .012 which is less than the alpha value of 0.05. Thus, null hypothesis which states that there is no significant relationship between regular staff development and teachers' productivity is thereby rejects. This means that there was a significant relationship between regular staff development and teachers' productivity.

**Discussion of Findings**

Finding of the study on objective 1 revealed that there was a high extent of correlation between provision of adequate physical facilities and teachers' productivity as indicated by the correlation coefficient  $r$  (0.782) which is positive and within the coefficient limit of  $\pm 0.61 - 0.80$ . The coefficient of determination ( $r^2$ ) 0.612 indicates that 61.2% of the variance was observed in teachers' productivity. It implies that provision of adequate physical facilities to a high extent determined teachers' productivity in secondary schools. The corresponding hypothesis affirmed that there is significant relationship between provision of adequate physical facilities and teachers' productivity. The result is in consonance with the findings of Alimi, Ehinola and Alabi (2012) that, of all condition of service, salary is the best predictor of

teacher's indicators and achievement of educational goals in schools. The finding is also in line with the finding of Kipkirui (2014) who maintained that payment of teachers' salary influences both teachers' job indicators and academic indicators of students. This result is clear because when teachers have their salaries on time, they would be able to plan their instruction very well and even source instructional materials for effective instruction in secondary schools.

The finding on objectives 2 revealed that there was a high extent of correlation between Regular Staff Development and Teacher's Productivity as indicated by the correlation coefficient  $r$  (0.843) which is positive and within the coefficient limit of  $\pm 0.61 - 0.90$ . The coefficient of determination ( $R^2$ ) 0.711 indicates that 71.1% of the variance was observed in teacher's productivity. It implies that regular staff development to a high extents determined teacher's productivity in secondary schools. The corresponding hypothesis affirmed that there is significant relationship between regular staff development and teachers' productivity. On the contrary, Alabi (2012) found that all the teachers' conditions of service mentioned exhibit negative relationship with students' academic indicators. Ezea (2016) also found



that teachers conditions of service exhibit a negative relationship to students' academic indicators in secondary schools in Benue state. The finding is in line with the finding of Ogunmakin (2013) who showed that in-service training programmes had contributed tremendously to management's academic achievement. This result synchronizes with the general knowledge that if ones promoted, there is every tendency that the person would like to facilitate other peoples' indicators as well and vice versa.

### **Conclusion**

It is really difficult for any educational system to grow more than the quality and comfort of the teachers. This is because the productivity of teachers which is usually observed in students' achievement is highly influenced by the management support services. It has been noted that there is a strong relationship between teachers' productivity and students' academic achievement but the direction of the relationship with regards to teachers to management supports services in South East, Nigeria is yet to be established. Therefore, the study investigated Management Support Services as determinants of teachers' productivity in public secondary schools in South-East, Nigeria. Based on the findings, the researcher concluded that provision of adequate physical facilities to a high extent determined teachers' productivity in secondary schools and that there is significant relationship between provision of adequate physical facilities and teachers' productivity. It was also concluded regular staff development to a high extents determined teacher's productivity in secondary schools and that there is significant relationship between regular staff development and teachers' productivity.

### **Recommendations**

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

1. Government should ensure adequate physical facilities in secondary schools as it positively determined teachers' productivity.
2. Government should integrate regular staff development to enhance teachers' productivity in secondary school.
3. Future researchers should use the result of this study to investigate methods through which teachers can effective managed their workload in their daily instructions for students' higher academic achievement in secondary school

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