

In-Service Training and Staff Discipline as Correlates of Non-Teaching Staff Productivity in Public Secondary Schools in Southwest, Nigeria

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Abstract: *This study investigated the relationship between in-service training, staff discipline, and the productivity of non-teaching staff in public secondary schools in Southwest Nigeria. Utilizing a descriptive survey research design, the study sampled 600 non-teaching staff from three randomly selected states, involving 120 public secondary schools. Data were gathered through two self-designed instruments: the In-service Training and Staff Discipline Questionnaire (ITSDQ) and the Non-Teaching Staff Job Productivity Questionnaire (NTSJPQ). The ITSDQ assessed in-service training and staff discipline through a 10-item Likert scale, while the NTSJPQ evaluated job productivity across 15 items. Reliability coefficients of 0.82 for the ITSDQ and 0.79 for the NTSJPQ indicated high reliability. Analysis using Pearson Product Moment Correlation (PPMC) revealed significant relationships between in-service training and non-teaching staff productivity ($r = 0.638, p < 0.05$) as well as between staff discipline and non-teaching staff productivity ($r = 0.402, p < 0.05$). These findings suggest that both factors play crucial roles in enhancing job performance. Consequently, it is recommended that school administrations prioritize continuous professional development through regular workshops, seminars, and training sessions to equip non-teaching staff with up-to-date skills and knowledge.*

Keywords: In-service Training, Staff Discipline, Non-Teaching Staff, Productivity

INTRODUCTION

There are two categories of staff in every secondary school. They are teaching staff and non-teaching staff. The focus of this study is on the non-teaching staff. The function of non-teaching staff is commonly interpreted as referring to planning, organising, staffing, directing, coordinating, reporting and budgeting (POSDCORB) in an organisation in order to support students and teaching staff towards the actualisation of the school goals. It is believed that the support of non-teaching staff could enhance the duty of teaching staff. The non-teaching staff job's productivity in secondary schools is imperative for supporting quality teaching. Non-teaching staffs are equally regarded as one of the important elements of the school system, more important than the quality of equipment, materials, or the level of financing.

The non-teaching department in secondary school system consists of: registry, bursary, library, sick bay, security services among others. Many of these departments seem to be inefficient at their capacity to function effectively and support the school system to achieve its stated objectives and goals especially in public secondary schools in Nigeria due to deficiency in in-service training and staff discipline (Iwuoha, 2018).

The problem of inefficiency among non-teaching staff has become a significant and damaging issue for the school's reputation, both domestically and internationally. According to Choi et al. (2012), it has caused a regression in the quality of secondary school education in Nigeria. Productivity is a metric that evaluates the efficiency and skill of an individual in their profession. Productivity revolves around the central aspect of achieving tasks with maximum effectiveness and efficiency. The achievement of commendable objectives in secondary school education depends on the productivity of the personnel, which is a measure of their efficacy and efficiency in delivering services and utilising resources. Job productivity refers to the ability to achieve higher output using less resources and maximising the utilisation of existing resources (Nwachukwu, 2006). If a non-teaching staff member is dedicated to their obligations and demonstrates a strong commitment to their career, they are considered industrious. An ideal relationship exists between the output and input of a highly productive staff. An exceptionally efficient staff member optimises the available time to ensure that all responsibilities are addressed. Considering that job productivity involves accomplishing greater results with limited resources and maximising output from existing resources, it is crucial to examine various methods of improving job productivity. Nwachukwu (2006) states that in order for a staff member to enhance their efficiency, they must possess an inherent ability and a strong motivation to engage in diligent endeavours. He believed that providing skills training, fair compensation, effective management, performance evaluation, and professional support is necessary to improve the job productivity of employees.

The researcher's observation has revealed that the attitudes linked to low staff productivity encompass absenteeism, chronic tardiness, irregular and unauthorised departures from the duty post, and indiscipline. The researcher has observed that certain non-teaching staff

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members exhibit low productivity in their work. This is evident in their attitude towards work, relationships with colleagues and students, disloyal behaviour, lack of concern for official duties, and even abandoning their duty posts to attend to other personal businesses that provide immediate gratification.

The job productivity of non-teaching personnel in secondary schools is often assessed annually using a form called the Annual Performance Evaluation Report (APER), which is typically conducted by the school principle or departmental head. The APER includes various components to assess the performance of non-teaching staff for job evaluation and personality traits. These components include foresight, judgement, command of language, human relations, sense of responsibility, drive and determination, and application of professional/technical knowledge, among others. Although these characteristics are typically used to assess the promotional level of non-teaching staff, the researcher noted a low level of job productivity among non-teaching staff in secondary schools.

The productivity and efficiency of non-teaching staff seems to have declined. Certain non-teaching staff members who could have been highly efficient in the office appear to be impacted by their involvement in other business activities, which absorb a significant portion of their valuable time. Optimal productivity is defined by a state of elevated morale, profound thoughtfulness, and unwavering trust. However, it appears that certain non-teaching personnel are not efficient within the educational system, maybe due to inadequate in-service training and staff misconduct.

Optimal productivity is defined by a state of high morale, strong empathy, and mutual trust. To ensure optimal productivity among non-teaching staff in the school system, it is recommended that sufficient in-service training and staff discipline measures be implemented. Nevertheless, it appears that certain non-teaching personnel within the educational system are not efficient, possibly due to a lack of ongoing training and inadequate staff discipline.

In-service training and development programmes are specific educational and training activities that are intentionally planned to provide employees with the necessary additional information, abilities, attitudes, experiences, and understanding to meet the required performance standards. Therefore, altering the conduct of employees is contingent upon training and development, with the ultimate aim being to assist the company in attaining its particular goals. Lawal (2004) asserts that in-service training programmes are crucial stages in the education process that facilitate the acquisition of additional skills. The primary goal of in-service training is to ensure professional growth and advancement, enhance expertise, keep staff up-to-date with new information, foster leadership skills, encourage proactive behaviour, and promote mutual respect among staff (Madumere-Obike, 2007).

In secondary schools, in-service training refers to the provision of opportunities for personnel to enhance their knowledge, skills, experiences, and understanding, hence

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enhancing their job productivity. Training refers to the deliberate approach of changing behaviour, knowledge, and performance during the process of learning, with the goal of achieving improved performance in various activities (Thomas, 2010). The objective of the training is to enable the workforce or workers to acquire expertise, knowledge, and change their behaviour. It is also utilised to gain a competitive edge, and the process involves only the enhancement of skills. Professional development opportunities such as seminars, workshops, conferences, mentoring, and additional educational studies can enhance the skills and knowledge of non-teaching staff in secondary schools.

The study noted that certain non-teaching staff members lack exposure to in-service training. Their incapacity to participate primarily stems from the lack of grant allocation by the school administration. The researcher also noted that the stress associated with granting approval for conferences or workshops, caused by institutional bureaucracy, is deterring certain non-teaching staff members from engaging in professional development. The non-teaching staff's lack of regular participation in in-service training appears to have a detrimental impact on their productivity due to their failure to acquire new information and the necessary skills to carry out their duties. According to Al-Nsour (2012), providing an in-service training programme in a supportive environment leads to increased productivity, improved group work, enhanced employee adaptability, better communication, higher morale, and increased cooperation. These factors are likely to improve the job productivity of non-teaching staff.

According to Ebuara and Coker (2012), discipline refers to the adherence to established regulations and laws in an independent and authoritative manner. It is a demonstration of respect and compliance towards established authority. Discipline, often known as self-control, is the inclination to behave in a generally appropriate manner without external coercion. Discipline refers to adhering to appropriate behavioural norms, whether in private or public educational institutions, which entails not just being accurate but also carrying a corresponding responsibility. The school administrators' objective is to instill in employees the practice of adhering to universally accepted traditions, which is the focus of discipline. It has been noted that without a firm disciplinary stance or the threat of disciplinary action, the efficiency of the non-teaching personnel may be severely compromised. It seems that certain non-teaching staff members of schools occasionally engage in illicit activities such as blackmail, cheating during exams, sexual harassment, falsifying records, and chronic absenteeism. Nevertheless, any non-teaching personnel engaged in acts of indiscipline are deemed to be guilty of misconduct, which can result in decreased productivity among the non-teaching staff in secondary schools.

Ozurumba and Amasuomo (2015) determined that there is a strong correlation between personnel development and staff productivity. They additionally determined that participation in in-service training and attendance at conferences and workshops have an impact on the performance of workers. Similarly, Etale, et al. (2016) discovered a positive correlation between people productivity and human resource expenses at institutions. Peretomode and Chukwuma (2012) shown that there is a positive and significant correlation between workforce development and employee productivity. Sabir, et al.

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(2014) asserted that training exerts a robust and significant impact on staff productivity. This indicates that in order to ensure that employees embrace the training, it should be efficient, expedient, and easy to satisfy. A study done by Onyango, et al. (2014) demonstrates a robust positive correlation between workforce training and performance. Wan Fauziah and Tan (2013) found that training, competency, and discipline have a favourable impact on employee performance. He also disclosed that workplace discipline is a crucial attribute that employees must possess in order to excel in their job performance. According to Halidu (2015), there was a direct correlation between the amount of discipline among teaching personnel and the level of development of the institutions. According to Gina (2011), work discipline has a substantial influence on job performance. Similarly, Falola et al. (2014) argued that work-related strategies significantly impact the employment performance of employees.

In view of the above, the study investigated in-service training and staff discipline as correlates of non-teaching staff productivity in public secondary schools in Southwest, Nigeria. Specifically, the study determined the relationship between in-service training, staff discipline, and non-teaching staff productivity.

Research Hypotheses

The following research hypotheses were generated for this study:

1. There is no significant relationship between in-service training and non-teaching staff's job productivity in secondary schools.
2. There is no significant relationship between staff discipline and non-teaching staff's job productivity in secondary schools.

RESEARCH METHODS

The descriptive survey research design was adopted for the study. The population for the study consisted of all non-teaching staff in the public secondary schools in Southwest, Nigeria. The sample for this study consisted of 600 non-teaching staff in public secondary schools in Southwest Nigeria. Multistage sampling procedure was used in the selection of the sample for the study. In the first stage, three states were selected using simple random sampling technique. The second stage involved the selection of forty public secondary schools from each state through stratified random sampling technique so that the schools were selected from all senatorial districts in each state. The third stage involved the use of stratified random sampling technique to select 5 non-teaching staff from each of the sampled 120 public secondary schools. The Head of Departments/Units of each selected non-teaching staff was selected through purposive sampling technique to assess productivity of non-teaching staff

The data for this study were collected through the use of two sets of self – designed instruments. The first one was tagged In-service Training and Staff Discipline Questionnaire (ITSDQ) which was administered on the non-teaching staff. The second one tagged Non-Teaching Staff Job Productivity Questionnaire (NTSJPQ) was administered on the Heads of Departments/Units.

The ITSDQ comprises two sections, A and B. Section A sought for the bio – data of the non-teaching staff, while section B contained 10 items which elicited information on in-service training and staff discipline. The items in the questionnaire were on a 4-point Likert type scale with four options ranging from Strongly Agree to Strongly Disagree: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The Non-Teaching Staff Job Productivity Questionnaire (NTSJPQ) comprised three sections A, B and C. Section A sought for the bio–data of the Heads of Departments. Section B contained items on the bio–data of the non-teaching staff to be assessed and was completed by the researcher, while section C consisted of 15 items which elicited information on non-teaching staff job productivity. The items in the questionnaire were on a rating scale with four options ranging from Excellent to Poor: Excellent (4), Good (3), Fair (2) and Poor (1).

The reliability of the instruments was carried out using test-re-test method and it was administered twice within an interval of two weeks. A reliability coefficient of 0.82 was obtained for ITSDQ and 0.79 was obtained for the NTSJPQ. The coefficients were considered high enough to make both instruments reliable for data collected.

The instruments for the study were personally administered by the researcher and research assistants. The researcher sought the permission of the schools’ authority to administer the questionnaire on the respondents in the secondary schools sampled for the study. The researchers’ personal visit to the schools helped to reduce the difficulty of retrieving the instruments.

The data obtained for the study were analysed using both descriptive and inferential statistics. The hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

RESULTS

Hypothesis 1: There is no significant relationship between in-service training and non-teaching staff job productivity in secondary schools.

In testing this hypothesis, data on in-service training were collected from the responses of the respondents to items under Section B of ITSDQ (item 1 – 5) in the questionnaire. Data on non-teaching staff productivity were collected from the responses of the respondents to items under Section C of NTSJPQ (item 1 – 15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level. The result is presented in table 1.

Table 1: Relationship Between In-Service Training and Non-teaching staff Job Productivity in Secondary Schools

Variables	N	Mean	Stand Dev	r-cal	P-value
In-service Training	600	9.87	2.21	0.638*	0.000
Non-teaching staff Productivity	600	41.03	3.12		

*P<0.05

Table 1 showed that the r-cal value of 0.638 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implied that there is significant relationship between in-service training and non-teaching staff job productivity in public secondary school. In-service training is highly related to non-teaching staff productivity.

Hypothesis 2: There is no significant relationship between staff discipline and non-teaching staff job productivity in secondary schools.

In testing this hypothesis, data on staff discipline were collected from the responses of the respondents to items under Section B of ITSDQ (item 6 – 10) in the questionnaire. Data on non-teaching staff productivity were collected from the responses of the respondents to items under Section C of NTSJPDQ (item 1 – 15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level. The result is presented in table 2.

Table 2: Relationship Between Staff Discipline and Non-teaching staff Job Productivity in Secondary Schools

Variables	N	Mean	Stand Dev	r-cal	P-value
Staff Discipline	600	11.73	2.72	0.402*	0.000
Non-teaching staff Productivity	600	41.03	3.12		

*P<0.05

Table 2 showed that the r-cal value of 0.402 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implied that there is significant relationship between staff discipline and non-teaching staff job productivity in public secondary school. Staff discipline is moderately related to non-teaching staff productivity.

DISCUSSION

The study found that there was significant relationship between in-service training and non-teaching staff productivity in secondary school. It could be inferred that when non-teaching staff are exposed to in-service training, conferences, seminars and workshop, they learnt new ways of discharging their duties efficiently and effectively. The reason for this finding might be due to the benefits and importance of in-service training which included updating of knowledge and skill of staff. In-service training works as a catalyst which provokes a significant technological change, redefines role, broadens vision and enhances the attributes of non-teaching staff. This finding is in consonance with Ngige

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(2015), Audu and Gungul (2014), Ozurumba and Amasuomo (2015), Etale, et al. (2016) and Peretomode and Chukwuma (2012) who found a significant relationship between in-service training and job productivity.

The findings of the study revealed that there was significant relationship between staff discipline and non-teaching staff job productivity in secondary schools. It is therefore inferred that discipline could significantly relate to non-teaching staff job productivity. It could also be inferred that non-teaching staff job productivity will be above average if staff discipline was not compromised. The reason for this finding might be due to the fact that discipline is the major way by which non-teaching staff can abide by the ethics of their job role. This finding is in line and consistent with the findings of Sajuyigbe et al. (2015), Gina (2011) and Muheeb (2014) who all found out that staff discipline was positively related to job productivity.

CONCLUSION

The study concludes that both in-service training and staff discipline are significantly related to the productivity of non-teaching staff in secondary schools. This indicates that enhancing these factors can effectively improve the job performance of non-teaching staff. Therefore, secondary schools should focus on providing continuous professional development opportunities and maintaining robust disciplinary standards to boost productivity among their non-teaching personnel.

Recommendations

Based on the findings that in-service training and staff discipline significantly enhance the productivity of non-teaching staff in secondary schools, it is recommended that school administrations prioritize continuous professional development. Regular workshops, seminars, and training sessions should be organized to equip non-teaching staff with up-to-date skills and knowledge, thereby improving their efficiency and performance. Additionally, schools should establish and enforce clear disciplinary policies to maintain high standards of conduct and accountability. Implementing these measures will create a conducive working environment that fosters productivity and professional growth among non-teaching staff.

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