

School Culture and Leadership as Correlates of Teacher Productivity in Kwara State Public Secondary Schools

Kehinde Morufdeen Odediji

Department of Educational Management, Faculty of Education, Ekiti State University, Ado – Ekiti

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Abstract: *This study investigated the relationship between school culture, leadership, and teacher productivity in public secondary schools in Kwara State, Nigeria. Recognizing education as a key driver of national development, the study focused on how organizational factors within school influence teachers' performance, which is critical to achieving educational objectives. A descriptive survey research design was adopted, and a sample of 300 respondents, comprising teachers and principals from 15 public secondary schools, was selected using a multistage sampling procedure. Data was collected through two self-designed instruments: The School Culture and Leadership Questionnaire (SCLQ) and the Teacher Productivity Questionnaire (TPQ). The instruments were validated by experts in Educational Management and tested for reliability using the test-retest method, yielding coefficients of 0.84 and 0.79, respectively. Data were analyzed using descriptive statistics and Pearson's Product Moment Correlation at a 0.05 level of significance. Findings revealed significant positive relationships between both school culture and leadership with teacher productivity, indicating that fostering a supportive, collaborative, and value-driven school environment, alongside effective, ethical, and accountable leadership, enhances teacher performance. The study concludes that strengthening school culture and leadership practices is essential for improving teacher productivity. Recommendations include providing necessary teaching resources, promoting open communication, involving teachers in decision-making, and nurturing a culture of excellence and shared values to enhance overall educational outcomes.*

Keywords: school culture, leadership, teacher productivity, public secondary schools, organizational effectiveness, educational outcomes

INTRODUCTION

Education is widely recognized as a critical instrument for national development, shaping the economic, social, political, and technological progress of a nation. Through education, individuals acquire the knowledge, values, and skills necessary to contribute meaningfully to society (Oyewole, 2013). Schools, as formal institutions of learning, play a central role in this process, with teachers being pivotal in translating curriculum content into meaningful learning experiences for students. Teachers are not only tasked with delivering subject matter but also with fostering skills, attitudes, and values that cultivate responsible citizenship among learners (Edo & Nwosu, 2018). Their

responsibilities encompass lesson planning, effective instructional delivery, classroom management, assessment of student performance, and facilitation of co-curricular and extracurricular activities, all of which directly influence student outcomes and institutional success.

The effectiveness of teachers in fulfilling these roles significantly impacts school productivity. Teachers' productivity, defined as the efficient utilization of resources to achieve organizational objectives, can be measured by their dedication, effort, and the outcomes of their teaching (Edo & Nwosu, 2018; Manafa, 2018). Productive teachers demonstrate punctuality, consistent classroom attendance, adequate preparation, effective use of instructional resources, and professional conduct. Conversely, unproductive teachers are often characterized by absenteeism, tardiness, inadequate lesson preparation, poor instructional delivery, and weak classroom management, which can negatively affect student achievement and the overall effectiveness of the school system. The persistent high failure rates in the Senior Secondary Certificate Examination (SSCE) in Nigeria, where over 500,000 candidates annually fail to meet minimum requirements, highlight ongoing concerns regarding teacher productivity in public secondary schools (WAEC, 2023). Observations indicate that poor productivity may be associated with inadequate preparation, overreliance on outdated lesson notes, ineffective instructional methods, limited student engagement, and improper use of instructional materials (Tubbs & Garner, 2018; Manafa, 2018).

Beyond individual teacher practices, the organizational context, particularly school culture, plays a significant role in shaping teacher productivity. School culture refers to the prevailing values, beliefs, norms, and practices that influence the operations and interactions within an educational institution (Nwinyokpugi & Omunakwe, 2019). It encompasses both tangible elements, such as facilities and physical environment, and intangible aspects, including shared values, attitudes, and unwritten rules that govern behavior. A positive school culture supports teachers by fostering collaboration, shared responsibility, professional growth, and a sense of belonging, all of which enhance productivity. Conversely, a negative culture can impede teacher effectiveness, resulting in disengagement, low morale, and suboptimal student outcomes (Ogosu & Agi, 2024). Empirical studies have consistently shown that organizational culture significantly predicts teacher performance, with aspects such as adaptability, involvement, consistency, and mission orientation influencing work outcomes in educational settings (Ghanney, Antwi, & Ali, 2017).

Effective leadership within schools is another critical factor influencing teacher productivity. Leadership involves guiding and motivating staff toward achieving institutional goals, providing direction, resources, and support to ensure effective teaching and learning (Nwachukwu & Anina, 2014). In the context of public secondary schools, leadership practices encompass communication, professional development, decision-making, accountability, and discipline (Nakpodia, 2016). Leaders who foster transparency, fairness, and inclusiveness create an environment in which teachers feel valued and empowered, thereby enhancing their engagement and output (Manafa, 2018). Transformational and ethical leadership practices have been linked to higher teacher motivation, morale, and commitment, as well as improved academic outcomes for students (Ngobeni, 2014).

Leadership confidence and integrity are also crucial in promoting teacher productivity. Leaders who exhibit competence, honesty, and accountability inspire similar traits in their staff, thereby reinforcing professional standards and fostering a culture of high performance (Romero, 2017). Empirical evidence shows that confident and ethical leaders positively influence productivity, teamwork,

innovation, and overall organizational performance (Tseng & Wu, 2017; Tomic, 2018). Similarly, the maintenance of discipline under effective leadership is positively correlated with teacher productivity, as disciplined environments reduce indiscipline, absenteeism, and disengagement, while promoting morale, focus, and job satisfaction (Anyi, 2017).

Accountability and communication are additional leadership dimensions that shape teacher productivity. Principals and school leaders play a crucial role in setting expectations, providing feedback, and facilitating clear communication channels between staff and management (Kibe, 2014). Effective communication enhances understanding of organizational goals, ensures proper implementation of instructional strategies, and fosters a supportive and collaborative environment (Fashiku, 2016). Furthermore, schools with leaders who prioritize transparency and allow teachers to contribute to decision-making processes tend to experience higher levels of teacher engagement, morale, and productivity (Marzano & Waters, 2015).

In sum, the interplay between school culture and leadership significantly influences teacher productivity in secondary schools. School culture establishes the values, norms, and expectations that guide teacher behavior, while leadership provides direction, support, and accountability necessary for achieving educational objectives. Studies conducted in various contexts, both within Africa and globally, indicate that supportive, goal-oriented, and inclusive school cultures, coupled with effective leadership practices, enhance teacher performance, morale, and commitment, ultimately contributing to improved student outcomes (Sujaya, 2023; Ghanney, et al., 2017). Despite these findings, challenges such as inadequate teacher preparation, lack of instructional resources, and ineffective communication persist in public secondary schools in Nigeria, highlighting the need for sustained attention to organizational culture and leadership to optimize teacher productivity (Manafa, 2018).

Given the centrality of teachers to educational outcomes, examining the relationship between school culture, leadership, and teacher productivity in public secondary schools in Kwara State is timely and necessary. Understanding how cultural norms, values, and leadership practices interact to influence teacher performance can inform policy decisions, school management strategies, and professional development initiatives aimed at enhancing teacher effectiveness and student achievement. This study, therefore, seeks to investigate the correlates of teacher productivity in Kwara State, focusing on the dual influence of school culture and leadership, with a view to providing insights that can improve the quality of education and contribute to national development.

It is against this background that this study examines school culture and leadership as correlates of teacher productivity in Kwara State public secondary schools.

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between school culture and teacher productivity in public secondary schools.
2. There is no significant relationship between school leadership and teacher productivity in public secondary schools.

Research Design

The study adopted a descriptive survey research design to examine the relationship between school culture, leadership, and teacher productivity in public secondary schools in Kwara State. This design was considered appropriate as it allows for the collection of data from a large group of respondents to

describe the existing conditions and relationships among the variables of interest. The population of the study consisted of all teachers in public secondary schools in Kwara State.

A total of 300 respondents were selected for the study using a multistage sampling procedure to ensure representativeness. In the first stage, simple random sampling was used to select 15 public secondary schools from different senatorial districts in Kwara State. In the second stage, 20 teachers were randomly selected from each of the selected schools, while one principal was purposively selected from each school to provide insights on teacher productivity. This sampling technique allowed for the inclusion of teachers with varying levels of experience and positions, thereby enhancing the reliability and generalizability of the findings within the context of public secondary schools in the state.

Data for the study were collected using two self-designed questionnaires: the School Culture and Leadership Questionnaire (SCLQ) and the Teacher Productivity Questionnaire (TPQ). The SCLQ consisted of two sections: Section A captured demographic information of the respondents, while Section B contained ten items measuring aspects of school culture and leadership. Items on the SCLQ were structured on a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The TPQ comprised three sections: Section A captured principals' biodata, Section B captured teachers' biodata, and Section C contained 25 items evaluating teacher productivity, including lesson preparation, instructional delivery, use of resources, classroom management, mastery of subject matter, and communication skills. Responses were measured using a five-point Likert scale, ranging from Excellent (5) to Poor (1).

To ensure the validity of the instruments, the questionnaires were subjected to both face and content validity by experts in Educational Management and Tests and Measurement in the Faculty of Education. The experts assessed the instruments for clarity, relevance, and appropriateness in measuring school culture, leadership, and teacher productivity. Items that were ambiguous or potentially confusing to respondents were revised or removed. Reliability was established using the test-retest method. The instruments were administered to 30 teachers and their principals from two schools not included in the study, and the results were correlated using Pearson's Product Moment Correlation, yielding reliability coefficients of 0.84 for the SCLQ and 0.79 for the TPQ, indicating high reliability.

The administration of the instruments was carried out by the researcher with the assistance of two trained research assistants who were briefed on the study objectives and trained on proper administration and retrieval of the questionnaires. Follow-up visits were conducted to ensure that completed questionnaires were collected promptly. The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics were employed to summarize the demographic characteristics and responses of the participants, while Pearson's Product Moment Correlation was used to test the hypotheses at a 0.05 level of significance, determining the strength and direction of relationships between school culture, leadership, and teacher productivity.

RESULTS

Hypothesis 1: There is no significant relationship between school culture and teacher productivity in public secondary schools

Table 1: Relationship between school culture and teacher productivity in public secondary schools

Variables	N	Mean	Stand Dev	r-cal	p-value
School Culture	289	13.73	2.82	0.453*	0.000
Teacher Productivity	289	82.97	3.04		

*p<0.05

Table 1 showed that the r-cal value of 0.453 is significant at 0.05 level of significance, because the p-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was a significant relationship between school culture and teacher productivity in public secondary schools.

Hypothesis 2: There is no significant relationship between school leadership and teacher productivity in public secondary schools.

Table 2: Relationship between school leadership and teacher productivity in public secondary schools

Variables	N	Mean	Stand Dev	r-cal	p-value
School Leadership	289	13.13	4.20	0.625*	0.000
Teacher Productivity	289	82.97	3.04		

*p<0.05 (Significant Result)

Table 2 showed that the r-cal value of 0.625 is significant at 0.05 level of significance, because the p-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there was a significant relationship between school leadership and teacher productivity in public secondary schools.

DISCUSSION

The findings indicated a significant relationship between school culture and teacher productivity in public secondary schools. This suggests that fostering a positive and well-established school culture can enhance teachers' performance. A possible explanation is that a strong school culture promotes shared values, collaboration, and a sense of commitment among teachers, which improves their instructional delivery and overall professional effectiveness. Supporting this, Sujaya (2023) found that school culture not only boosted teacher performance but also contributed to overall school productivity, with teacher performance serving as a key mediating factor. Similarly, Ogosu and Agi (2024) reported that teachers who were well-integrated into the school's cultural norms demonstrated higher motivation, better instructional effectiveness, and enhanced teamwork, resulting in greater productivity. Ghanney, Antwi, and Ali (2017) also showed that specific cultural dimensions, including adaptability and consistency, had a strong positive impact on teacher performance. Additional studies by Aelterman et al. (2017), and Zhu, et al. (2017) further confirmed that school culture is a significant predictor of teacher productivity.

The study also revealed a significant relationship between school leadership and teacher productivity, implying that effective leadership practices can directly enhance teacher performance in public secondary schools. This relationship may be attributed to the ability of competent school leaders to

cultivate a supportive, disciplined, and well-organized work environment that motivates teachers to perform at their best. Romero (2017) found that leadership integrity and confidence were strongly linked to improved educational outcomes and staff productivity. Likewise, Ogunjobi et al. (2023), Tomic (2018) and Tseng and Wu (2017) emphasized that ethical and confident leaders create conditions conducive to organizational success and higher productivity. Ebuara and Coker (2012) and Gina (2011) observed that leaders who maintain discipline through constructive and strategic approaches positively influence teacher output and morale. Additionally, Marzano and Waters (2015) highlighted that accountable leadership fosters a culture of excellence, which improves teaching quality and student achievement. Effective communication was also identified as a critical leadership trait, with Asiyai (2011) and Fashiku (2016) noting that clear, consistent, and transparent communication by school leaders strengthens the school climate and enhances overall performance.

CONCLUSION

The study concluded that school culture, and leadership were found to be closely associated with teacher productivity.

Recommendations

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

1. School administrators should actively support teachers by ensuring the provision of essential teaching resources, establishing clear and open communication channels, involving teachers in key decision-making processes, and attending to their welfare needs, all of which contribute to higher job satisfaction.
2. Additionally, fostering a positive school culture is crucial; this can be achieved by promoting shared values, upholding ethical standards, and cultivating a culture of excellence. Schools should prioritize activities that recognize and celebrate achievements, encourage creativity and innovation, and instill a strong sense of belonging among both staff and students.

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