

## SCHOOL ENVIRONMENT AS A CORRELATE OF TEACHER PRODUCTIVITY IN OSUN STATE SECONDARY SCHOOLS

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### Abstract

*The study examined the relationship between school environment and teachers' productivity in Osun state secondary schools. The descriptive research design of the survey type was used. The population consisted of all the teachers in the public secondary schools in Osun state. The sample comprised 200 teachers from 20 secondary schools in the Ife/Ijesa senatorial district of the state. Simple random sampling technique was used to select the sample for the study. A self-designed questionnaire tagged: School Environment and Teacher Productivity (SETP) was used to collect the data for the study. Experts screened the tool to ensure its validity. The tests-retest approach was used to assess the instrument's reliability. 30 teachers who were not in the study region received the instrument twice over the course of two weeks. The Pearson's Products Moment Correlation was used to analyze the data that was collected. The obtained reliability coefficient of .81 was deemed sufficient to establish the instrument's reliability. Every hypothesis was examined at the significance level of .05. The study revealed that the teaching-learning environment in the secondary schools was very conducive. The study also showed that school environment, school infrastructure and the psychosocial environment were significantly related to teacher productivity. Based on the findings, it was recommended that the government as well as the stake-holders in the secondary education sector should strive to sustain the tempo of the conducive school environment so as to enhance better teacher productivity.*

**Keywords:** Teachers, Teacher productivity, Work Condition and Work Environment

### Introduction

Since a school's philosophy has a significant impact on what is done in the educational system, the work environment inside that institution is typically the result of that philosophy. The process and application of teaching and learning are significantly influenced by the surroundings (Usman & Madudili, 2019). As a result, it assumes that a number of environmental factors, including the infrastructure that is in place, the material and physical facilities, and the psycho-social environment pertaining to the interactions between teachers and students, all play a reasonable role in the success of the educational system. The success of the school's instructional initiatives is also greatly influenced by the instructor.

Teachers are an essential human resource in the educational system, according to Adedeji (1998). More significant than the caliber of the tangible and material resources made available is the teacher as the single most influential component of the educational system. However, it seems that teachers are not

giving the teaching-learning process their all these days, which is producing half-baked school dropouts, as evidenced by the final results of the Senior School Certificate Examination, which showed that only 16.7% of those who took the test received five-credit passes or above in English Language, Mathematics, and three other subjects, while 83.3% failed the exams (The Guardian Newspaper, 19<sup>th</sup> October, 2023).

This demonstrates unequivocally how ineffective secondary school teachers are. A number of reasons have been identified as contributing to teachers' low productivity, but the school environment seems to be a significant component that is primarily responsible for the threat (Adu., et al., 2016). It seems that some of the state's schools lack an environment that supports effective teaching and learning. A casual examination of a few of the state's schools also revealed that there are instances where the learning environment is appalling (Shamaki, 2015). In certain instances, schools lack adequate classroom space; in others, there are insufficient lockers and chairs within the classrooms, and the facilities are not kept up to date. According to Odunlami (2016), the activities that teachers engage in all of these might potentially have the effect of lowering teachers' productivity levels. There have been instances of conflict between educators and students, as well as between educators and the administration of the school. The completion of the school's objectives is threatened by all of these. It has been noted that instructional strategies are essential in all teaching and learning contexts; a teacher's choice of strategy can either help or impede student learning. It could hone the mental skills that form the foundation of social influence or it could stifle the student's curiosity and initiative (Munna & Kalam, 2021).

It has been noted that improving teacher efficiency also requires physical amenities like labs, lecture halls, libraries, and office computers. Physical amenities are therefore instruments that can be employed to increase teacher productivity. The importance of having suitable facilities for efficient teaching and learning was emphasized by Togunloju (2015). Akomolafe and Adesua (2016) observed within any educational system, there are a variety of physical amenities available to students, including classrooms, libraries, labs, restrooms, learning resources, and other infrastructures that encourage study.

Based on past experiences, it is not unusual to witness decaying structures with roofs, ceilings, windows, doors, and floors with portholes falling off. Furthermore, the majority of public secondary school libraries are filled with out-of-date textbooks, while there are insufficient contemporary journals and textbooks. According to Mpho (2013), a college or university's library is the hub of its academic endeavors. An institution needs to have a good library set up in order to be successful academically. Experience has proven that when working conditions are favorable, employees perform better on the job, which lowers high absenteeism and sabotage, among other things (Oludeyi, 2015). Better office spaces and work environments have been shown to increase employee morale and, eventually, productivity. Better workplace conditions lead to better outcomes. One of the things that affects workers' productivity and sense of dignity at work is the availability of a proper physical workspace for teachers (Obadaya, 2016).

It seems that a better working environment leads to better results and an increase in teacher productivity. The term "working environment" refers to both the actual physical location of an employee's place of employment and its immediate surrounds, such as an office building or construction site (Zhenjing, et al., 2022). Teachers work better and are more productive in a calm, cool, tidy, and peaceful setting. It appears that most public secondary schools do not have a calm, orderly, and cool working environment that would satisfy their teachers. The majority of public secondary schools appear to have antiquated facilities and an unpleasant working atmosphere, which may not be conducive to good teaching and learning. As a result, teacher productivity is predicted to decrease. Experience has proven that when working conditions are favorable, employees perform better on the job, which lowers high absenteeism and sabotage, among other things (Oludeyi, 2015). Better office spaces and work environments have been shown to increase employee morale and, eventually, productivity. Better workplace conditions lead to better outcomes. In light of this, this study looked at the connection between teacher productivity and school environment in Osun State's public secondary schools.

### Purpose of the Study

The purpose of this study was to find out the relationship between school environment and teacher productivity in public secondary schools in Osun state. The study investigated the extent of conduciveness of the school environment.

### Methods

The study adopted descriptive research of the survey type. The population consisted of 3840 teachers in the public secondary schools in Osun State. Simple random sampling techniques were used to select 200 teachers from 20 public secondary schools in the Ife/Ijesa senatorial district of the State.

A self-designed questionnaire tagged: School Environment and Teacher Productivity (SETP) was used to collect data for the study. Expert screened the tool to ensure its validity. The tests-retest approach was used to assess the instrument's reliability. Thirty teachers who weren't in the study region received the instrument. The instrument was administered twice over the course of two weeks.

The Pearson's Products Moment Correlation was used to analyze the data that was collected. The obtained reliability coefficient of .81 was deemed sufficient to establish the instrument's reliability. Data collected was analyzed using descriptive and inferential statistics. All hypotheses were tested at .05 level of significance.

### Results

The results of the study were presented as follows:

In order to determine the extent of conduciveness of the school environment, frequency counts and percentage scores were used to analyse the responses on items 1-10 of section of "SETP". The result was presented in table 1.

#### Conduciveness of the School Environment.

S/N	ITEMS	AGREE	%	DISAGREE	%
1.	The school has enough classrooms	90	45	110	55
2.	The school facilities are well maintained	100	50	100	50
3.	The toilet facilities in the school are adequate	80	40	120	60
4.	The school has enough recreational facilities	90	45	110	55
5.	There is cordial relationship among teachers	175	87.5	25	12.5
6.	There is cordial relationship between teachers and students	100	50	100	50
7.	Students relate very well with one another	170	85	30	15
8.	The school is free from external threat	180	90	20	10
9.	Rules concerning cleanliness are consistently applied in the school	110	55	90	45
10.	The school environment provides an atmosphere conducive for learning	130	65	70	35
<b>Mean</b>			<b>82.6</b>		<b>17.4</b>

Table 1 results show that while 55% of respondents disagree, 45% of respondents agreed that there are adequate classrooms in the state's schools. Furthermore, half of the respondents concur that the facilities at the schools are kept up well, while the other half disagree. Furthermore, 40% of respondents concur that the school's restroom facilities are sufficient, while 60% disagree. Regarding the recreational facilities at the school, 45% of respondents concur that there are not enough of them, while 55% disagree. Furthermore, 87.5% of respondents concur that teachers had friendly relationships, with 12.5% disagreeing.

Additionally, the data shows that 50% of respondents agree and 50% disagree that teacher and students enjoy cordial relationship. According to data on student-student relationships, 85% of respondents support student mutuality while 15% disapprove. Ten percent of respondents disagree, with

90% agreeing that there were no outside treats at the school. While 45% of respondents disagree, 55% of respondents say that cleanliness regulations are consistently enforced. Finally, 35% of respondents disagree and 65% of respondents think that the school setting creates a favorable learning environment. The average percentage of respondents who believed that the school atmosphere is generally favorable for teaching and learning activities was 82.6%.

**Hypothesis 1:** There is no significant relationship between school environment and teacher productivity.

**Table 2: Test of Relationship between School Environment and Teacher Productivity**

Variable	N	Mean	SD	r-cal	r-tab
School Environment	200	26.33	3.37		
Teacher Productivity	200	28.27	3.33	.616*	.197

\* P < .05

At the .05 level of significance, Table 2 demonstrates that r-cal .616 is greater than r-table .197. This suggests that teacher productivity and the school environment have a strong beneficial association. This suggests that a supportive learning environment will raise the efficacy and efficiency of teachers to a high level, which will benefit their production. Consequently, the null hypothesis was disproved.

**Hypothesis 2:** There is no significant relationship between school infrastructure and teacher Productivity.

**Table 3:**

Test of Relationship between School Infrastructure and Teacher Productivity

Variable	N	Mean	SD	r-cal	r-tab
School Infrastructure	200	22.45	6.37		
Teacher Productivity	200	28.27	3.33	.250*	.197

\* P < .05

The outcome demonstrated that, at the .05 level of significance, the value of r-calculated .250 was higher than the value of r-table .197. This indicates that there was a noteworthy positive correlation between teacher productivity and school infrastructure. A school with sufficient infrastructure will have more productive teachers. Consequently, the null hypothesis was disproved.

**Hypothesis 3:** There is no significant relationship between psycho-social environment and teacher productivity

**Table 4: Test of Relationship between Psychosocial-Environment and Teacher Productivity**

Variable	N	Mean	SD	r-cal	r-tab
Psychosocial Environment	200	20.35	2.37		
Teacher Productivity	200	28.27	3.33	.717*	.197

\* P < .05

The analysis's outcome reveals that the computed value .717 was higher than the value .197 in the table. This suggests that teacher productivity will increase in a supportive psychosocial setting. Because there was a significant correlation between the psychosocial environment and teacher productivity, the null hypothesis was rejected.

### Discussion of Findings

The study found that the secondary schools included in the sample had a generally conducive teaching and learning environment. It was also discovered that there was a somewhat favorable psychosocial environment, which included interactions between students and teachers as well as between students and teachers. This is consistent with Togunloju (2015) reiteration of the need for sufficient facilities to support efficient teaching and learning. Akomolafe and Adesua (2016) observed that

in any educational institution, there are a variety of physical amenities available to students, including classrooms, libraries, labs, restrooms, learning resources, and other infrastructures that encourage study.

The results of the study also showed a strong correlation between teacher productivity and the school environment. This indicates that improved student outcomes are guaranteed when there is a favorable school climate, which will also help teachers provide better instruction. These results corroborate those of Oludeyi (2015), who noted that a more favorable work atmosphere and improved office space benefit employees and ultimately increase productivity. Better workplace conditions lead to better outcomes. One of the things that affects workers' productivity and sense of dignity at work is the availability of a proper physical workspace for teachers (Obadaya, 2016).

The study's findings also showed a strong correlation between teacher productivity and the psychosocial environment. This suggests that an atmosphere free from animosity and in which everyone gets along well with one another will inevitably boost teacher and student productivity.

### Recommendations

Based on the finding of this study, the following recommendations were made:

1. School administrators should maintain a conducive school environment so as to enhance better teaching / learning situations.
2. Government as well as other stakeholders in the secondary education sector should not relent in providing conducive environment, providing necessary infrastructure as well as sustain the tempo of the psychosocial environment so as to enhance better teacher productivity.

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